AILA 2023 CONGRESS

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430. - English Education Practices in Late Qing China in the Ideological Context of "Western Learning for Application"

Xi LI ˙, Wushuang Zhang

431. - "Mon école bilingue": Effects of children reflecting on their bilingual education and emerging plurilingual identities.

Kelly Shoecraft ·

432. - What do we include in the social? Using an actor-network theory lens to examine learning associations in an autonomous English course.

Fergal Bradley ·

433. - Promoting self-regulated learning skills in an EFL Malagasy context

Dominique Vola Ambinintsoa Razafindratsimba ·

434. - Linkages between literary reading, general aesthetic competence, and literary competence in the EFL classroom

Raees Calafato ·

435. - Debating debating: What's in it for a critical foreign language teacher education?

Katrin Schultze ·, Anne Mihan

436. - Collaborative Turns in Italian talk-in-interaction: collaboration, temporality, and emergent grammar

Virginia Calabria ·, Maria Eleonora Sciubba

437. - Trans[cultura]linguación: An intercultural approach to the revitalization of the Quechua

Yecid Ortega ·, Yojana Oscco , Indira Quintasi

438. - Redesigning English and German thesauri for language production: a project (A reconnaissance of the efficiency of English and German thesauri for writing production)

Laura Pinnavaia ·, Carolina Flinz

439. - "Why, as Mongol, am I unable to use my mother language to master another foreign language but need to rely on Mandarin (L2)?": A case study of translanguaging in ethnic multilingualism

Disi Ai ·

440. - Countering language loss: Aboriginal students translanguaging at school

Jill Wigglesworth , Oliver Rhonda ·

441. - Corpus approaches to ISLL research

Geoffrey Sockett ·

442. - International music education: the complex interplay of multilingual repertoires in teaching and learning

Ute Smit ·, Miya Komori-Glatz

443. - Investigating extramural English: young L2 learners' exposure, grammar knowledge and writing proficiency prior to English instruction

Elien Prophète ·, Pia Sundqvist , Elke Peters

444. - A visual journey through the integration of research and practice for teaching Arts in English in primary education

Anna Marzà Ibàñez ·

445. - Translingual practices in episodes of interaction: A study based on communicative intentions in EMI live online lectures

Vicent Beltrán Palanques ·, Maite Amondarain-Garrrido

446. - What does linguistic structure tell us about language ideologies? The case of majority language anxiety in Germany

Oliver Bunk ·

447. - Dispositif hybride en classes de FLE hétérogènes : un levier de développement de compétences transversales chez les apprenants ?

Paul Pouzergues ·

448. - The crucial interpreter in the French asylum procedure: highlighting the social implications of working with language(s)

Maxime Maréchal ·

449. - Interdisciplinarity as a means for inclusion/ La interdisciplinariedad como medio para la inclusión

Gabriela Nelly Tavella ·, S.Carina Fernández , Melina Porto

450. - An international comparative study of learners in input-rich settings with different starting ages of formal English instruction: Results presented considering methodological concerns in international ISLL projects

Elke Peters *, Pia Sundqvist

451. - Using network analysis to model individual difference constructs as complex systems

Lani Freeborn *, Sible Andringa , Judith Rispens

452. - Late-life language learning as a socially and cognitively stimulating leisure activity in healthy older adults and those with a history of depression

Jelle Brouwer *, Floor Van Den Berg , Hanneke Loerts , Remco Knooihuizen , Merel Keijzer

453. - A dynamic systems theory approach to informal second language learning: using retrodiction to trace back the dynamic evolution of the learner's motivational system

Marion Mathieu *

454. - Quiet Resilience: Transgressing Ghana's postcolonial erasure of the Safaliba language in government schools on tribal lands

Ari Sherris *

455. - Establishing and processing communication at eye level in first sessions in coaching

Sabine Jautz *, Graf Eva-Maria

456. - CLIL students' perceptions on subject learning through L1 and L2: the role of strand intensity and SES

Leah Tompkins *, Elisa A. Hidalgo McCabe

457. - Interpréter les écrits de l'environnement du quotidien – vers une pédagogie multimodale au service du développement de la littératie des migrants allophones

Nicolas Guichon *

458. - A Contrastive Analysis of Spelling Inventories by Adult Migrants in L2 German and L1 Turkish

Zeynep Arslan *, Christine Czinglar , Christoph Schroeder

459. - Adapting monolithic educational structures to diverse learners: Beyond fitting square pegs into round holes

Shelley Taylor , Colette Ilse Despagne Broxner

460. - The Bilingual Language Profile (BLP) as a tool to characterize language dominance in bilingual young adults in Catalonia

Rut Benito , Núria De Rocafiguera Montanyà , Aurora Bel

461. - Decentralization and diversification of cultural content in English language textbooks used in primary schools in Bosnia and Herzegovina

Gorica Stevanovic

462. - Normalizing Pluralistic Approaches to/for Foreign Language Teaching at the University Level

Shelley Taylor , Ana Garcia-Allen

463. - Beyond official bilingualism: The case of a Canadian institution learning to embrace plurilingualism

Marie-Elaine Lebel , Marlon Valencia

464. - Chinese as a Foreign language learners' Intercultural Communicative Competence development and identity construction in the New Zealand context

Xi Yun

465. - La traducción automática neuronal en el marco de la traducción especializada español-francés

Cristian Valdez

466. - Designing sustainability-focused digital infographics: Learners' multimodal composition and authorial agency in a lower-level collegiate L2 French class

Beatrice Dupuy , Tara Hashemi

467. - How applied linguistics and narrative analysis can help to think about displacement processes: The case of Venezuelans in Brazil

Liana Biar

468. - Lecture partagée et socialisation langagière dans des familles françaises et britanniques

Aliyah Morgenstern , Pauline Beaupoil-Hourdel ˙, Marie Leroy-Collombel

469. - Discours sur l'école durant les dîners familiaux : socialisation aux codes et secondarisation des apprentissages

Aliyah Morgenstern ˙, Sophie De Pontonx , Diane Bedoin , Pauline Beaupoil-Hourdel , Agathe Nguyen , Karine Martel

470. - Heterocringe and norm-critical discourses on heterosexuality on Twitter and Instagram: between changing representations and self-empowerment

Alice Cesbron ˙

471. - Using language learning strategies for developing speaking skills

Shravasti Chakravarty ˙

472. - Multimodality in multi-party interactions: the orchestration of dining and interacting in speaking and signing French family dinners

Aliyah Morgenstern ˙, Claire Danet , Stéphanie Caët , Christophe Parisse , Christelle Dodane , Marion Blondel , Marine Le Mené , Camille Debras , Charlotte Danino , Sophie De Pontonx , Loulou Kosmala

473. - Le rôle de la gestualité dans les dîners familiaux bilingues

Aliyah Morgenstern , Alice Brunet ˙

474. - Reflective teaching in plurilingual education: a teacher training experience on Pluralistic approaches in Italian lower-secondary school

Edith Cognigni ˙, Martina Di Febo

475. - Métaphraséographie, conception phraséographique : dictionnaire d'apprentissage des UP en FLE

Lian Chen ˙, Danh-Thành DO-HURINVILLE , Huy Linh Dao

476. - Correction et intégration phonétique du FLE dans la pratique des chanteurs lyriques hispanophones par la méthode verbotonale

Edson Muller Jimenez Cornejo ˙

477. - A design-informed approach to researching gameful L2 teaching and learning

Jonathon Reinhardt ˙

478. - Towards responsible and ethical language testing for immigration policy purposes

Kellie Frost ·

479. - Equity for success

Kerstin Dofs ·, Mira Kim

480. - The politics of identity and ideology in social media discourse: An analysis of debates surrounding diacritic marks in Dhivehi

Naashia Mohamed ·

481. - Translanguaging in a Chinese university Spanish audio-oral classroom: practices and attitudes

XIUCHUAN LU ·, YA ZUO

482. - Representation and reconstruction of Hispanic cultural contents in localized Spanish as foreign language textbooks in China: A Multimodal Discourse Analysis perspective

HAO CHEN , Geng Zhi ·

483. - Intimacy and distance in domestic work relations: Sociolinguistic challenges

Mastin Prinsloo ·

484. - The acquisition of L3 Spanish stop contrast by Chinese dialect speakers

Liu Jiaqi ·, XIUCHUAN LU

485. - Is Plain legal French actually Plain? A textometric comparison of French-Canadian and 'French' French legal dissemination texts, focusing on discourse patterns of phraseology

Manon Bouyé , Christopher Gledhill ·

486. - Re-thinking Picturebooks for Intermediate and Advanced Learners

Grit Alter ·, Thorsten Merse

487. - Pluriecological and synergic visions for applied linguistics: Pedagogical possibilities for language diversity and inclusion

Yecid Ortega ·

488. - Discourses of postdigital learning: tracking literacies in action

Marion Mathier ·

489. - Confrontation discourses and mainstreaming of populist communication style in Finnish politicians' social media texts

Kristiina Savola ·

490. - The use of (online) dictionaries at the interface of curricular requirements and practice

Andrea Abel ·

491. - Foreign language learning as a potential healthy aging tool to stimulate cognition and well-being in older adults: A randomized controlled study

Floor Van Den Berg ·, Jelle Brouwer , Hanneke Loerts , Remco Knooihuizen , Merel Keijzer

492. - Ein partizipativer Forschungsansatz als Weiterbildungsmodell für Fremdsprachenlehrpersonen im Bereich der Mehrsprachigkeitsdidaktik

Stefania Crameri ·

493. - Foreign Language Study Abroad and Intercultural Mediation: A Mediation-Based Model of Intercultural Development

Wai Meng Chan ·, Daniel Kwang-Guan Chan , Seo Won Chi , Sasiwimol Klayklueng , Yukiko Saito

494. - Pluriculturalism and Identity Development: Cases from Foreign Language In-Country Immersion

Wai Meng Chan ·, Daniel Kwang-Guan Chan , Seo Won Chi , Sasiwimol Klayklueng , Yukiko Saito

495. - Investigating the Role of Intercultural Mediators in the Legitimate Peripheral Participation of Students on Short-Term Study Abroad

Wai Meng Chan ·, Seo Won Chi

496. - Increasing the visibility of communication practices in the Architecture discipline: Action research for epistemic democracy

Emily Edwards ·, Aurora Murphy

497. - Adapting the Processing Instruction model for elementary school learners of L2 English

Marie-Pierre Jouannaud ·

498. - The influence of musical abilities on L2 prosodic processing

Nelleke Jansen ·, Hanneke Loerts , Eleanor Harding , Deniz Başkent , Wander Lowie

499. - The role and importance of small talk during performance appraisal interviews in a virtual workspace

Fien De Malsche ˙, Mieke Vandenbroucke , Els Tobback

500. - Socializing for Success: A Critical Sociolinguistic Ethnography of High Socio-Economic Status Multilingual Families in the UK, Post-Brexit.

Marie-Anne Mansfield ˙

501. - Designing a plurilingual escape game on languages comparison in primary schools

Coralie Payre-Ficout ˙, Virginie Zampa , Marie-Pierre Jouannaud

502. - Entextualization and categorization in corporate performance appraisal interviews

Fien De Malsche ˙, Mieke Vandenbroucke

503. - Communicating uncertainty in legal counselling for asylum seekers

Marie Jacobs ˙

504. - Promoting plurilingual and pluricultural teacher competences through collaboration

JULIA LLOMPART ˙, Melinda Dooly

505. - Student retention in immersion education: What drives parental decision-making when it comes to enrollment and withdrawal in immersion programs?

Pádraig Ó Duibhir , Laurent Cammarata ˙, Kristan Marchak

506. - Towards an integrated teaching of languages in Basque immersion programs: a study on a trilingual teaching sequence for oral expository skills in Basque, Spanish and English

Ibon Manterola , Ana Aldekoa ˙

507. - What are the best practices to foster students' motivation in Basque and Friulian schools?: The teachers' perspective

Ada Bier ˙, David Lasagabaster

508. - Pleonastic constructions in the acquisition of spatial language in L1 German

Sarah Faidt ˙

509. - La motivation synchronique des locutions : une nouvelle approche

Nicole Mazzetto ˙

510. - Language Learning Strategies in Adult Second Language and Literacy Learning

Kaatje Dalderop ˙

511. - The right to translation in criminal proceedings: the case of the criminal court in Ghent

Sara Delva ˙

512. - Policy transitions of supporting non-common foreign language education in China: A comparative institutional analysis

Chenyang Zhang ˙

513. - Revisiting Condelli's What Works Study in light of self-reported practices of LESLLA teachers in Québec (Canada)

Valérie Amireault ˙, Véronique Fortier , Suzie Beaulieu , Alexandra H.-Michaud , Vincent Bédard

514. - Insights into Qualitative Data on Pre-Service Teachers' Beliefs about Multilingualism in the Classroom: Developments between Personal and Professional Experiences

Caroline Böning ˙, Tobias Schroedler

515. - Publier des articles en provenance du continent africain : stratégies et enjeux au sein des revues académiques françaises en sciences humaines et sociales

Thomas Veret ˙

516. - Integrating Service-Learning into Virtual Exchange: Supporting Inclusivity through Intergenerational Dialogue

Carolin Fuchs ˙, Hannah Ferguson

517. - English as a Lingua Franca and perspectives in ELT

Paola Vettorel ˙

518. - Le jeu numérique, un outil pour améliorer les compétences langagières des publics faiblement scolarisés ?

Valérie Langbach ˙, Anouchka Divoux

519. - Psychology students' perceptions in the CLIL classroom: A study of a higher education institutional project

Lucía Bellés-Calvera ˙

520. - Digital linguistic activism through fan translation of video games into Catalan

Boris Vazquez-Calvo ˙

521. - Developing Language Awareness through cross-disciplinary collaborative action research: a model for teacher development in ICLHE

Ulla Fuerstenberg , Margit Reitbauer , Petra Kletzenbauer ˙

522. - Reimagining FL education boundaries through Critical Pedagogy: Bringing Sign Language into the L2 classroom

Stephanie Pellet ˙

523. - Constructions of Chinese students' sense of belonging through language use in intercultural communicative practice in the UK

Yuanjing Ye ˙

524. - Evaluating in English in Secondary School History in Two SEC Areas in Madrid

Anne McCabe ˙, Rachel Whittaker

525. - The ILR Skill Level Descriptions for the 21st century: Comparability across tasks, tests, skills, examinees, languages, and organizations

Rachel Brooks ˙, Tanner Call

526. - METAPHOR AS A CONCEPTUALIZATION TOOL IN THE POLITICAL DISCOURSE OF AN OUTERMOST SPANISH REGION

Marina Díaz-Peralta , Gracia Piñero Piñero ˙, María Jesús García Domínguez

527. - "Every translation affects us in some way": the social relevance and the feminist language of Nossos Corpos por Nós Mesmas

Erica Lima ˙

528. - Theorizing multilingual families as discursive spaces: Epistemological and methodological considerations

Adriana Patino-Santos ˙, Eva Codó Olsina

529. - The Word of the Year Initiative in Switzerland: Data, Methods, and Tools

Julia Krasselt ˙

530. - Co-constructing multilingual activities with Italian primary school teachers. A case study of the potential benefits of a participatory approach to teacher training.

Cecilia Maria Andorno ·, Paolo Della Putta , Silvia Sordella

531. - Récit en interaction : au-delà de la microsyntaxe

Adrián Ceballos ·

532. - L\'impact de la sécurité/insécurité linguistique sur les performances orales des apprenant.e.s de FLE : une étude exploratoire

Karina IBÁÑEZ ·

533. - English as a medium of instruction during the pandemic: Affordances and challenges for professors in a global South context

Eduardo Diniz De Figueiredo , Fabia Carla Rossoni ·

534. - Designing meaningful materials to teach English to young learners: impacts on teachers' approaches and practices

Rita De Cássia Barbirato ·

535. - Introduction au Symposium : Réflexion sur le positionnement de l'enseignant.e-chercheur.e de français

Gaelle Planchenault ·

536. - Family and School: Intergenerational perspectives on the connections between family language policy and schooling

Yin Yu ·

537. - Chinese-German speaking children's perspective on their multilingual literacy practices during the kindergarten-school transition

Yin Yu ·

538. - Language Policy, (Anti-)Racism, and Solidarity

Jeff Bale ·

539. - Engaging in critical sociolinguistic inquiry and embodied practice through a translanguaging stance

Saskia Van Viegen ˙, Sunny Man Chu Lau

540. - Functional inclusion or undercover transformation? Discursive strategies in LGBTQIA+ representations in a locally-designed textbook series

Victoria Furtado ˙, Germán Canale , Martina Fernández Fasciolo

541. - Translating (in) the Public Service: when interpreting facilitates migrants' understanding of the institutional context.

Daniele Urlotti ˙

542. - Inclusive and sustainable instructional design for transnational English language learners in higher education: Fostering learners' intercultural competence and global citizenship

Heejin Song ˙, Jacqueline Ng

543. - Addressing diversity issues with graphic novels in the secondary EFL classroom: focus on health and bullying

Gila Schauer ˙

544. - Decolonizing the Curriculum through Community-Engaged Partnerships

Christelle Palpacuer Lee ˙, Mary Curran , Amanda Dominguez , Daniela Tirnovan , Marina Feldman

545. - Embedding an explicit literacy focus in disciplinary learning: Developing transferable thinking skills to improve writing outcomes

Honglin Chen ˙, Beverly Derewianka , Annette Turney , Helen Georgio , Jones Pauline , Erika Matruglio , Wendy Nielsen , Margaret Turnbull

546. - Does realistic moral dilemmas cancel out the effect of language?

Irini Mavrou ˙, Andreas Kyriakou

547. - Unsettling the traditional narratives of language teacher education one teacher-learner at a time

Marlon Valencia ˙, Antoinette Gagne , Sreemali Herath

548. - Online networks for teacher development and inclusive pedagogy in pandemic times: a study on the view of the ecological perspective

Junia Braga , Antonio Carlos Martins

549. - Professional learning about teaching pronunciation: Inclusive practitioner research in the context of beginner-level adult English language teaching in Australia

Skye Playsted

550. - The impact of lyrical and non-lyrical background music on the reading comprehension task in English as a second language

Yuzhe Sun , Ran Bi

551. - Upward Mobility in Tourism and on TikTok: Problematizing the Revitalization of Ethnic Bai Language and Culture in China

Hongmei Yang

552. - Les définitions des expressions idiomatiques dans les dictionnaires

Elena Berthemet

553. - Strategic feedback loop in writing conferences: A content analysis of L2 learners' reflection

Junko Imai

554. - Narrative, language and interaction: A discursive approach to identity in multicultural educational contexts

Carolina Perez Arredondo

555. - Media, diversity and social inclusion: The semiotics of youth radio station imaging

Sarah Josefine Schaefer

556. - "Digital influencing" and its learning potentials in multilingual classrooms

Stephan Schlickau , Kristin Bührig

557. - The Community-Engaged, Anti-Racist Education Inquiry Community

Christelle Palpacuer Lee , Mary Curran , Nora Hyalnd , Bertha-Helena Coquel , Anel Suriel , Edie Grauer

558. - Mutual involvement and engagement in the study of languaging: Towards a participatory sociolinguistics

Heltai János Imre ˙, Csanád Bodó

559. - Shifting from English Langauge Teaching to English Language Awareness Teaching

Ayako Suzuki ˙

560. - Translanguaging and Transknowledging in CLIL: Revisiting the flows of disciplinary social semiotics in Public Relations

Phoebe Siu ˙

561. - The effects of AI-assisted language learning on the intelligibility of Korean-accented English

Bohyon Chung ˙, Miki Hyun Kyung Bong

562. - Sensible story-telling in a suicide prevention chat

Gudrun Ledegen ˙

563. - Acculturation Process among New Immigrants from Southeast Asia and Their Children in Taiwan

Su-Chiao Chen ˙

564. - Language needs analysis of adult refugees and migrants and LASLLIAM Piloting in L2 Greek

MOUTI ANNA ˙, Christina Maligkoudi

565. - Teaching how to do being a competent participant in interaction: Using conversational corpora in the foreign language classroom

Franco Pauletto ˙, Biagio Ursi

566. - The Representation of Ageing in the British Press: A Corpus-Assisted Analysis

Laura Tommaso ˙

567. - Incorporating SDGs and beyond in an English for global citizens curriculum in an international liberal arts university in Japan

Junko Imai ˙

568. - A study of a specialised American police discourse genre: probable cause affidavits

Audrey CARTRON ·

569. - Les compétences interactionnelles en réunion de travail

Virginie ANDRE ·, Carole Etienne

570. - El sesgo informativo en la construcción discursiva del Covid-19 en la prensa española

Álvaro Ramos Ruiz ·

571. - Learning to become a critical EFL teacher: Ethical and political challenges in teaching language as symbolic power on issues of race and racism

Irene Heidt ·

572. - Sprachideologien der Linguistik im Wandel? Die Fachdebatte über Frauensprache 1978/79

Hanna Acke ·

573. - Complying with the SDGS by fostering Respect for Linguistic Diversity - Language Resources of Plurilingual Heritage Speakers in a Multilingual Country

ANDREA WEHRLI ·

574. - The development of a transdisciplinary online asynchronous professional development course on engineering safety in an EMI university in the Arabian Gulf.

DR GLENDA El Gamal ·

575. - Welcoming Languages: Introducing a Refugee Language in Education

Giovanna Fassetta ·, Lavinia Hirsu , Sahar Alshobaki

576. - Critical thinking through Content Language Integrated Learning - an interdisciplinary, bilingual (Spanish-German) teaching unit that fosters Global Education

Svenja Dehler ·

577. - Major Issues of European Language Education Policy in China

Tianwei Zhang ·

578. - Comment identifier un récit en français, en espagnol et en italien ? Quelles stratégies proposer à un apprenant de langue ?

Carmen Alberdi , Virginie ANDRE , Clara Cousinard ˙, Carole Etienne , Elisa Ravazzolo

579. - Minoritization in and through language in Post-Soviet Eurasia

Elise Ahn ˙, Juldyz Smagulova

580. - Public discourses on diminished responsibility: analysis of (re)appropriation of language of law and its impact on legal decisions in the Sarah Halimi case

Nadia Makouar ˙

581. - "I can't allow them to step on me": Analysing migrant doctors' coaching leadership style in managing challenging professional situations

MARIANA LAZZARO-SALAZAR , Graf Eva-Maria ˙

582. - Pedagogical translanguaging – not always an equitable contribution to diversity

Michał B. Paradowski ˙

583. - The family domain as a safe-house: strategies of linguistic resistance and intergenerational language transmission in Pewenche families in south Chile

Marco Espinoza ˙

584. - Pedagogical translanguaging in heteroglossic L2 classrooms – not always socially just

Michał B. Paradowski ˙

585. - Predictors and successors of L2 grit in online and face-to-face language classes

Michał B. Paradowski , Magdalena Jelińska ˙

586. - Marcadores conversacionales de acuerdo. El ok y el en la interacción digital escrita del ámbito comercial

Cristina Vela-Delfa ˙, Lucía Cantamutto

587. - Literature in Public School English Classes: a case study in the COVID-19 pandemics in Brazil

Elisa Seerig ˙, Cátia De Azevedo Fronza

588. - Just forget about it? – Or: The impossibility of an ethico-political turn within a framework of standard-oriented teacher education that focusses on explicit knowledge

Andreas Bonnet ˙

589. - Dare not Ask for Academic Assistance: Chinese Master Students' Indecisiveness in Academic Communication with their Instructors

Yang Liu ˙, Dandan Liang

590. - Tell me how you name, I'll tell you how you position yourself: Discursive analysis of nominations in the context of an electoral campaign

Lise Pernet ˙, Julien Longhi , Rose Moreau Raguenes

591. - Multimodal Interactional Competences in Dialogue Interpreting Training

Marieke De Koning ˙

592. - Teaching foreign languages to Polish seniors. (Glotto-)stereotypes versus reality.

Sylwia Niewczas ˙, Magdalena Smoleń-Wawrzusiszyn

593. - Language Teachers' Critical Praxis: Representations of Cultural and Linguistic Diversity

Francis Troyan ˙, Loretta Fernandez , Daniel Ferguson , Yuseva Iswandari

594. - « Je gardais [la] clé de mes voisins quand ils partaient en vacances » ["I used to keep my neighbours' keys when they went on holiday"]. Small stories for an alternative representation of oneself in researcher/prisoner interview in jail.

Valérie Rochaix ˙

595. - Regional differences in the topic of second language acquisition research between 1970 and 2020: A topic modeling approach

Akira Murakami ˙

596. - New perspectives for examinations alignment on frameworks of reference for languages: corpora approach and new perspectives and challenges opened by automation and Artificial Intelligence

Vincent Folny ˙

597. - Affect and Cross-cultural Influence on Language Processing: An fNIRS study.

Daniela Ortega ˙, Dan Dewey , Siena Christensen

598. - Receptive Dutch for international participation in university bodies: a receptive multilingual approach

Madison Steele , Kimberly Naber , Jan Ten Thije , Rick De Graaff ˙, Frederike Groothoff , Trenton Hagar , Kimberley Mulder

599. - Explorative Praxis? Challenges and Opportunities in Translating Practitioner Research into Languages Other than English

Cori Crane ˙, Melanie Mello

600. - Creating shared value: a social semiotic analysis of ESG discourse on social media

Esterina Nervino ˙

601. - Focus on classroom language in multilingual university settings: shifting perspectives.

Pat Moore ˙, Emma Dafouz

602. - Using Legitimation Code Theory to explore the use of English and other semiotic resources in knowledge building in university English medium education.

Thomas Morton ˙

603. - The Autonomous Language Learning Classroom: The Answer to Inclusion - evidence from a Danish non-streamed secondary school

Leni Dam ˙

604. - Virtual Exchange: an innovative inclusive Third Space for the promotion of global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development

Ana Vivian Fernández Peraza ˙, Yumiko Furumura

605. - Transgressive English language teaching practices in a Brazilian public school: active methodologies through the lenses of Socio-Cultural-Historical Theory (SCHT)

Valeska Favoretti Serafim ˙

606. - Addressing linguistic and social sustainability: English reading comprehension strategies among multilingual students with varied heritage language literacy levels

Judi Rose ˙, Minna Maijala , Kuusalu Salla-Riikka , Leena Maria Heikkola , Päivi Laine

607. - Self-regulated writing strategy training in secondary schools

Seda Yilmaz Wörfel ˙, Simone Jambor-Fahlen , Nora Fröhlich

608. - Vieillesse : fatalité ou maladie à soigner ? Les nouvelles stratégies discursives dans les milieux transhumanistes et spécialisés

Iuliia TROITSKAIA ˙

609. - Modeling the recontextualization of talk in professional writing

Gilles Merminod , Lauri Haapanen ˙

610. - Taking a wide-angle view on language learning strategies: A case study of an EAL writer

Jason Schneider ˙

611. - Language learning and use in the context of care work: Experiences of migrant care workers from Ukraine

Zlatoslava Savych ˙

612. - Educational linguistics and ecocriticism: environmental narratives for children and young people to promote sustainability

Monica Peluso ˙

613. - Performing Pro- and Anti-Abortion Political Positioning in the U.S. Congress

Polina Shvanyukova ˙

614. - Sustainability and Practitioner Research: Fostering Embodied Knowledge and Inclusivity in Language Pedagogy

Anna Costantino ˙

615. - Comparison of teachers' and students' perspectives on dictionary use, knowledge, and preference during the COVID-19 pandemic

Atipat Boonmoh ˙

616. - Language Policy and Language Ideology in Times of Euregionalising Borderlands: The Case of Secondary Schools' (Extra-)Curricular Investments

Daan Hovens ·

617. - Affordances and Constraints of ELT Textbook Materiality in a Chinese Emergency Online Classroom

Yi Zhang ·

618. - Carrying out fully inclusive research: contemporary Exploratory Practice insights to research (and classroom practice)

Diego Fernandes Coelho Nunes ·, Beatriz De Souza Andrade Maciel , Thelma Christina Ribeiro Côrtes

619. - "Do you date man and woman!?": Sociability and their normative bases in the lives of LGBTQIA+ people among their relatives.

Alex Figueiredo ·

620. - Measuring plurilingual competence in English-Medium Instruction: language gains in students' receptive and productive skills

Thais Mena Orduña ·, Àngels Llanes Baró , Josep Maria Cots Caimons

621. - Embodied Systemic Functional Linguistics: Unlearning in Teacher Education

Kate Batson ·, Nicole Siffrinn , Ruth Harman

622. - Exploring intersections of SHES (situated, historic, embodied semiosis) and applied linguistics

Andrea Olinger ·, Paul Prior , Julie Hengst

623. - The roles languages play in an English-medium business degree: bachelor students' voices on their plurilingual trajectories towards disciplinary literacy

Verena Grau ·

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847. - Opening recording

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Angela Creese ·

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Alexandre Duchêne [.]

Construire une agentivité de la prononciation en FLE : ouvrir une fenêtre pour des apprenant·e·s de niveau A2

Authors:

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Laurence Vignes [2] [^] Université de Rouen Normandie

Abstract Topics: [SYMP25] De l

Abstract Summary:

Considérer le principe d'une médiation de la prononciation (Miras, 2021) au sein d'une formation en langues amène à repenser la manière dont cette composante du langage est intégrée sur le plan pédagogique. Cette révision est d'autant plus importante qu'elle amène l'apprenant·e à prendre une place déterminante dans la construction de ses performances par une forme de responsabilisation (Holec, 1991). L'objectif est de permettre l'émergence d'une agentivité (Al-Hoorie, 2014) sur l'accent, inscrite dans les principes de la sociophonétique (Zimman, 2020). Si l'on admet bien la manière dont les apprenant·e·s de niveaux avancés (B1 à C2) ont les ressources pour développer cette agentivité, la question des apprenant·e·s débutant·e·s reste à définir.

Cette étude porte sur la mise en place d'une recherche intervention au sein de la Maison des Langues de l'Université de Rouen Normandie à destination d'apprenant·e·s de niveau A2 lors d'un cours sur la « Prononciation ». Nous cherchons à définir l'espace disponible aux individus pour construire une agentivité sur la prononciation du français à travers un dispositif pédagogique. Différents types de données ont été récupérées tout au long du dispositif (questionnaire de début de formation, enregistrements de phrases pré et post-test, préparation de textes oralisés, enregistrements vidéo de présentations, auto-observations de l'agir professoral) afin de tracer les indices de cette agentivité. Les résultats montrent que cet espace agentif (prise de conscience, relativisation) est partiellement investi par les apprenant·e·s débutant·e·s en tirant profit de leur répertoire transculturel et identitaire. Cependant, les compétences linguistiques restent un frein pour aborder la complexité de l'accent (et la déconstruction de la norme) quand cette réflexion n'a pas déjà été menée en L1. La réussite de ce type de projet dépend également de la relation humaine qui se met en place entre les enseignant·e·s et les apprenant·e·s mais également entre ces derniers et dernières.

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Abstract ID: AILA94

Watching a short film like the Dutchmen - The effects of different subtitling modes on vocabulary acquisition and content comprehension among learners of L3 Dutch in German schools

Authors:

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Abstract Topics: [SYMP60] Original version television and language learning: latest research and future challenges

Abstract Summary:

Research has shown that different help options lead to an improvement of content comprehension and vocabulary acquisition during audiovisual input, such as subtitles (Mohsen 2016). Previous studies (see e.g. Montero Perez 2022) have mainly looked at English in combination with Romance languages for academic language learning, showing that language proximity is a relevant predictor for vocabulary learning (Puimège & Peters 2019) and thus the consideration of two languages from one language family seems interesting. It becomes even more relevant when one of these languages is learned as an additional foreign language after English, because the learners' plurilingualism can then be taken into account in audiovisual media (subtitling modes other than the learners' source or target language) (Muñoz-Basols 2019).

Taking the 'Dual Coding Theory' (Paivio 1990) and the 'Cognitive Theory of Multimedia Learning' (Mayer 2009) as a basis, the present quasi-experimental study zooms in on German secondary school learners of the closely related neighboring language Dutch, which they acquire as an additional foreign language after English. An intervention was conducted in regular Dutch courses with more than 300 learners of different language levels. All learners divided into the five subtitle conditions 1=without, 2=Dutch, 3=German, 4=English and 5=Dutch/German (dual) watched the 15-minute short film 'Spelletjesavond' with Dutch audio. Before and after the repeated film exposure, learners were presented a randomized vocabulary tasks to measure form recognition and meaning recognition/recall (similar to Peters & Webb 2018), as well as a content comprehension task (similar to Hayati & Mohmedi 2009). The general results so far show that both the control group (without subtitles) and the experimental groups (with subtitles) have significantly improved their vocabulary in Dutch and that the No- and Dutch-subtitles conditions are the least effective to comprehending the film content. In addition to the overall results, learner- (e.g., language level) and item-inherent

factors (e.g., parts of speech; global/detail comprehension) also will be considered.

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Heritage languages as a problem, right or resource? Language dynamics of Indian transnational immigrant families in Northern Ireland

Authors:

Anik Nandi [1] [*] [^] Universidad del País Vasco (UPV/EHU)

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

Immigration waves in many parts of the world including in Europe, Asia and the Americas have contributed to their pre-existing linguistic and cultural diversity through the spread of various heritage languages (hence, HL) and cultures. In the context of migration, HL refers to the language(s) practised in the home and familial contexts. For immigrant communities, HLs represent a fundamental means of shared expression and construction of ethnic identity. However, in the host society, the pressure of dominant language(s) on these minoritized languages is relentless, partly because many users of these languages can see more opportunities if they shift to the majority or dominant one. Despite these pressures, HL speakers to varying degrees maintain or reclaim their languages as active agents through intergenerational transmission and everyday interactions. Therefore, researching the family's language decisions regarding HLs and cultures is vital as they offer important insights into the dynamics of identity formation and home language development as well as maintenance in transnational communities.

Abstract ID: AILA98

Stratégies dans l'interaction et personnes âgées présentant des troubles neurocognitifs.

Authors:

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Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

Les besoins de personnel pour s'occuper des personnes âgées dites dépendantes ne font que progresser en France et dans le reste du monde entier en raison du prolongement de la vie et du vieillissement général de la population. L'aide à domicile et en établissement spécialisé est ainsi devenu un secteur en tension qui peine à recruter de nouveaux professionnels. Or l'une des solutions à cette problématique serait de permettre à une population migrante déjà présente sur le territoire et souhaitant s'intégrer de pouvoir prétendre à ce genre de fonction et de poste. A l'aide d'un corpus récolté à la fois dans un établissement de formation, le lycée Joliot-Curie de Oignies et dans établissement spécialisé qui s'occupe de personnes âgées dépendantes, l'EHPAD Stéphane Kubiak qui appartient au groupe La Vie Active, nous analyserons les interactions entre les professionnels et les personnes âgées pour montrer les compétences langagières nécessaires à l'aide et au soin de la personne âgée. Or si la formation observée forme les futurs professionnels à tous les publics d'aidés, les interactions avec les personnes âgées présentent des spécificités dues aux pathologies qui induisent bien souvent le placement premier en établissement spécialisé. La prévalence de la maladie d'Alzheimer et des troubles neurocognitifs poussent ainsi les professionnels à utiliser des stratégies issues de la vie courante pour gérer l'interaction. En effet la formation prépare surtout les professionnels à réagir en action, si divers aléas sont envisagés dans l'action tel que le risque d'incontinence, d'escarre ou de dépendances physiques diverses et variées, peu de risques dans le langage et dans l'interaction sont abordés. La formatrice dans les extraits retenus, présume en effet de capacité déjà ou d'une capacité relationnelle déjà présente dans la culture intégrée pour gérer l'interaction avec la personne âgée qui présente des troubles neurocognitifs. Se pose alors la question de la pertinence du recrutement d'un personnel issu de l'immigration qui possèderait une langue, des représentations et une culture différentes. Dans le cadre d'une recherche qui réfléchit à la création de programme de formation en langue et qui empreinte ses réflexions à la didactique des langues dans une dimension interculturel, nous analyserons les discours et proposerons des pistes didactiques afin de répondre à la question suivante : Comment les professionnels de l'aide et du soin gèrent-ils les interactions avec les personnes présentant des troubles neurocognitifs et qu'en résulte-t-il dans la création d'un programme de formation destiné au recrutement de professionnels issus de l'immigration ?

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Abstract ID: AILA99

Language without linguists: how queer agency is transforming French language practices within the most important literary festival in Atlantic Canada.

Authors:

Isabelle LeBlanc [1] [*] [^] Université de Moncton

Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

Since 1999, The Frye literary Festival is a bilingual celebration of the literary landscape with writers from all over Canada and beyond participating in literary events in Moncton, New Brunswick. The festival is named in honour of famous Canadian writer Northrop Frye who in his book The Educated Imagination (1966) writes "The fundamental job of the imagination in ordinary life, then, is to produce, out of the society we have to live in, a vision of the society we want to live in". This quote inspires language imagination within the Festival in bringing together two officially recognized linguistic communities in Canada, the francophone minority and the anglophone majority with events in either official language or with bilingual interpretation. Since 2015, the hiring of queer employees has coincided with the shifting of the Festival's public communication strategy from bilingualism to queer practices of bilingualism. In other words, queer agency has contributed to produce queer linguistic practices in both official language, including the minority language, French, in ways that create queer language accessibility for those who do not recognize themselves in standardized binary forms. The written word produced by the festival has become a testimony to queer existence and is an excellent example of how language without linguists (advocating for linguistic change from an expert perspective) is shaped by everyday practices. In this presentation, I will present a digital data corpus that focuses on the queer language practices observed on the literary festival's website and social media between May 2021 to May 2022. This corpus will allow me to compare bilingual practices of queerness with a greater focus on French language practices. In adopting an applied sociolinguistics pathway to queer language practices, I will also analyze the queerification of the festival's language through the notion of sociolinguistic citizenship inspired by Betsy Rymes (2020) which goes beyond the idea of examining what non-linguists think of language practices to interpret specific forms of storytelling in public spaces through language choices. How can we imagine queer futures without queer language ? In other words, queer agency contributes to queer sociolinguistic citizenship within the literary festival language landscape and allows us to understand how social change also stems from action to broaden collective consciousness of queer existence within linguistic communities.

Abstract ID: AILA100

Multilingual learners mother tongue teachers` competences for culturally and linguistically responsive teaching

Authors:

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Inkeri Rissanen [2] Tampere University

Elina Kuusisto [3] Tampere University

Abstract Topics: [SYMP71] Teaching and learning diasporic languages in post-pandemic era

Abstract Summary:

In this presentation we are discussing a study of multilingual learners mother tongue (MLMT) teachers' competences for culturally and linguistically responsive teaching (Gay 2018; Ladson-Billings 2014) in Finland. Education on MLMT is organized as a part of Basic Education in Finland, yet both organization of the syllabus is voluntary for municipalities and schools, and participation in the subject is voluntary for students. In the year 2020 some 22 000 students were enrolled for MLMT, and it was offered in 57 different languages (FNAE 2022). The teachers working in this field do not have fixed qualification requirements, therefore it is important to research the competencies needed for the work and the competences the teachers possess. Most teachers working in MLMT tuition are multilinguals themselves, a majority of them migrated to Finland as adults. In the study we are looking for their perceptions of culturally and linguistically pedagogies in order to present both practical and theoretical viewpoints concerning their work today and in the future. The study is based on the data of 20 semi-structured interviews of MLMT teachers, and the data is analyzed in qualitative content analysis to answer following questions: What kind of culturally and linguistically responsive competencies do MLMT teachers have? What kinds of actions help MLMT teachers to implement culturally and linguistically responsive pedagogies? Based on this research we are pointing out the need for teacher qualification for MLMT and discussing further about the role of MLMT teachers as part of culturally and linguistically responsive education.

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Abstract ID: AILA101

Language Attrition in two Japanese Returnees from neuro-linguistic perspectives

Authors:

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Amanda Taura [2] [^] Setsunan University

Abstract Topics: [SYMP39] Language Attrition in the Japanese Context from a CDST Perspective

Abstract Summary:

This study looks at two young bilingual Japanese children who return to their home country after a prolonged stay in another linguistic milieu. Firstly, both linguistic and neuro-linguistic data are examined to see if similar changes occur. Then, language retention and attrition are scrutinized in terms of their age upon return. These two Japanese-English bilingual returnees were both born in English-dominant countries, though their age of return to Japan differed - one at 11;07 and the other at 16;06. Yearly collection of both linguistic and neuro-linguistic data began at zero incubation and lasted for three years. The preliminary data analysis indicates the possibility that neuro-linguistic attrition precedes linguistic deterioration. The full results are presented at the conference.

Hideyuki Taura is a Professor of Applied Linguistics at Ritsumeikan University, and Amanda Taura is Associate Professor at Setsunan University, and their interests include bilingual acquisition and attrition.

Abstract ID: AILA103

Exploring fractality in the development of L2 writing in English: A multifractal analysis approach

Authors:

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Wander Lowie [2] [^] University of Groningen

Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

One of the relatively under-researched tenets of Complex Dynamic Systems Theory is the concept of fractality in language. Fractals refer to a self-similar structure where a smaller copy of itself has similar patterns with the structure as a whole (Hiver & Al Horrie, 2020). Prior to the introduction of CDST into applied linguistics, the notion of fractality in language has been investigated through the Menzerath-Altmann Law (the longer a construct is, the smaller its constituents are) and the Zipf-Mandelbrot law (the relationship between the frequency rank of words and their number of occurrences follow the power-law distribution). Common to both laws is the basis of evidence for fractality, i.e., the power law relationship, which is frequently expressed as a linear relationship in the logarithmic scale of the two quantities. Similarly, within the context of CDST, the notion of fractality in the temporal domain of language use is also explored from this perspective. Lowie et al's (2014) study, for example, demonstrated that the pattern of lexical processing in second language use followed a 1/f scaling relation, which, like the power law, also results in a linear relation in the log-log plot. Evans (2020), as well, showed that the frequency/density plot of clausal use by his participant across 30 weeks followed the power-law distribution.

We extended this line of inquiry by using a multifractal analysis to explore the nature of fractality in language. We hypothesised that the nature of fractality in language is multifractal, instead of (mono-)fractal as implicitly assumed in most, if not all, of the currently available study of fractal linguistics. In our study on L1 English texts and L2 English texts, we found evidence of the multifractality in the distribution of 3 syntactic constructs we chose to focus on in English texts - i.e., the Finite Verb Phrases, Noun Phrases, and Head Nouns. In this paper, we will use the same analysis to explore the changes in fractality along L2 writing development. We will look at development cross-sectionally (by comparing texts from different learners across 3 proficiency levels) and semi-longitudinally (by comparing texts produced by a learner over a period of time).

This presentation will demonstrate the use of Multifractal Analysis to explore the changes in fractality in the distribution of the Finite Verb Phrase, the Noun Phrase, and the Head Noun constructs in L2 writing development.

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Abstract ID: AILA104

Discursive Construction of Diaspora

Authors:

Agnes He [1] [*] [^] Stony Brook University

Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

While 'transnationalism" often suggests mobility, modernity, simultaneous and easy access to multiple linguistic and cultural resources, 'diaspora' seems to imply a more negative connotation of displacement, disadvantage, and barrier. In this talk, I present a constructivist perspective whereby linguistic diaspora is viewed as multilingual and intercultural communicative practices across generations and geographies. In this view, diasporas are dynamic and evolving instead of a static or stable entity; diaspora languages (and language use in diaspora) accentuate the contingency, hybridity and indeterminacy against essentialist conceptualizations of identities, communities, race, nation and culture. I will begin with a brief overview of the history of and the diverse perspectives adopted in the study of diaspora languages. I will then share my thoughts on the discursive construction of people (we vs they), places (the land of birth vs the land of necessity/choice), languages (for home vs for society) and lives (lived vs imagined, material vs moral). Drawing narrative-ethnographic data from Chinese American communities for illustrative purposes, I will focus not so much on displacement and disadvantage as given, de-territorialized extension of an ethnic/linguistic group, but on connections and linkages that are open to continuous re-interpretation, re-construction and transformation through creative language use. I argue that it is this intersection of connection and transformation that leads to the reproduction and transformation of diasporic languages, cultures, and identities. I will aim to explore the following questions: What is the role that diaspora languages play in sustaining relations/relatedness and roots/rootedness and in forging new affinities, identities and communities? How is the trajectory of diaspora language use (maintenance, attrition, and/or transformation) shaped by mundane, everyday communicative needs and goals? How can research on diaspora languages and diaspora language speakers contribute to a more just, more equitable, more open society? I will end the talk with a call to action: it is morally and ethically imperative that we not merely describe the challenges facing diaspora languages and their speakers, but create venues and vehicles to remain critically engaged as we tackle the

challenges by centering equitable multilingualism in what we do.

Abstract ID: AILA105

French as a Second Language Teacher Candidates and the Construction of a Professional Identity

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

The effects of a shortage of French as a Second Language (FSL) teachers are being felt across Canada, bringing the issue of FSL teacher recruitment and retention to the forefront (Masson, Knouzi, & al., 2021). While a greater emphasis is being placed on preparing teacher candidates for FSL teaching, teacher education programs struggle to recruit enough qualified FSL teacher candidates to meet the market demand (Masson, Larson, & al, 2019), especially in the Canadian bilingual province of New Brunswick where the ministry of Education require a high level of proficiency for its teachers (C1-C2). According to Masson, & al., 2021, the unique professional identity of FSL teachers is both linguistic and pedagogical in nature. Sometimes early career FSL teachers experience dissonance between their imagined version of their career and the realities of the working conditions resulting in both pedagogical and identity struggles that can, in turn, impact retention (Wernicke, & al., 2022). Kanno and Stuart (2011) suggested that teacher professional identity construction should occupy a central place in the initial training programs. Language teacher professional identity refers to the mental image that teachers and teacher candidates hold of what it is to be a teacher (Wolff & De Costa, 2017).

To attempt to address this problem, our initial teacher preparation (ITP) program added linguistic support sessions focused on strengthening the linguistic aspects of teacher candidates' identity to complement FSL methods courses and practicum. This paper aims to share the results of a qualitative case study of these language support sessions, focusing on the concept of identity. Thirteen participants, who were enrolled in an intensive 10-month ITP with an FSL specialization, participated in the study, following typical purposeful sampling (Merriam, 2009). At the end of each 8-week block of language support sessions, focus group sessions were conducted (T1 - October 2020; T2 - February 2021 and T3 - June 2021), recorded and transcribed. The data were analyzed using qualitative data analysis procedures (Merriam, 2009). Four themes pertaining to identity emerged and will be presented and discussed in this paper: 1) Language learning experiences and attitudes; 2) beliefs about teaching (in) French; 3) native-speaker standard and linguistic insecurity; and 4) negotiating linguistic and professional identity.

Finally, implications will be shared that might inform decision makers with respect to the recruitment and retention of FSL teachers in Canada.

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Translanguaging as an inclusive practice for world language learning: Insights from teachers and teacher candidates

Authors:

Michele Back [1] [*] [^] University of Connecticut

Abstract Topics: [SYMP78] Innovations in Language Teacher Education in Times of Decolonization and Antiracism

Abstract Summary:

While translanguaging is viewed as an antiracist pedagogical practice for emergent multilinguals learning English, it is less known in US world language (WL) classrooms, which are traditionally perceived as comprising monolingual English speakers. Yet US WL learners are increasingly multilingual and multicultural (Kubanyiova & Crookes, 2016). Moreover, research has shown benefits of translanguaging pedagogies for monolinguals, including increased multilingual, multicultural awareness (García & Baetens Beardsmore, 2009; Back et al., 2020). These findings suggest that translanguaging pedagogies could help scaffold acquisition of an additional language. However, concerns about maximizing target language use, particularly vis-à-vis ACTFL's policy of 90% target language use in the classroom, may conflict with encouraging the use of a student's entire linguistic repertoire. How can WL teachers explore the potentials of translanguaging while still fostering target language and culture acquisition and use?

In this study I explore how 15 WL teachers and teacher candidates were introduced to and negotiated the concept of translanguaging in an online, asynchronous Educational Linguistics class. Integrating Ruiz's (1984) language orientations, Peña-Pincheira and De Costa's (2020) ecological model of language teacher agency, and Seltzer's (2022) critical translingual stance, I describe how this stance evolved among participants in their discussion board and journal assignments. I used open and selective coding on these data to analyze the complexities surrounding participant conversations and reflections regarding translanguaging (Gibbs, 2018; Glaser, 2016).

Findings indicate that participants were open to the possibility of using translanguaging pedagogies, drawing parallels between these pedagogies and several well-established WL teaching practices. Meso- and macro- constraints of standards and school environments were explored through discussions with peers from WL and other content areas, and candidates used language paralleling Ruiz´s (1984) orientations, including (trans)languag(ing)-as-resource and (trans)languag(ing)-as-right. I discuss how a critical translingual stance can promote inclusivity and equity in WL teacher education.

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Abstract ID: AILA107

When multilingualism fails: Working through distress and negative perceptions of language in multilingual research

Authors:

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Abstract Topics: [SYMP85] Do no harm? – Researchers, their practices, and their role(s)

Abstract Summary:

Research on multilingualism sometimes involves the analysis of language events that could be categorized as "failures." These failures can occur at a macro or micro level, from community loss of a heritage language to a participant struggling with the learning or teaching of an additional language. While investigating the reasons for these failures is valuable for improving multilingual policies and practices, failure in a research study can produce significant emotional distress for participants and researchers alike. This distress can be compounded by the perceived researcher role of "expert" in the topic being studied, particularly if the researcher is known by the participant to be a more proficient multilingual. In interpretive research, which seeks to capture participant perspectives, these events can undermine the trust so essential to high quality research. In this presentation I use an autoethnographic approach to examine three events of language-related "failures," and which also highlighted the negative perceptions and distress of both participants and researcher regarding participant multilingualism.

In the first example, I discuss my discomfort with being positioned as a language expert in a community where multilingualism in Spanish and Quichua was the norm, but where debates raged about the legitimacy of certain varieties of Quichua, which I perceived as contributing to the language's loss in the community. In the second example, I examine my role as researcher with a group of former students studying abroad in Brazil, and how one student's difficulties with learning Portuguese may have led to increased negative self-perceptions during our final interview. In the final example I reflect on my interactions with a Spanish teacher participant, whose insecurities about her abilities in the language were reflected in limited classroom use of the language, as well as other language teaching practices that conflicted substantially with my own beliefs. In each of these examples I highlight how mutual perceptions of participant failure may have impacted participant-researcher interactions, which shape the very data we collect and the interpretations we construct.

The implications for researcher practices are myriad. As researchers, what are our obligations to participants? Should we help them learn languages? Or do we watch them fail, reporting "objectively" on their difficulties? After all, we have both an obligation to understand when multilingualism does not work (and why), as well as an obligation to enhance the benefits that participants might reap from participating in our research. What if these participants are negatively impacting the multilingual possibilities of others? How do our choices shape our data and our findings? How do our actions position us as expert, collaborator, or colleague? I argue for an empathetic approach that allows the participant to guide researcher responses to perceived participant failure through mutual rapport and reflection. I also emphasize the continuing need to analyze interviews and other participant contact as situated events, as well as the importance of triangulating data sources for a deeper view of participant experiences.

Abstract ID: AILA109

Mobilising social responsibility in English language education through collaborative materials development and implementation

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This paper is part of a larger study at the intersection of social justice, culturally-responsive pedagogies, and teacher research engagement for professional development. The main aim is to raise learners', student-teachers', and teachers' social responsibility through a collaborative action research study grounded in culturally-responsive, socially just English language education and materials.

Previous studies have found that L2 English language teachers may struggle with imbuing a social responsibility perspective in their practice due to the lack of support with social justice approaches (Barahona & Ibaceta, 2022) and the perpetuation of unequal and stereotypical representations of races, genders, class, and social practices in global coursbooks (Gray, 2013). Contextualised in L2 English language teaching (ELT), this paper seeks to answer two research questions: (1) In what ways can secondary school learners improve their social responsibility and academic performance in English as a foreign language lessons when learning is supported with culturally-responsive, social justice-oriented materials?, and (2) How can student-teachers' and teachers' engagement in materials development and research support their social justice-orientated professional development?

Lamb et al. (2019) suggest that a language pedagogy for social justice and responsibility can be based on learners and be best channelled through collaborative action research as this form of inquiry shares the same goals sought through social justice. The engagement of learners, teachers, and student-teachers in materials development can recognise local knowledge and experience, and help learners and educators see themselves as active agents of change and knowledge co-creators of culturally-responsive pedagogies for social responsibility in L2 education (Bouckaert, 2019). In line with acknowledging the central role that communities and participants, particularly students, play in collaborative projects, materials development can embody collective work, recognition of local knowledge, and direct benefits for the community to increase educational equality, agency and participation.

In this paper we report findings based on an action research cycle carried out with a group of English language teacher educators, student-teachers, secondary school teachers, and secondary school students in state schools in one Argentinian province. In this cycle, the teenage students selected topics within the remit of social justice and inclusion and created input materials which their teachers and student-teachers used to design and deliver English language learning lessons with a focus on social responsibility. Data were collected through interviews, focus groups, arts-based instruments, and journals. Implications for research and pedagogy will be discussed.

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Abstract ID: AILA110

Language Learning Policies in the Age of World Englishes- a Case of Historic Exceptionalism?

Authors:

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Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

In the context of Global English, and ever-increasing opportunities for (online and offline) English lingua franca communication, the learning of languages other than English (LOTE) is in decline. Anglophone countries in particular have seen language learning uptake decline over the last decades , and across Europe, we observe a drop in the learning of languages other than English. The trends indicate that Global English necessitates a rethink of rationales for learning LOTE- but to what extent do we see evidence of this in discourses around language policy and planning? This book investigates how different nations respond to the changing landscape of language learning, purposefully contrasting two perspectives: that of Anglophone countries (selecting two large Anglophone countries: UK and Ireland), and two non-Anglophone countries/entities. For this perspective, one large European country, Germany, and, as a large pan-national representative, the European Union, are selected. The language education policy of the European Union is chosen as a representative of a concerted response to the Global English challenge. Moreover, the book will investigate discourses at top-down as well as bottom-up levels:

- public news discourses (gathered via Nexis searches)

- political discourses (at the appropriate level, e.g. in UK, at the level of the 4 nations)

- language education policy documents

and compare these discourses to statistics on actual uptake of languages, especially LOTE.

The discourse analysis will use a range of text tools: Corpus Linguistics (keywords, keywords in context, collocations), Critical Discourse Analysis, thematic analysis, and metaphor analysis.

The project bridges theoretical and empirical sociolinguistics and language, multilingualism, education policy and planning, and language ideology.

Abstract ID: AILA115

A multilingual's use of gesture, gaze, and verbal elements for full class participation.

Authors:

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Abstract Topics: [SYMP11] AILA ReN - Perspectives on Gesture in Second Language Teaching and Learning

Abstract Summary:

Limited research has studied the emotional, cognitive, and social functions of multimodality in student participation in classroom interactions. Some research has shown evidence of active participation through private speech (Ohta, 2001), pauses (Stam & Tellier, 2017), and gestures (van Compernolle & Williams, 2013). Their findings challenge the assumptions that quiet students are passive learners, and that little verbal communication indicates limited learning. However, there has been minimal research looking at how these students' gestures contribute to a collective Zone of Proximal Development (ZPD) (Vygotsky, 1978). Even less research has paid attention to emergent multilinguals learning their L3 with a limited L2 and an unshared L1. To better understand these language learners and the functions of their multimodality in classroom interactions, we investigated the verbal and nonverbal interactions of a Mandarin L1 student learning French with English L1 students in a 12-week French literacy program. The program featured Concept-Based Instruction (Gal'perin, 1989) and a Division of Labor Pedagogy (adapted from Cole, 1996; Petrovsky, 1985). The Division of Labor allowed each student to play an essential role in the collective which was important to their individual and group development. Group meetings were video-recorded then transcribed and coded for the focal student's embodied actions including gaze, nodding, and vicarious responses. We implemented the methods of conversation analysis (Sidnell & Stivers, 2013), gesture coding (McNeill, 1992), and microgenetic analysis (Lantolf & Thorne, 2006). The findings showed that even in silence, through her gaze and nodding, the student was highly attuned to speech events related to her tasks in pair and group interactions. Her gestures and minimal speech suggested that she was active in meaning-making and contributed to the development of the group's ZPD. We argue that both verbal and non-verbal elements in classroom interactions are equally significant to understand students' participation, contribution, and development.

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Investigating the application of strength-based practices for students with exceptionalities to promote inclusion and belonging in the second language learning context

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

A key element of inclusive education has been the intent of removing barriers to learning for students, and ensuring have access to appropriate and effective strategies, resources, and approaches to support learning and personal development (Haug, 2016). The main themes uncovered through attempts to define inclusion primarily reflect a deficit-based approach focusing primarily on students with exceptional learning or developmental needs within the mainstream classroom (Garrett, 2022). There continues to be the perpetuation of the message that students with diverse learning needs may not have equable access programs to the support strategies necessary for them to experience academic success in French second language (FSL) (Cobb, 2015).

Self-Determination Theory (Deci & Ryan, 2008) highlights in impact that the provision of the identified psychological well-being needs (autonomy support, competency, and relatedness) can have on student engagement, motivation, and subsequently on their experienced success in learning. This research explores the relevance of providing students these well-being needs through the intentional application of strength-based practices within their respective second language (L2) learning environments for the promotion of their learning, second language acquisition (SLA), engagement, and well-being.

An Appreciative Inquiry research design (Cooperrider et al., 2000) was applied to this

investigation, implicating the educator participants in the learning, development, and adoption of strength-based practices within their daily instructional operations and structures. Data were collected through individual participant educator interviews, focus groups, and classroom observations throughout an academic school year. This presentation will share examples of the specific practices that were developed and applied in these elementary French Immersion classrooms to provide a more inclusive and engaging approach to L2 instruction for students displaying a wide range of exceptional learning and developmental needs. The findings of this study hold invaluable implications with regard to ways to further support L2 learners with SLA.

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Garrett, M.D. (2022). Investigating Strength-based practices within a Dual-dimensional Model of Inclusionary Student Learning.

Uncovering the dynamic nature of L2 listening comprehension with idiodynamic methodology: Current status and future directions

Authors:

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

L2 listening pedagogy is often described as lacking (Vandergrift & Goh, 2012) or limited (Kaur, 2017; Siegel & Siegel, 2015; Swan & Walter, 2017). Developing appropriate listening pedagogy is hindered by a range of difficulties. First, listening processes are invisible and not easily recorded. Second, comprehension measurements and related factors are often measured as discrete, static phenomenon; for example, quizzes/tests (Gallien et al., 2000), survey (Siegel, 2020), and transcript marking (Littlemore, 2001). Third, these static comprehension measurements cannot not link specific factors to ongoing changes in a learners' comprehension. Fourth, much listening research is founded on group-based data, obscuring the dynamic, individual nature of learners' listening processes.

In response, this presentation describes qualitative and quantitative data from an idiodynamic study in an EMI-presentation class.

Quantitative ratings of perceived L2 comprehension provided a dynamic account of L2 comprehension across a classroom-situated listening activity, showing previously unreported (1) within-learner dynamism across a single text, (2) idiosyncratic reactions to the same texts, and (3) differentiation in levels of perceived comprehension across different texts.

Triangulation of idiodynamic ratings with qualitative descriptions of learners' experiences further revealed:

- Nuanced, qualitative descriptions of comprehension rather than binary 'I do (not) understand' reports;
- situated accounts of learners concurrently and/or consecutively managing top-down, bottom-up, lexical, affective, and interactive listening difficulties;
- use of the above stated factors to giving a unique analysis of aural text difficulties;
- dynamic, situated accounts of learners' listening strategy use.

The presentation discusses the pedagogical implications derived from applying idiodynamic methodology to L2 listening comprehension, as well as challenges in making the methodology more widely accepted in listening research, namely:

- Confirming recall accuracy across various time-lags;
- examining the role differing affective constructs may have on recall;
- calibration of ratings;
- understanding how momentary episodes of (non)comprehension relate to overall comprehension;
- studying how learners with differing L2 listening proficiencies respond to various listening difficulties.

The presentation concludes by proposing future listening-focused, CDST grounded studies, including variations across other listening domains (e.g., notetaking, lectures, following teacher instructions, etc.).

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Telling stories: Documenting linguistic diversity and minority languages in Hong Kong

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

This presentation details a project to create the first digital archive documenting the linguistic diversity and minority endangered languages of Hong Kong. It focuses on different languages as well as language varieties that are part of Hong Kong's heritage. The aim of the project is to create an easily accessible database of language data that can be used both by researchers as well as by teachers to explore a range of linguistic issues including linguistic diversity, language endangerment, minority languages, language use, language discrimination, and language awareness.

The project first aimed to identify and document the linguistic diversity of Hong Kong (e.g., English, Cantonese, Putonghua, Hakka, Waitau, Teochew, Hokkien, Tanka, Tagalog, Urdu, Hindi, Nepali, Tagalog, Thai, French, German, Spanish, Korean, Japanese, Dutch etc.). This was done through extensive historical document analysis. A particular focus was placed on Hong Kong's minority indigenous languages that are now on the verge of extinction – this includes the Chinese languages of Hakka, Waitau, and Tanka. In addition, due to migration to Hong Kong from mainland China after the civil war in China, Hong Kong has also been home to a number of minority languages of China that are also becoming endangered, including Shanghainese, Suzhounese, and Wenzhounese. Finally, the project also focused on collecting a significant corpus of data on Hong Kong Sign Language, a unique sign language used in Hong Kong that is also endangered, with fewer than 8000 users today.

Using the data collection task of the storytelling of folktales, traditions, and customs, more than 150 language samples in audio format were collected from speakers of over 70 languages and varieties. Each sample was transcribed into English, traditional, and written Chinese, as well as

in Hong Kong Sign Language (video format) for some samples. A brief introduction to the language/variety, including its historical and present day usage in Hong Kong, demographics of usage of the language globally, and an overview of features of the language, were written and are presented along with the audio samples and the translations.

This presentation will focus on the development of the linguistic archive, by detailing the background research involved, selection of languages and speakers, and collection of data. The actual construction of the website will also be discussed. This will be of interest to researchers who are exploring the use of digital technologies to develop corpora of minority and/or endangered languages.

When the linguistic market meets the tea business: language attitudes, ideologies and linguistic entrepreneurship in the Blang community in China

Authors:

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Anikó Hatoss [2] The University of New South Wales

Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

This paper examines the impact of the local tea industry on the language ecology of the geographically remote Blang community in China. The paper takes an ecology perspective in language planning where all languages in the locality are given equal attention. These languages in the context of this paper include Blang, Putonghua, and English as the leading global lingua franca of international trade. The study used a qualitative approach and reports findings from semi-structured interviews collected in Yunnan Province. The discursive approach allows for the analysis of participants' attitudes and ideologies vis-à-vis the changing economic and linguistic ecology. The findings demonstrate that the local tea industry has increased the economic value of Putonghua and further marginalised Blang. Putonghua and English were ideated as capital in the domestic and global markets, while Blang was perceived as having no economic value. These findings point towards a weakening vitality of Blang and reflect the uneven power relations favouring Putonghua and English. While economic entrepreneurship was paired with linguistic entrepreneurship, this agentive behaviour was mainly directed towards learning the dominant languages by the Blang people, and it was related to the extent to which individuals themselves engaged with the tea business.

Abstract ID: AILA123

Why do I publish (and not publish) my scientific papers in a minority language? Reflections and beliefs of Basque scholars

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

As a result of the increasingly strict standards for recognizing researchers' work and the importance of publications and citations for scientific prestige, English has become the *lingua franca* for academic dissemination (López-Navarro et al., 2015). As a consequence, other languages, especially minority languages, have been neglected in the scientific community (Linkov *et al*., 2021). One of these languages is Basque, a language spoken in the Basque Country in an area covering the north of Spain and the south of France with approximately 750,000 speakers. In the last decade, the presence of Basque in university education has increased, as has the number of scientific publications in this language (Boillos & Bereziartua, 2020). Therefore, it is of interest to know researchers' beliefs and attitudes about prioritizing the publication of scientific papers in a minority language and not in the *lingua franca* of the scientific field. In order to delve deeper into these beliefs, we have analyzed the reasons why 302 Basque researchers in the area of Social Sciences and Humanities from 3 different universities do publish their work in Basque language. The analysis of these reflections has been carried out through the Reintert method using the Iramuteq software (Reinert, 1990). Specifically, the software identifies the words and text segments with the highest Chi-square values, that is, those words and text segments that best identify each class or idea that the participants have repeatedly mentioned. This lexical analysis was complemented with a lexical similarity analysis. The results show that researchers are concerned about the survival of this language as a minority language. The reasons why they publish in Basque go beyond academic reasons, and strengthening the curriculum is not the priority when publishing in this language. Ideological positioning also plays an important role. These results lead us to reflect on the importance of promoting academic recognition of publications in languages other than English.

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Development of L2 disciplinary literacy: A multidimensional analysis

Authors:

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

Bilingual education programmes have become popular worldwide in part because they are believed to facilitate second/foreign/additional language (L2) learning, often with English as the target L2. In such programmes, students learn content and L2 simultaneously, but a common difficulty they encounter is mastering disciplinary literacy in the L2. It has been argued that students' disciplinary literacy will impact their academic performance, particularly in high-stakes assessments of content subjects. However, research exploring bilingual students' development of L2 disciplinary literacy remains scarce.

With a corpus-based multidimensional analysis, this study seeks to explore the relationship between the disciplinary literacy and academic performance of bilingual speakers. A corpus of biology examination essays produced by a stratified sample of students studying in English medium education (EMI) in Hong Kong (204 essays totalling 45,823 words) was compiled. All students sat for the Hong Kong Diploma of Secondary Education (HKDSE) examination, which is the high-stakes university entrance examination taken by 12th Grade (17-18 years old) students in Hong Kong secondary schools. The biology test of HKDSE consists of multiple-choice questions, structured questions which require short answers, and one essay question. This learner corpus only includes students' responses to the essay question because it constitutes the most coherent discourse which reveals students' disciplinary literacy competence. 240 students' scripts from the period 2012-2015, 60 from each year, were randomly selected for our stratified sample. Each cohort consisted of texts that were assigned an overall biology subject grade ranging from U (lowest) to 5** (highest). However, 36 scripts, especially those written by students at the lowest level (U), were excluded from this corpus because they did not reach the threshold word number for the multidimensional analysis (50 words). We used the Multidimensional Analysis Tagger (Nini, 2015) to analyse the linguistic and lexico-grammatical features of the texts and conducted inferential statistical analyses and an in-depth textual analysis comparing the features of essays written by students at different levels of academic performance as measured by their overall subject grade.

The multidimensional analysis shows that this sample generally produced texts which were informational, context-independent, formal and abstract, alike the features of academic prose. In terms of the disciplinary literacy of students with different subject grades, both the quantitative and textual analysis findings show that the essays produced by students with

higher grades were more similar to academic prose, consisted of denser and more abstract information and used more academic vocabulary, nominalisation, conjunctions, and passive voice. This study demonstrates a potential relationship between students' mastery of disciplinary literacy and their academic achievement. These findings may imply that, in bilingual education programmes, teachers should not only equip students with content subject knowledge but also develop their disciplinary literacy.

Digital discourse on education policies: the case of an online community of practice in the context of Madrid's bilingual programme

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Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

This study looks at a group of assistant teachers' digital discourse in an online community of practice in relation to (1) the main discursive strategies displayed to characterise their teaching context – a Content and Language Integrated (CLIL) programme in the Region of Madrid – and (2) the way they position themselves for or against this context.

There is a growing body of research in the fields of applied linguistics and critical sociolinguistic ethnography on how CLIL provisions impact teachers' daily practices and explain how these teachers either support or reject educational policy measures (i.e., Codó & Patiño-Santos, 2018; Fernández-Barrera, 2017; Relaño-Pastor, 2015). More specifically, our previous research on CLIL teachers' discourse has revealed patterns of resistance towards their education context and positionings that challenge the hegemonic discourse of education authorities, ideologically shaped by power relations (Alonso-Belmonte & Fernández-Agüero, 2021). However, there is a dearth of literature on the way these professionals depict their teaching reality within the frame of digital media, how they position themselves towards it and how this influences the construction of their socio-cultural and professional identity.

This study aims at analysing a digital forum in English, administered to a non-probabilistic sample of 140 language assistants from the United States working in bilingual schools in the Region of Madrid. The data collected was explored qualitatively by using ATLAS.ti, applying the principles of the Grounded Theory (Glaser & Strauss, 1967). The analysis of the results reveals a series of patterns or codes, such as perceived lack of coordination, economic segregation, false promises and misconceptions about bilingualism (by education stakeholders). The results of this study should be of particular interest for teachers from different educational stages and could prove useful for school administrators by helping them guide and evaluate CLIL implementation in Spain. Our study also

expects to provide an opportunity for scholars to delve into the nature of the public polarization of bilingual education approached from a critical discourse analytical perspective.

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Abstract ID: AILA127

Pre-service language teachers' perceptions of teaching and learning: A longitudinal study

Authors:

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Pilvi Heinonen [2] University of Turku

Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

Teachers' perceptions on learning and teaching are assumed to have an impact on their teaching practice (Alanen et al., 2013). In this longitudinal study, we examine future language teachers' perceptions of teaching and learning relying on several data collection methods (i.e. visual narratives, metaphors, written reflections and group discussions). Over the last decade, visual methods in particular have become more common in uncovering the perceptions of (language) teacher students (Kalaja & Pitkänen-Huhta, 2020). Moreover, metaphors as research material have a long tradition in exploring student teachers' perceptions (Saban, 2006). In this study, we combine these two data sets. In addition, we make use of reflective data (written texts, group discussions) to tap into the change in pre-service teachers' perceptions during their pedagogical studies.

In the first phase, the participants' were given a task of visualizing "the ideal language learning situation" and complementing a number of school and teaching-related metaphors (e.g. "Teacher is like ...", "Learner is like...") at the outset of their one-year pedagogical studies. 67 pre-service language teachers participated in this phase. The students could produce multimodal visual narratives as they were allowed to supplement their visualizations verbally.

Overall, both the visual narratives and metaphors provided a fairly multifaceted picture of learning and teaching. On the one hand, the institutionality of learning was strongly present. Many visual narratives depicted textbook-driven learning, the teacher was a central figure in them and students had a fairly passive role. On the other hand, socio-constructivist views of learning and a safe learning environment were prominent in many visualizations. The metaphors mostly reflected the process-like nature of learning and lifelong learning.

In the second phase, the participants reflected on their initial visualizations and metaphors in the last session of their one-year pedagogical studies. They wrote a written reflection of whether and how their perceptions of teaching and learning had changed during the studies. Seven participants also took part in group discussions in which they further reflected on their visualizations. They also offered their insights into the procedure of making the visual narratives and the feeling and views associated with the entire process.

In this presentation, we report the main findings of the project and discuss how the participants' perceptions evolved during their teacher training. We also elaborate on the implications that this study offers to subject teacher training programmes and critically reflect on the potential and limitations of using visual narratives and metaphors as data collection methods.

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Vocabulary teaching in Finnish early foreign language learning: A textbook analysis

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Katja Mäntylä [2] * University of Jyväskylä

Hannele Dufva [3] University of Jyväskylä

Heini-Marja Pakula [4] University of Turku

Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

This study examines early foreign language teaching materials in Finland, in particular how they present and practice vocabulary. Vocabulary learning in early language learning is an understudied topic since most research has concentrated on learning results (Butler, 2015) or learners' perceptions (Mäntylä et al., 2022).

Although early foreign language teaching has become a Europe-wide trend, it is still a recent phenomenon in Finland. As of 2020, all Finnish pupils start studying their first foreign language in the first grade, at the age of seven. Even though in most cases (over 90%) the language is English, it is offered in a variety of languages. Teachers, pupils as well as their guardians have had a very positive attitude towards early language learning (e.g. Mård-Miettinen et al., 2021).

Textbooks are a characterizing feature of Finnish education system and much used in many subjects (Karvonen et al., 2017). Particularly Finnish language education has been very textbook-based (Harjanne et al., 2017). However, in Mård-Miettinen et al.'s (2021) study only 36 percent of teachers (N=550) used a textbook in early language teaching.

We examined five different textbooks used in Finland for early foreign language teaching. The languages covered were English, French, German, Swedish and Spanish. We analysed how the textbooks presented vocabulary using Thornbury's (2004) classification as a basis. In particular, we looked at how the books took into account pupils' existing linguistic resources, how they introduced and attempted to consolidate new vocabulary, what aspects of vocabulary knowledge were emphasised, what the role of formulaic sequences was, and if there were differences between the textbooks of different languages.

The results showed that the materials were rather similar to each other in terms of vocabulary learning. Even though the materials had versatile exercises, there was a lack of progression and consolidating tasks. Moreover, it seems the materials do not largely enhance learner agency or translanguaging. Therefore, the textbooks for early language learning in Finland are not fully in line with current understanding of vocabulary learning and language learning in general. In this presentation we elaborate on the findings and discuss the implications of the study for in- and pre-service teacher training as well as for textbook designers.

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Abstract ID: AILA130

About us section and polarized discourse in engineering websites

Authors:

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Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

The aim of this study is to investigate the discursive strategies of polarized discourse in engineering websites. These are expressions of corporate culture and reveal ways doing and communicating across national boundaries. Corporate websites, however, have so far received little attention in linguistic studies and may be considered as peripheral discourse. This paper draws attention to the range of different modes used with the aim to provide persuasive arguments for stakeholders (Kress and Van Leeuwen 1996; Stöckl 2005; Van Leeuwen, 2005a, 2005b, 2006) and in doing so, offer new ways of communicating meaning.

The "about us" section of corporate engineering websites (as multimodal public communication using different semiotic resources) and their discourse strategies to persuade customers is investigated. To this end, not only rhetorical and multimodal strategies should be seen, but also how social, cognitive and linguistic characteristics that could be ascribed to the epistemological interests of the engineering community and their shared communicative purposes interact (Van Dijk 2008; Fairclough 1992, 2003; Wodak 2013).

The main purpose of this paper is to explore thirty representative samples of the "about us" section published in international engineering websites, paying attention to the ideational, textual and interpersonal aspects in which engineering companies try to involve readers in the website, in terms of stance and engagement (Martin and White, 2004).

 Results indicate that many of these "about us" sections share several themes that present engineering companies in a positive light in mission statements, outlines of a company's status, sustainability issues, external validation (awards and positions in engineering company rankings), including words implying positive judgement and appreciation (Martin and White, 2004). At the same time, companies defend against potential criticisms and include multimodal

legitimation strategies in their discourse by acknowledging problems in business practices, products or sustainability issues but highlighting the changes they have made to overcome them.

Finally, there is an epideictic rhetoric at play in strengthening the adherence of the company's audience to the ideas and products presented in the engineering website, which establishes credibility and builds the corporate "ethos".

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Abstract ID: AILA131

Boosting language and cultural awareness: How about anime?

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

Literature in the language classroom exposes learners to so much more than just creative uses of languages and fictional worlds. It encourages learners to think beyond the literary world, make links with individual environments, and express personal ideas. This presentation describes a Japanese as a Foreign Language course using Makoto Shinkai's animated fantasy film *Your Name* (Kimi no na wa), released in 2016, and published a month prior in light novel format, as a novelization of the same name. The animation movie and light novel became a huge success in Japan and abroad, grossing over more than 38 billion yen worldwide. This presentation discusses how literary creations in animated format can be incorporated in the foreign language classroom to help develop students' listening skills and boost language and cultural awareness of discourse features, by using an integrated approach, combining the language awareness approach proposed by Chan (1999) and cultural approach by Carter and Long (1991). As literature in language learning is more commonly experienced through (graded) readers and text formats, little space is left for learners to actively appreciate authentic materials of diverse formats. In this presentation, I propose that authentic content with identifiable characters in the form of anime can stimulate class discussion and creative output. Finally, insights from learners' written responses to the implemented approach will be shared to illustrate and evaluate the outcomes of the course.

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The Standard vs. Nonstandard Continuum as (Un)necessary Analytic vis-à-vis Semiotic Assemblages : The Cases of Luxembourg and the German-speaking Community of Belgium

Authors:

Gabriel Rivera Cosme [1] [*] [^] University of Luxembourg

Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

"Standard" is used as an adjective and a noun in sociolinguistics to denote a register resulting from a process of institutionalization mediated by competing ideologies. However, does the enregisterment (Agha, 2005, 2007, 2015) of a standard imply an overarching formation under which every other register becomes nonstandard?

Through a comparative empirical study of language policy processes of design and implementation in Luxembourg and the German-speaking Community of Belgium (GCB), this paper aims to problematize and, perhaps, to go beyond the reified standard vs. nonstandard continuum under regimes of commoditization (Agha, 2011). Language policy in Luxembourg and in the GCB is assumed to be a collection of script-artifacts and actions from individuals mediated by distinct *ethno-metapragmatics* (Silverstein, 1979; Agha, 2007), the two chosen settings being characterized by varying degrees of institutional multilingualism. By answering the question of whether Luxembourgish and 'Belgian' German are regimented and commoditized as standard registers, I seek to show how the continuum "standard" vs. "nonstandard" is, in its current state, an unfit analytic for the study of ideology in semiosis. Following Pennycook (2021) and Kroskrity (2021), I argue that the study of ideology as semiotic assemblages requires, minimally, embedding the standard vs. nonstandard analytic in text-level indexicality (i.e., the co-occurring signs in interaction) or, maximally, redefining it altogether in the face of the challenges posed by semiotic assemblages as a recent analytic.

For the outlined purpose, a diachronic analysis of the enregisterment of the standard through policy texts is complemented by a synchronic analysis of current policies and metapragmatic data in the form of interviews with teachers and policymakers. The data are defined as series

of events in a semiotic chain. Cross-event linkages are analyzed following the discourse analysis of linguistic anthropology (Wortham & Reyes, 2020; Gal & Irvine, 2019).

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Virtual Reality in hybrid language learning as a tool to foster positive interdependence: an investigation on students of Italian as a Foreign Language.

Authors:

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Abstract Topics: [SYMP14] AILA ReN - Emerging technologies and language learning and teaching

Abstract Summary:

Described as a situation of mutual reliance for the purpose of achieving common goals, positive interdependence constitutes the backbone of collaborative language learning as linguistic interactions unfold in task-based group work (Johnson & Johnson, 2005). However, with the transition of educational systems to hybrid modalities of language learning, technology-based language pedagogies must support students' positive interdependence in remote spaces where isolation and online fatigue might hinder opportunities of language use in mediation and meaning negotiations (Nadler, 2020). On this matter, this paper suggests processes for utilising the interactional affordances of Virtual Reality (VR) in language learning methodologies that blend in-person with online activities to foster students' positive interdependence in the form of mediation strategies and the use of subjunctive and conditional moods. Specifically, this paper presents the results of task-based language interventions conducted on the platform *Immerse* to enable students to practice mediation strategies in Italian by socially interacting in VR settings in alternations between immersive activities and in-person meetings. In fact, by using participants' exposure to non-immersive versus fully immersive VR learning spaces as variables, evidence of the efficacy of VR for boosting positive interdependence is demonstrated through the results of observations and of pre and post-tests conducted by control and experimental groups consisting of students of Italian as a foreign language. The interventions were structured according to a task-based learning method (Willis, 1996) and data collected with a mixed-methods design (Dörnyei, 2007) consisting of classroom observations, questionnaire analysis and focus group interviews. The project shows that interactional VR affordances can be used to help students situate their foreign language skills in socially relevant contexts through mutual interdependence to reach task-based goals. Furthermore, it addresses the necessity to propose methodological suggestions to conduct hybrid language instruction with VR adopting task-based language learning approaches. Lastly, the study helps to fill a gap in the literature on grammar and mediation practices in VR language learning environments, paving the

way for further research in the field of emerging VR technologies for language education.

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Abstract ID: AILA135

Acoustic study of the first-order vowels in the Yunnan Kunming dialect

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Kunming is located in central Yunnan Province, China, and according to the Atlas of Chinese Languages (1988), the Kunming dialect belongs to the Southwest Official Language. In the past, the study of the Kunming dialect has focused on phonology, and there has never been an experimental study of Kunming dialect vowels. We made an experimental phonetics analysis on the recordings of 14 speakers in the Kunming dialect of Yunnan province. Acoustic experiments extracted resonance peak F1 and F2 data to analyze the first-order vowels in the Kunming dialect.

The voice record using Audacity software, mono, 16-bit, 44100Hz; each experimental word on the pronunciation word list was read three times.

The speech samples' first resonance peak (F1) and second resonance peak (F2) data were extracted using Praat speech analysis software. The acoustic data of the vowels were processed and collated using Excel software, and the acoustic vowel maps were created using Xiong Ziyu's Pratt script.

When plotting the acoustic vowel diagram, the origin of the coordinates is set in the upper right-hand corner, and the data of the first resonance peak (F1) is used as the vertical coordinate and the data of the second resonance peak (F2) as the horizontal coordinate using the logarithmic marking method. The first resonance peak (F1) negatively correlates with the lingual position. The lower the F1 value, the higher the lingual position; the second resonance peak (F2) is negatively correlated with the front and back of the linguistic class. The lower the F2 value, the more forward the lingual position.

Unlike Mandarin, the first-order vowels in the Kunming dialect have unique characteristics. The experimental results showed that the seven first-order vowels in the Kunming dialect are prelingual high vowel /i/, postlingual high vowel /u/, postlingual low vowel /ʌ/, prelingual semi-low vowel /ɛ/, lingual central mid vowel /ə/, prelingual high vowel /ɿ/ and lingual posterior high vowel /ʅ/.

Regarding the distribution area, the first-level vowels /ʌ/, /ɛ/, and /ə/ in the Kunming dialect have more internal variants, are more widely distributed, and have a greater internal dispersion rate. The two vowels /ɛ/ and /ə/ in the first-degree vowels of the Kunming dialect are slightly dynamic in their articulation, resulting in a larger distribution space and showing a more pronounced dynamic range on the pattern diagram. Because mid vowels are less stable than top vowels and often show slippage, they are still unitary.

The gender grouping experiments showed that males had more variants within the first vowel, with a higher total dispersion rate than females. Females had a more distinct first vowel pattern and a more posterior mid vowel /ə/.

Abstract ID: AILA136

Fostering SLA through literary texts by women writers of migrant origin and digital storytelling. A case study on Italian as a FL teachers in Argentina.

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

Several studies have explored the linguistic, intercultural, and digital benefits of using literature and digital storytelling in the FL classroom (Hetland, 2016; Trimboli, 2020). Moreover, literary texts by women writers of migrant origin have proved to challenge stereotypes, show the intersections between gender, ethnicity, and discrimination, and portray the plurilingual and multicultural identity of contemporary societies (Kiemle, 2011; Spaliviero, 2022).

Nevertheless, as regards the teaching of Italian as a FL, studies concerning the employ of literature by women writers of migrant origin and digital storytelling from in-service teachers' perspectives are still lacking. Investigations examined both the potential of literature in the FL classroom (Paran, 2008; Diamantidaki, 2018) and teachers' beliefs in this field (Xerri, 2017; Calafato & Paran, 2019), but empirical research on Italian as a FL teacher education connected to the above-mentioned corpus and tools remains underexplored.

The presentation deals with a case study of Italian as a FL teachers' professional development through literary texts by women writers of migrant origin and *izi.TRAVEL* (a website of city audio guides). The research involved 25 teachers of different *Dante Alighieri* Societies in Argentina, which is the sixth country in the world for number of students of Italian and the first in South America (MAECI, 2019). The presentation will first consider teachers' beliefs, practices, and needs regarding the use of literature and digital resources in the FL classroom. Next it will describe the main features of a training course concerning the teaching of Italian as a FL through literary texts by women writers of migrant origin and *izi.TRAVEL*. Finally, it will analyse the impact of course participation on teachers' professional development. Data were collected through questionnaires, teachers' diaries, and teaching materials. The purpose was to contribute to developing didactic practices aimed at promoting students' linguistic, literary, intercultural, and digital skills, starting from teacher training in these issues.

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De la dénomination des émotions à l'engagement affectif dans la classe de langue

Authors:

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Fabienne Baider [2] * ^ University of Cyprus

Abstract Topics: [SYMP06] AILA ReN - Emotions et Créativité en classe de langue

Abstract Summary:

Si les diplômés universitaires doivent être capables de s'engager dans des débats et devraient pouvoir être qualifiés de « penseurs critiques », les cours de langues sont de belles occasions pour mettre en œuvre CET objectif en mettant au centre des activités des débats sur des questions controversées. Les sciences politiques et les sciences sociales (Hess et al. 2015) se sont emparées de ces thématiques et moins d'engouement ou d'intérêt sont présents dans les cours de langue. Nous combinons deux approches de l'apprentissage des langues: l'apprentissage de « mots » pour exprimer des émotions, et travailler le lexique (Cavalla et al. 2014) et l'exploration des questions de société controversées telles que la vaccination obligatoire (Baider et al. 2020). Notre cadre pédagogique est la pédagogie critique (Ennser-Kananen 2016).

Abstract ID: AILA140

Des pédagogies créatives pour engager les émotions et réimaginer le sujet

Authors:

Simon Coffey [1] [*] [^] King's College London

Abstract Topics: [SYMP06] AILA ReN - Emotions et Créativité en classe de langue

Abstract Summary:

Au cœur de l'intérêt croissant scientifique et pédagogique en matière des émotions et de la créativité s'impose le *flow* ('flux' ou 'zone' en français), notion fondatrice de l'épistémologie de la psychologie positive (Csikszentmihalyi et Seligman, 2000) qui s'est infiltrée jusqu'à la classe de langue (MacIntyre et al, 2016). Alors que le *flow* (Csikszentmihalyi, 1990) se produit par définition dans l'instant présent, l'intersubjectivité émotionnelle qui le sous-tend est à la fois culturelle et diachronique. Les activités créatives présentées dans cette intervention ont été conçues pour encourager la réinterprétation du soi passé, présent et futur (Dörnyei & Kubanyiova, 2014), reliant l'expérience autobiographique à des mondes de plaisir sémiotique. Une telle démarche remet en question les modèles cartésiens de pédagogie en mettant l'accent sur l'engagement somatique et sensoriel tout en valorisant une appréciation plus large des sujets-apprenants en tant que *language people.*

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Abstract ID: AILA142

Learning on the Job Through Repair and Appropriation of Co-Participants' Linguistic Materials

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Hanh Thi Nguyen [2] [^] Hawaii Pacific University

Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Social cohesion in a globalized world is accomplished in the moment-to-moment unfolding of human encounters. In the travel industry, social cohesion is especially important, as it is the goal of hospitality service. How do novices in this profession develop the interactional competence to build interpersonal relationships with guests, albeit briefly for the duration of each encounter? What situated mechanisms take place as the novices modify their interactional practices to accomplish tasks more effectively?

In our study, we address these questions by tracing the development of interactional competence by a novice guest-relation officer at a hotel in Vietnam in her interactions with international guests in English as a lingua franca. We focus on small-talk topic initiation by the novice guest-relation officer about the guests' trip duration. Our data include 110 audio-recorded guest-escorting walks over 10 months. We use conversation analysis (Sacks, Schegloff, & Jefferson, 1974) to examine participants' conduct from an emic perspective.

The findings show that at the beginning, the novice used the formulations "what time" and "how much time have you stay in X hotel?", which eventually led to one extended repair sequence. Immediately after this encounter, a different formulation, "how long will you stay here?" was used. The novice then shifted to yet another formulation, "how many nights will you stay here?.", which was used until the end of the data collection despite some interactional troubles. Considering the overall trajectory of the changes, we see that an extended interactional problem seemed to trigger a modification of her interactional practices. Further, close examination of the novice's topic initiation about guests' duration of stay revealed that she may have appropriated the guests' responses to her questions, resulting in the workplace-specific linguistic routine, "how many nights will you stay here?." Once this routine had been established, it was diversified (e.g., "you stay with us X nights?") and brief interactional troubles did not lead to a change in this routine.

We argue that the guests' in situ indications of the specific trouble sources in repair initiation and the practical process of achieving mutual understanding informed the novice of what needed to be changed in her interactional practices. Unlike previous research, which showed how L2 speakers incorporated linguistic materials in repairs by co-participants (e.g., Brouwer & Wagner, 2004; Hauser, 2013) our study demonstrates that an L2 speaker may pick up

linguistic materials from co-participants' turns associated with but produced beyond the repair sequence.

This study corroborates the importance of experiential on-the-job learning in vocational education, where novices contingently work out solutions to improve their work performance.

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Abstract ID: AILA145

Can/Should translanguaging really transcend language?

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This conceptual study applies Giorgio Agamben's theory on the state of exception to understand the relationship between named language and fluid language as a critique of the recent translanguaging trend in sociolinguistics.

The fluidity of language attracts scholars' attention in sociolinguistics as a group of concepts were established to illustrate this phenomenon, such as translanguaging (García & Li, 2014), which criticizes viewing language as separated entities and emphasizes speaker's whole linguistic repertoire. Translanguaging trends thus attempt to develop translanguaging pedagogies (Cenoz & Gorter, 2022) and frame translanguaging as a political stance with *reconstitutive*nature that goes beyond language (Li, 2022).

However, the proponents of translanguaging, using 'language' interchangeably with 'named language', fail to identify the original form of language. In addition, the attempt to develop translanguaging pedagogy fails to question the roles played by the language learning institutions and ignores the dynamics between named language and fluid language as if it is an either-or question. This study applies Agamben's theory to argue that fluid language is not beyond the language but is the original form of language. Thus, the existence of named language presupposes fluid language and institutions can be understood as relying on fluid language where fluid language is captured by while fleeing from institutions and the native norms produced within.

Agamben (2005) developed Foucault's concept of biopolitics with the focus on the Holocaust as the state of exception, which he argues is the original juridico-political structure in the sense that the applicability of law in normal situation is based on its suspension in the state of exception. Compared the law to language, Agamben (2005) then points out that the existence of language presupposes the suspension of denotation. In other words, the unfixed relation between signifier and signified – the state of fluid language - is the fundamental condition of the language rather than anything beyond. Likewise, it can also be argued that language learning institutions, which constantly produces norms of named language, depends on the presupposed existence of fluid language since they would not exist if there were no fluid language to be corrected. The translanguaging trend ignores these dynamics and the paradoxical function of institutions as an apparatus to require while capture fluid language under their norms. While fluid language is captured while fleeing from institutions, the translanguaging pedagogy inclines to capture fluid language they celebrate back to institutions with a particular end rather than focuses on the fleeing aspect of fluid language without predetermined ends.

Applying Agamben's theory in reflecting the translanguaging trend in sociolinguistics, this study aims at raising awareness of the essence of fluid language and its dynamics with named languages in institutions at the aspect of how fluid language *deactivating* and *inactivating* named languages.

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Abstract ID: AILA146

Exploring the literacy demands and coping strategies of science students in CLIL classrooms: A case study of teachers and students in Hong Kong classrooms

Authors:

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

The role of the L1 in second language (L2) learning has been widely debated and researched. There is considerable research evidence that teachers providing L1 information on L2 lexis is beneficial for vocabulary retention (Tian & Macaro 2012; Lee & Macaro 2013; Zhao & Macaro 2014), and some that allowing learners to use the L1 in tasks promotes production (Macaro et al. 2014). There is also overwhelming evidence that most teachers consider the L1 an indispensable tool in L2 pedagogy. However, arguments for L1 use in L2 learning run counter to the Comprehensible Input Hypothesis (Krashen, 1982) and the Interaction Hypothesis (Long 1983, Gass, etc) which argue that acquisition can result from L2-only settings and also to the argument that using the L1 stops learners trying to infer meaning (Macaro, 2014).

Given that CLIL settings classrooms are predicated on benefits accruing from massive exposure to the L2 it is appropriate to ask the extent to which the L1 is beneficial in these contexts where language acquisition is not necessarily the prime objective. Yet little research evidence on L1 use in these settings is available (Lo & Macaro 2015) and evidence to support practical suggestions for supporting students' language challenges would appear inadequate (Chan, 2014; Poon, Lau, & Chu, 2013). Some research (Lin 2006) suggests science teachers can use bilingual pedagogies in EMI settings. Yet the field is relatively new and further research is needed to ascertain 'on balance' the overall effect of switching to the L1. The paper aims to examine science instruction in CILI science classrooms in Hong Kong.

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Abstract ID: AILA148

Exploring Chinese medical students' communication pattern in delivering bad news using an ethnographic discourse analysis approach: a case study in Hong Kong

Authors:

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Six discourse strategies for delivering bad news were identified in the Chinese context: (1) placing great emphasis on patients' emotional needs; (2) informing patients with a balanced focus on medical and emotional needs; (3) directing patients' attention to treatment options; (4) acknowledging concerns about dying patients' physical discomfort and wishes; (5) directing bad news disclosure to patients; and (6) addressing the family expectations of patients. The majority of the Chinese medical students in this study used a patient-oriented approach to cater to the patients' emotional and physical needs. They also often informed and acknowledged the patients' family members.

When delivering bad news, medical students should be equipped with discourse strategies that effectively balance interpersonal communication with the communication of medical expertise, which is integral to ensuring patients' participation, their understanding and satisfaction with their clinicians. This is in accordance with the existing communication frameworks for critical conversation and demonstrates awareness of the needs in the Chinese context. However, some students demonstrated poor sensitivity to non-verbal cues, such as tone, manners and attitude. Thus, more training using a culturally appropriate model of communication for critical conversation should be promoted.

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Abstract ID: AILA149

Supporting home language literacy practices through plurilingual pedagogy in Australian primary school settings

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

More than 20 percent of Australians speak a language other than English at home. However, attrition amongst second generation migrants is very common (Eisenchlas, Schalley & Guillemin, 2013). Home language literacy practices are likely to disappear faster given that they are often unnecessary to daily communication (Ibid.). In this presentation, we will discuss how teachers can promote reading and writing in the home language, thereby providing support for maintenance of these practices at home.

We explore how this can be achieved through the introduction of plurilingual pedagogy in the classroom. Internationally, a holistic understanding of literacy practices for (emergent) bi/multilingual learners is becoming increasingly promoted to teachers in general (e.g. Chumak-Horbatsch, 2019), and is also being promoted in the Australian state of Victoria through the English-as-an-additional-language (EAL) curriculum.

Data is drawn from a Government-funded designed-based study on the incorporation of plurilingual strategies in primary school classrooms. The design-based approach of the study relied on iterative sub-cycles of analysis and exploration, design and construction, and evaluation and reflection (McKenney & Reeves, 2018). Researchers and teachers worked together to develop strategies that drew on established research and situated practices.

 Eight primary school teachers from five Victorian Government schools, who were all working with language-background-other-than-English (LBOTE) students, took part in a two-day (non-consecutive) professional learning program developed by the research team. The aim was to help teachers think through strategies that linked to their particular teaching contexts and teaching objectives. The strategies included (1) ways to become familiar with students' home language practices, (2) activities that identified similarities and differences between languages, and (3) student creation of multimodal, bi/multilingual digital texts. Teachers devised lesson sequences specifically for their context with the support of the research team, then taught and reflected on these lessons. Data comprised lesson sequences, teacher reflection and interviews, student work samples and student reflection. This was analysed using reflexive thematic analysis (Braun & Clarke, 2019).

In the study, teacher-initiated support for home language literacy practices was found to lead to greater student engagement with these practices. The strategies used by the teachers were multimodal. They incorporated different kinds of meaning-making that were informed by the experiences of the students and the available resources. The students engaged with different scripts often with the assistance of a spoken version of the home language, and the main approach was the active inclusion of teacher assistants who shared languages with students and Google Translate.

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Abstract ID: AILA155

Multilingual publishing across fields of science: analysis of publication data from Finland and Poland

Authors:

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

While English has become the lingua franca of global science, it has been well-established that especially in the social sciences and humanities (SSH), communication of original research results in multiple languages is an ongoing practice (Kulczycki et al., 2020). But are the natural sciences, engineering, medicine and agriculture as research fields entirely dominated by English language communication?

Standard publication and citation databases, notably Web of Science and Scopus, predominantly index peer-reviewed articles published in international English language journals. This means that research published in languages other than English remains invisible. In addition, these databases ignore science communication, which is specifically targeted to professional and general audiences outside academia. In this study we rely on more comprehensive data sources developed in Poland and Finland by integrating publication data from local Current Research Information Systems (CRIS) of universities (Sile et al., 2018).

Our aim is to investigate and compare the multilingual publishing patterns across the OECD major field classifications (OECD 2007), i.e. Natural Sciences, Engineering and Technology, Medical and Health Sciences, Agricultural Sciences, Social sciences, and Humanities. The main research questions are:

1. How many languages individual researchers at Polish universities use in publishing peer-reviewed outputs, and what is the share of English, national language and the other languages, across the OECD main fields?

2. How many languages are used, and what is the share of English, national languages and the other languages, in the peer-reviewed publication output of Finnish and Polish universities across the OECD main fields?

3. How large share of the non-peer-reviewed publication output (targeted mainly to professional and general audiences) of the Finnish universities is in English, national languages and the other languages across the OECD main fields?

We created two datasets to investigate these questions:

1. Polish dataset consists of bibliographical records of 67,413 researchers affiliated with Polish higher-education institutions or research institutes, and their 1,031,141 peer-reviewed outputs published in 2013-2016, from the Polish Scholarly Bibliography, which is part of the Polish current research information system POL-on (Korytkowski & Kulczycki, 2019).

2. Finnish dataset consists of 74,987 peer-reviewed and non-peer-reviewed publications (publication year 2019-20), the metadata of which is recorded in the national VIRTA Publication Information Service. The VIRTA data is validated and reported by the 13 Finnish universities annually to the Ministry of Education and Culture (Pölönen & Auranen, 2022).

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Abstract ID: AILA156

Why Place Matters: Equity and Social Justice in Teacher Education

Authors:

Maria Coady [1] [*] [^] North Carolina State University

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Teachers have a profound effect on student learning and their social and emotional development. Research has shown that teachers are the most important in-school factor affecting language minoritized student learning (Calderón et al., 2011). Yet language minoritized students receive instruction from teachers with significantly less experience for those students (Samson & Lesaux, 2015). We argue that one glaring consideration in teacher education for language minoritized students (here, multilingual learners, ML) is the role of place. Teacher education programs assume an urban-normativity in their conceptualization, implementation, and evaluation. This *geospatial blindness* characterizes educational policies and practices, which fail to consider place and how place shapes education (Roberts & Green, 2013, p. 765). Scholars of rural education (Brenner, 2016) illuminate why place matters and how it shapes teaching and learning. The paper addresses the question, *what are the impacts of a place-based rural in-service teacher education program on the education of rural multilingual students?*

This paper uses a **theoretical framework** of spatial injustice (Soja, 2009) and critical pedagogy of place (Gruenewald, 2003). Soja defines spatial injustice as "an intentional and focused emphasis on the spatial or geographical aspects of justice and injustice... this involves the fair and equitable distribution in space of socially valued resources and the opportunities to use them" (p. 2). Discussing the spatial and social dialectic, Soja argues that the spatial shapes the social and vice versa. Thus, as the work of educators of ML students is both social and relational, place becomes an integral and illuminating feature of teachers' work.

Data were collected over a five-year period with 22 rural educators and include qualitative (archival data from coursework; observations and field notes; focus groups; photographs) and quantitative (satisfaction surveys; and ML student achievement) data. Data were coded and axial coded by six team members and shared using NVivo R.1 software. Weekly team meetings were held do interrogate emerging themes, and expand and collapse themes as more salient findings emerged.

Findings show how place shaped participants' experiences and decisions surrounding their ML students' learning. We identify "pivotal points" where educators made equity decisions on behalf of their ML students, including relational collaboration and the central role of place. This paper presents results of student learning among teachers who participated. Based on findings that demonstrate these impacts, this paper suggests a place-based model of rural teacher education for MLs.

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Abstract ID: AILA157

Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Authors:

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Marta Guarda [2] [*] [^] Eurac Research

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Over the last decades, multilingual education has gained momentum in research, language planning and practice. With the growing wealth of debates and research in this field (a.o. Van Avermaet et al. 2018; Cenoz & Gorter 2017; Mercer, 2011; Dörnyei & Ushioda, 2011; Extra & Gorter 2008; Gardner-Chloros 2007), the question arises as to what extent the various social agents involved in multilingual education can change dominant language ideologies and practices and thus bring about social change. In this symposium, we aim to encourage an exchange as to how linguistic diversity in increasingly super-diverse societies can be fostered, leveraged and given value to in class: to do so, we will focus on how a change in perspectives towards multilingual education and multilingual identities can lead to more inclusive teaching and learning practices.

As a starting point for the debate, we will first discuss the key terms of the symposium by describing what a change in perspectives entails and how it relates to agency and social cohesion. By providing examples from two studies we conducted in South Tyrolean schools within the project "One School, Many Languages" (https://sms-project.eurac.edu/), we will then illustrate how a shift in perspectives can serve as a trigger for social change and cohesion:

- firstly, we will consider the perspectives of researchers and their analytic foci;
- secondly, we will turn to students' perspectives and to their approaches to language and learning;
- finally, we will report on how professional development opportunities and participatory action research can bring about change in teachers and their teaching practices.

Through our examples we will show that an individual's standpoint, whether researcher, student or teacher, has a strong impact on choices and practices, and that a change in perspectives is what can turn teachers, learners and researchers into agents of social cohesion in today's societies.

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Adolescents' Learning of Civics in Second-Language Classrooms: Opportunities and Difficulties from a Student Perspective

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

In civic education, the reading of texts in textbooks is crucial, and it is reasonable to think that the students' possibilities to understand the content of the texts play a role in their learning in civics. However, knowledge about the opportunities and difficulties for the students' meaning-making needs to include not only linguistic aspects of the reading but also perspectives of the role of students' prior knowledge when they face texts in civics. This knowledge is important to develop, to be able to work scaffolding in the classroom when civics is taught.

In fact, when L2 students' challenges in civics classrooms are discussed, students' level of prior knowledge and literacy abilities are pointed out as two factors that matter for L2 students' goal achievement in civics (Lai, 2018; Gibson, 2017; Deltac, 2012). In addition, studies that underline the importance of prior knowledge for content learning also emphasize that this knowledge needs to be assessed and activated to support students' content-area learning (Jaffee, 2016; Vacca, Vacca & Mraz, 2014).

Regarding literacy abilities, their role in content-area learning has been studied from various perspectives. For instance, from a form-focused perspective, the language forms and structures in the texts are studied in order to facilitate L2 students with language barriers, such as difficulties with reading comprehension due to complex sentences, dense content, and understanding of the content-specific concepts (Schleppegrell, 2012; Shanahan & Shanahan, 2008, 2012). With a form-focused perspective, there is a risk of students using literacy abilities without having a comprehensive understanding of the purpose of a text and how to read it (Moje, 2015).

In order to integrate the form with the content, content-focused activities are suggested by scholars within the field of disciplinary literacy, who claim that the tasks in content area classrooms should be designed to support both language and content area learning (Echevarria, Vogt & Short, 2017; Yoder, Kibler & van Hover, 2016; de Schonewise & Klinger, 2012). For instance, when it comes to reading and learning from texts, L2 students need to activate their reading abilities not only for decoding the texts, but also for decontextualizing and understanding the main concepts and identifying important passages in texts that are often written in an academic language using content-specific terms and abstract concepts. For those students who are in the process of learning an L2 and have not yet received enough opportunities to develop their L1 and L2, the process of learning from the discipline-specific contexts in social studies can be experienced as more challenging.

Against this background, I argue that that the four key components of a) literacy abilities, b) disciplinary literacy abilities, c) prior knowledge, d) content area knowledge, and their interaction with each other are central for supporting L2 students' civics learning and literacy development.

Disrupting Commodified Language in Tourism Economies: PAR and Social Justice in the Dominican Republic

Authors:

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Abstract Topics: [SYMP86] Fostering participatory action research methods in applied linguistics

Abstract Summary:

Youth Participatory Action Research (YPAR) is an epistemological stance, rather than specific method, which "deliberate[ly] inver[ts]... who frames and who is framed as the problem" (Fine, 2008, p. 2017). YPAR projects document and make visible how youth engage in language and literacy practices to address social justice issues while uplifting alternative language and literacy practices. As youth exert their power in the research process, they have increased control over what stories are told and how they want to tell them, disrupting dominant problematizations and defining their own visions for the future.

This presentation illuminates a YPAR approach to applied linguistics research in the Dominican Republic. Together, collaborative knowledge production and collective mobilization reframed dominant institutional discourses that problematize youth language and literacy practices in relation to employment opportunities. The YPAR project deconstructs language ideologies that position multilingualism as a straightforward path to economic development, illustrating (1) how the supposed benefits of multilingualism in tourist economies are differentially distributed and (2) how language learning and multilingual practices can be embedded in the ongoing construction of transnational solidarities and social justice rather than the extractive labor market.

Aligned with this symposium's goal to raise awareness, interest, and support for PAR methodologies in applied linguistics, I draw on two strands of literature from YPAR language and literacy activities: (1) participatory projects that study youth language and literacy practices deployed in a variety of settings and for different purposes (e.g., Lyiscott, 2020), and (2) participatory projects that engage youth in activities that develop multilingualism and multiliteracies for social critique and transformation (e.g., Duncan-Andrade & Morrell, 2008). I share the process of developing and implementing a YPAR project with Haitian and Dominican youth in a region marked by the imperial formations of tourism. Collaboratively-designed sessions-inspired by language and social justice frameworks (i.e., Baker-Bell, 2020; Martinez, 2017)-addressed topics such as *Afrodescendancy, Racialization and Identity; Migration and Bilingualism in the U.S.; Dominican Spanish; Haitian Creole; and Social Justice, Activism, and Language.* Youth-led final projects (addressing racism and discrimination, labor exploitation, food insecurity, and other topics) provide insight into how youth use languages and literacies as situated social practices to act within and transform their social worlds.

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Abstract ID: AILA162

Helping. A linguistic conceptualization

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Outline and Results

In this contribution we present a concept of helping with language (Pick & Scarvaglieri 2019; 2022). Language is a basic means of helping that is gaining importance (Miller&Considine 2009, Graf & Spranz-Fogasy 2018) in the helping professions. In this contribution, we aim to develop an understanding of helping with language from an interaction-analytic perspective.

We suggest to conceive of helping with language as an interactive process in which the helper takes on (parts of) actions in place of the helped. Helping with language thus proceeds as a communicative pre-structuring of alternatives of thinking and/or acting in pursuit of a goal. Such a pre-structuring of actions can be performed in weak (formulating or activating of knowledge), intermediate (evaluating alternatives) or strong (explicitly weighting of alternatives) ways. Our analyses show that in general the 'action complex' (Pick 2017) of helping with language can be performed in different institutional constellations and helping professions (Graf et al. 2014). However, depending on the overarching institutional constellation or the helping profession in which the action complex is embedded, we find varying *degrees of pre-structuring* alternatives (from weak to strong) as well as differences regarding the pre-structuring of alternatives of *thinking* versus alternatives of *acting* in relation to the different settings. We will illustrate these differences using different datasets.

Data

We analyze authentic helping conversations in the helping professions (incl. psychotherapy and legal counselling). We rely on data gathered by us (Scarvaglieri 2013, Pick 2015) and on previously published material.

Methods

We follow an action-analytical approach (cf. Levinson 1979, Redder 2008) that allows us to reconstruct the action complex that shapes linguistic helping as well as the interactional processes that precede and follow the helping interaction.

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Abstract ID: AILA163

English literacy attrition in Japanese siblings

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Abstract Topics: [SYMP39] Language Attrition in the Japanese Context from a CDST Perspective

Abstract Summary:

This study is about Japanese children who have experienced mobility across languages and cultures. Specifically, the research explores English literacy retention and attrition in four pairs of siblings who once lived with their family in a foreign country where they were educated and/or functioned in English and then returned to their home country, Japan. Upon their return, some of them continued to become more proficient in interacting with written texts in English, while others tended to lean toward improving their literacy in Japanese over that in English. The aim of this study is to explore how these children may lose, retain, or further develop their English literacy skills after a lengthy sojourn abroad.

One of the implications of the study is that the home is an important domain for maintaining English literacy in returnees, especially when more recreational and socio-interactional literacy uses are emphasized. In the participating children, English literacy practice for fun or for social interaction seems a valuable way of maintaining and developing English, both in terms of their English literacy skills such as effective construction of stories.

Peer networks also play an important role in retaining L2 literacy from the viewpoint of motivation and the opportunity to use English in communicative situations. In addition, supportive parental attitudes and provision by parents of scaffolding, encouragement, and fostering of the children's English literacy practice are crucial.

More importantly, however, the present study implies that all of the participating children viewed their hybrid language competence in a positive manner. I have established a rapport with the participating children and their families and observed the changes in the children's literacy skills over time both in Japanese and English. All the children seemed to wonder how they could best cope with using two languages during the period of readjustment. In the follow-up interviews, significant changes in their biliteracy practices over time were observed. Returnee experiences continued to matter in their lives through into high school, but at the same time, as the children grew older, they successfully avoided major linguistic and cultural difficulties and began realizing their hybrid language competence in a positive manner.

The willingness to respond to and communicate with a robot in an interactive learning task in French.

Authors:

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Abstract Topics: [SYMP19] Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

Abstract Summary:

The most important function of a language is to get the message across. With robot-assisted language learning (RALL), a teacher-led situation has a complementary element when the learner can interact independently with the robot. Starting a new sentence is always a threshold you must dare to cross - it involves the student's willingness to communicate (MacIntyre 2007) and the student's public speaking language anxiety (Yaikhong, K. & Usaha, S., 2012).

Previous studies have shown that feminine and human-like features in a robot contribute to experiencing the robot as warm and competent. However, it is not yet known how the robot's attributes correlate with the desire to interact with the robot (Carpinella et al., 2017). Moreover, the RoSAS scale has been tested with images and videos, but has not yet been validated using robots in real-life situations. In this study, the robot is presented as a gender-neutral character. It has also been suggested that negative attitudes toward robots and anxiety in L2 learning may prevent participants from learning in robotic tutor mode (Kaneiro et al., 2022).

This study is a long-term study: the research design is a continuation of a study on the relationship between a child and a robot (Peura, L. & Johansson M., 2022 sub.), in which students interviewed the robot. In this research setup, the robot interviews the student. The study aims to find out how the interaction between a child and a social robot (CHI) affects the willingness to communicate in French (L2) when the robot is proactive.

RQ1: How does the robot affect the stress associated with speech production?

RQ2: How do the features of the robot correlate with the desire to interact with the robot?

The target group of the study is 10–11-year-old students (4th graders who studied with a robot and 5th graders who studied without a robot as a comparison group), for whom French is the first foreign language (L2). The research material consists of videotaped conversations with the robot and related surveys (RoSaS, PSCAS). RALL and multimodal interaction analysis serve as a methodological approach to research questions.

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Attitudes towards Ruhrdeutsch: between stigma and prestige or from stigma to prestige?

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

Ruhrdeutsch is a regional variety spoken in the Ruhr Area, a polycentric and densely populated metropolitan region in the northwest of Germany with 5.1 mio inhabitants. Set in a culturally highly diverse area, it is one of the lesser researched regional varieties in Germany and not much is known about its evaluation and prestige. While some researchers point out that Ruhrdeutsch has been stigmatized for a long time (Mihm 1985), others like Bellamy (2016) note a tendency to revaluate Ruhrdeutsch. As these studies are based on rather small sets of data, this paper aims at a corpus-based investigation of the valorization of Ruhrdeutsch. Taking recent conversation-oriented developments in attitude studies into account (Tophinke/Ziegler 2006, 2014; Liebscher/Dailey-O'Cain 2009; König 2014), we adopt an interactional approach to explore how Ruhrdeutsch is perceived and to what extent it is associated with prestige. For the purpose of investigating the local and dynamic construction of attitude expressions, narrative interviews were conducted (N=130) with informants without and with a migration background (mostly Turkish and Arabic) to also give voice to those migrant groups who have shaped and are still shaping the social makeup of the Ruhr Area. Following the turn from attitude to stance, from the subjective to the intersubjective dimension, stance-analysis is employed (cf. Du Bois 2007; Couper-Kuhlen/Selting 2018; Imo/Ziegler 2022). The stance heuristic provides a fine-grained analytical tool for describing the dialogic character of attitude expressions and for investigating the different ways in which attitudes are encoded as epistemic, affective, deontic and/or style stances. The general aim is to identify patterns of stance-taking towards Ruhrdeutsch and how they relate to socio-demographic characteristics of the informants in order to answer the question whether Ruhrdeutsch is becoming socially accepted.

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Abstract ID: AILA170

Disclaiming knowledge in research group meetings: managing expertise and epistemic positions for joint knowledge construction

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

The management of participants' epistemic positionings has been observed as essential for the organization and accomplishment of work activities in research settings (Goodwin, 2018). In workplace interaction and generally in conversation, knowledge domains are made relevant in courses of action as participants are continuously monitoring their relative epistemic status vis-à-vis each other (Heritage, 2012). Scientists anchor knowledge relations in expert-novice categories, but they also locally manage epistemic imbalances and construct expertise in interaction, as do other professionals (Harms et al., 2021). With an interest in the pedagogical dimension of scientific research work, this study investigates the interactional management of expertise in knowledge construction activities that take place in research group meetings. The focus is on instances where the participants make explicit claims of lack of knowledge (e.g., "I have to reveal my ignorance completely"), that is, epistemic disclaimers.Drawing on ethnomethodological and conversation analytic work, the analysis focuses on epistemic disclaimers in their sequential contexts, as well as the local management of expert-novice relations.The analyzed data is part of a microethnographical work that involved participant observation and video recordings at a research program in Chemistry at a Swedish university. The multimodal sequential analysis revealed epistemic disclaimers occurring in different interactional contexts, in terms of their position in the sequence and in turn construction units. With a focus on epistemic disclaimers that occur in first pair-parts, which are an under-examined phenomenon (Weatherall, 2011), the analysis explores how experienced researchers may employ disclaimers to frame and recast questions as genuine rather than known-answer questions. The results of the study thus evidence the interplay between downgrading epistemic stance and attributing rights and responsibilities with respect to knowledge and scientific expertise. The paper also shows how multimodal practices are employed to project epistemic status (mostly gaze direction) and the ways in which participants are held accountable for epistemic positions that are

built in the interaction's history. In the analyzed cases, epistemic disclaimers are used as resources for mobilizing participation, working to open the floor by positioning other co-participants as more knowledgeable, which is argued to be oriented to encouraging collaboration and to creating environments for *joint* construction of scientific knowledge. Finally, the study sheds light on ways in which pedagogical work is an "oriented-to" feature of social interaction that is managed in situated activities.

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Abstract ID: AILA171

Minority language usage for health crisis communication: Examples from Western Cape (South Africa) and Pennsylvania (USA)

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

In March 2020 the World Health Organization declared COVID-19 a pandemic. Various health departments needed to react to this threat: first, conveying information about the virus itself, and later, announcing and promoting vaccinations. Multilingual, multimodal communication is essential during a crisis; lacking translated materials limits communication with groups, e.g., minority language speakers. Studies from early in the pandemic show some positive efforts and shortfalls in inclusivity regarding languages that have official status at the regional or national level (Kretzer & Pfeiffer, 2022), migrant languages (Ahmad & Hillman, 2021), signed languages (Blasi et al., 2021), and indigenous languages (Chen, 2020). We build on these to study the current state of COVID-19 communications with a contemporary issue, vaccination.

We investigated the vaccination campaigns of two countries, South Africa and the United States, as examples from the Global South and North with similarities in their sociolinguistic history and language policy (e.g., a colonial history and the primacy of English), and key differences (e.g., South Africa has multiple official languages; the US has none). We collected online resources in all languages available from national government websites and one sub-national government from each country (Western Cape and Pennsylvania), from February-March 2022 and analyzed them in terms of O'Brien et al.'s (2018) framework of Availability, Accessibility, Acceptability, and Adaptability.

In both countries, at the national and sub-national levels, the number of English resources *available* exceeded that of other languages. Both countries had multimodal resources (videos, posters), including videos in signed languages. The US offered 'easy to read' material in English and Spanish; no such resources were found for any language in the South African context. Although both countries included resources in non-majority languages, they offered only isolated materials in less populous minority, indigenous, and migrant languages. The Pennsylvania Department of Health relied primarily on automatic translation for non-majority languages, which has questionable *acceptability*. Websites varied in the *accessibility* or ease of finding materials in languages other than English. Results will be discussed additionally in the context of the language policies of both research areas.

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Abstract ID: AILA173

Changes in English Education of the Pre- and Post-Kim Jong Un Era in North Korea

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

This study investigates the changes and recent development of English education in North Korea, officially the Democratic People's Republic of Korea (DPRK), analyzing the characteristics of secondary English textbooks published in the pre-and post-Kim Jong Un eras. This study analyzes the characteristics of English education in the most closed-off country North Korea with its own *Juche* (i.e., self-reliance) ideology advocated by Kim Il Sung, founder of North Korea. English education in this secluded country is clearly distinguished from major contexts in English as a second or foreign language education.

English education in North Korea has continued to teach war-related expressions and develop science and technology in the pre-Kim Jong Un era. In this regard, this paper analyzes the changes in 1) aims and approaches, 2) the overall organization of English textbooks, and 3) the topic varieties based on the revised secondary English textbooks after the Kim Jong Un regime. The future of English education in North Korea is also explored with the current political insecurity incurred by the *Jangmadang* generation, the post-COVID-19 pandemic, and the deteriorating US-DPRK relations. Both pre-and post-Kim Jong Un era English textbooks promote North Korea's development and revolution under the *Juche* ideology. However, the most prominent changes of the revised English textbooks are teaching approaches and topics. Compared to the Grammar Translation Method approach of simply reading and understanding given texts and translating given sentences by applying rules of grammar found in the pre-Kim Jong Un era textbooks, the post-Kim Jong Un era textbooks focus on Communicative Language Teaching, allowing much more autonomous learning; students are now encouraged to communicate with each other, think for themselves, and solve problems through discussion in pair and group activities. This new emphasis is reflected in the post-Kim Jong Un era textbooks, adding listening and speaking sections as well as an authentic worksheet for communicative activities in classrooms to the existing reading and writing sections to fulfill communication-oriented education. Additionally, most passages in the pre-Kim Jong Un era textbooks for reading, which instilled anti-American propaganda and *Juche* ideology, justifying the Kim family's

dictatorial legitimacy, were replaced in the revised English textbooks by practical reading texts focusing on computers, science and technology, and authentic everyday situations.

In sum, the changes in English textbooks in North Korea are radically progressive in terms of teaching approach, more sophisticated construction of textbooks, and topic variation. However, given the inherent conflict between the liberal, communicative orientation in recent English textbooks and the traditional emphasis on ideological education emphasizing the Kim family as supreme leaders, it remains to be seen whether this education reform in North Korea's English education will perform its intended purposes. Therefore, considering all these situations, scholarly attention must be paid to future changes in North Korea's English education as it may head in one of the two directions: serving as a tool for international communication or retrogressively perpetuating the *Juche* ideology to consolidate their internal unity.

Toward a Justice Oriented Approach: Addressing Equity Issues in K-12 U.S. World Language Programs

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Privilege plays a significant role in world language (WL) education. Studying what some still refer to as "foreign" language has been described as a colonialist, imperialist, and elitist endeavor (Lanvers, 2017; Macedo, 2019) that is targeted toward white students and students with ample resources. Scholars also suggest that there is a need for more intentional critical and culturally sustaining pedagogies in WL education to address issues of equity in both the curriculum and instruction (Baggett, 2020; Glynn et al., 2018; Osborn, 2006). Equity issues, structural and organizational, have been defined more broadly in schooling contexts, such as tracking, retention, standardized testing, curriculum, pedagogy, climate and physical structure, disciplinary policies, and the limited roles of students, teachers, families, and communities (Nieto & Bode, 2018). However, the extent to which WL teachers, supervisors, and administrators are aware of these threats to justice and equity, or may be working to dismantle them, is less clear.

The framework that guided this study emphasizes the dialectical relationship between institutional structures and agency (Sewell, 1992). This mixed methods study involved 236 WL teachers and 12 supervisors and aims to answer the following research questions: (1) What are WL educators' and WL supervisors' perceptions of equity issues in their schools, communities, and WL programs? (2) What are WL teachers and supervisors doing in response to these issues? The findings from a questionnaire revealed that although the teachers could identify key equity issues in their schools, some still felt that the issues had little impact on their programs. The teachers' agency to take action and address the equity issues also varied greatly from passive action to sustained, engaged action. Focus groups with WL supervisors demonstrated that although they were able to more easily identify equity issues affecting language programs, they varied in their abilities to describe meaningful, effective steps toward addressing the issues.

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Multimodal metaphors and Force-Dynamics: an analysis of tweets on the conflict in Ukraine

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Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

The force exerted in conflicts together with the online display of messages can affect the construal of warlike contexts. Force-dynamic patterns (Talmy, 2000) offer a plausible explanation on how the creation and interpretation of metaphorical content are influenced by the interaction of opposed entities, i.e. agonists and antagonists. The clash of these two forces is determined by their intrinsic tendencies towards inaction or action; consequently they become obstacles to be overcome, thrust to be blocked, or allowed to move onwards (letting). Mainly, the metaphors about the armed struggle in Ukraine found on *Twitter* are conveyed through verbal and pictorial modes of representation. In this study the metaphorical schema based on the use of force and multimodal metaphor theory (Forceville and Urios-Aparisi, 2009) provide insightful perspectives on the persuasive *tweets* in one of the most prominent social networks during the present wartime in Eastern Europe. From the tenets of these theories and in line with recent studies on the persuasive power of metaphor on *Twitter* (Makhortykh & Lyebyedyev 2015, Grandjean 2016, Kapranov 2016), this study compiles a corpus of 600 *tweets* retrieved from the hashtags *#IStandWithUkraine* and *#IStandWithRussia* about six remarkable events in the conflict occurred from February to May 2022. Essentially, the objective of this research is to analyse the metaphors used within the two different hashtags, and thus to observe how reality is constructed differently as well as compare the persuasive power of these metaphorical messages. Preliminary qualitative results show that the roles of 'us-agonist' and 'them-antagonist' are allocated in each hashtag by the users to seek support from the others through compelling texts and images that in some cases are similar, e.g. analogies with nazism. Nonetheless, these initial conclusions are to be confirmed or denied by the assessment of the obtained quantitative results.

Keywords: Force-dynamic patterns; multimodal metaphor theory; *Twitter*; Ukraine; persuasive.

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Abstract ID: AILA177

Enseignant.e-chercheur.e: tourner le regard vers soi pour promouvoir des pratiques décolonisantes, inclusives et interculturelles

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Abstract Topics: [SYMP50] Mondialisation des politiques d'équité, diversité, inclusion et justice sociale à l'université : qu'est-ce que ça change pour l'enseignant.e-chercheur.e de/en français ?

Abstract Summary:

Dans le contexte sociopolitique mondial actuel où une éducation démocratique (Carlson et Apple, 1998/2018) s'avère essentielle, il est plus que temps d'adopter ce que Freire (1968/1977, 2005) nous encourage à faire depuis des décennies: «oser enseigner.» Ce travail exige de nous, enseignant.es-chercheur.es et formateur-rice-es, que nous nous engagions dans les questions de diversité, de différence, et d'inéquité dans les espaces scolaires et institutionnelles coloniales. Mettre en place une approche inclusive valorisant la pluralité des réalités, des savoirs, et des identités en salle de classe nous oblige à tourner le regard vers soi-même et à accepter de se voir vulnérable, ce qui peut évoquer des tensions avec les différents acteurs présents (e.g., personnel enseignant, population étudiante, institutions). Afin de négocier ces tensions, d'apprendre à vivre avec celles-ci et d'accepter d'être mal à l'aise dans ce processus, nous proposons une approche d'apprentissage interculturel d'une perspective critique qui explore cette vulnérabilité à partir d'un processus de décentrage et centrage (Andreotti et coll., 2014).

Dans cette présentation, nous nous basons sur cette approche pour examiner notre propre enseignement en tant que formatrice et formateur allochtones de descendance européenne d'enseignant.es œuvrant dans les programmes de français langue seconde (FLS). Nous nous concentrons sur nos efforts pour rendre nos pratiques en salle de classe décolonisantes et inclusives et de mettre en évidence les structures et pratiques coloniales et inéquitables, incluant nos propres perspectives. Nous proposons une réflexion (Brookfield, 2017) sur des exemples de notre pratique (le choix de textes des cours, le design des activités en classe, l'appui collégial) en nous inspirant des résultats d'un projet de recherche sur l'apprentissage interculturel, projet mené auprès d'enseignant.es de FLS de 2019 à 2022 dans le but de soutenir l'intégration de l'interculturel, et des savoirs et perspectives autochtones dans le programme d'études de la Colombie-Britannique au Canada. Dans cette présentation, nous mettrons l'accent sur nos expériences concrètes au vue de notre recherche et de la littérature, dans un esprit autoethnographique critique. L'autoethnographie critique est une forme de discours académique dans lequel l'histoire personnelle, ancrée dans des contextes sociohistoriques et la littérature, questionne les relations de pouvoir dans une visée d'engagement politique (Stanley, 2020). Avec cette discussion de notre pratique, nous espérons contribuer à l'impératif collectif d'un dialogue pour avancer l'engagement politique et éthique pour l'enseignant.e-chercheur.e en enseignement du français langue seconde.

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Abstract ID: AILA179

Musique et enseignement des langues

Authors:

Pairon Jacqueline [1] * ^ UCLouvain

Abstract Topics: [SYMP06] AILA ReN - Emotions et Créativité en classe de langue

Abstract Summary:

Plusieurs recherches en neurosciences s'intéressent à l'apport de la musique pour l'enseignement (Moussard et al. 2012). Elle est un outil de stimulation cognitive (Bigand & Tillmann 2020). La musique peut aussi favoriser une pédagogie de la « socialité harmonieuse » (Damasio 2017). Par ailleurs, chanter facilite l'inclusion des immigrés (Peretz 2018). Les recherches présentées invitent à un usage conscient et attrayant de la dimension musicale dans l'enseignement des langues.

Abstract ID: AILA180

Language Ideologies in the German Discourse on Gendering

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

In the German-language discourse on gender fair language (called „gendering/Gendern" in the German speaking world), a decided pro and con prevails to a large extent, and both sides substantiate their stances also scientifically (Kotthoff 2020). One side (contra gendering) argues, among other things, with Jakobson's markedness theory (Bayer 2019) and sets it as absolute (thus the criticism by Haspelmath 2006). The other side (pro) argues with results from psychological experimental research with context-free short texts (Stahlberg/Szessny 2001) and sometimes a strong linguistic relativism (Jakiela/Ouzier 2020), which directly relates the linguistic gender factor to women's labor market participation.   So are both positions equally ideological? Does the ideologicity diminish if, for example, in the pro position, the reference of gender language to labor market participation is thought of in a more mediated way? Are there intermediate tones? The lecture will address the question of where and how the potentials for ideology are located in this discourse and could possibly be gradually stratified. What is the argumentative power of a theory of linguistic ideologies that lumps ideological potentials together (and scientific underpinnings along with them), as I take it from Blommaert (2006), for example? In the context of gendering in German, its different realizations and justifications, I would like to pursue a question concerning the gradability of ideology that Cavanaugh (2020) also raises.

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Abstract ID: AILA181

Il y a plus de joggeuses parmi les joggeur·euses que parmi les joggeurs : Formes inclusives et proportions de femmes perçues dans des groupes sociaux

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Joost Van De Weijer [2] Lund University

Jonas Granfeldt [3] Lund University

Pascal Gygax [4] University of Fribourg

Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

En français, le genre masculin est utilisé pour désigner un groupe consistant soit uniquement d'hommes, soit de femmes et d'hommes. Cependant, cette ambigüité ne se retrouve pas chez le féminin : si la forme féminine est utilisée, il est certain que l'on ne parle que de femmes. Depuis deux décennies, des études en psycholinguistique (Brauer and Landry, 2008 ; Gygax et al., 2019) ont examiné les effets de l'usage générique du genre masculin sur les représentations de genre et ont démontré que cet usage entraîne un biais masculin. En d'autres mots, utiliser la forme masculine en parlant de femmes et d'hommes rend les représentations mentales de femmes plus difficiles. Pour contrer cet effet, certains et certaines francophones ont commencé à utiliser de différentes formes inclusives.

L'objectif de la présente étude était d'examiner l'influence de différentes formes inclusives (*joggeurs et joggeuses* ; *joggeuses et joggeurs* ; *joggeur·euses* ; *un groupe de jogging*), par rapport à la forme masculine, sur les proportions de femmes et d'hommes perçues dans un nom commun de personne (NCP). Avec cet objectif, nous avons analysé les pourcentages de femmes représentées dans 22 NCPs donnés par 1018 francophones. Les NCPs étaient sans stéréotype de genre afin de se focaliser uniquement sur l'effet de la forme grammaticale. Les participantes et participants lisaient tous les NCPs dans la même forme et devaient estimer le pourcentage de femmes représentées dans chaque NCP sur une échelle allant de 100% à 0% *femmes* ou de 100% à 0% *hommes*.

L'étude a rendu trois résultats principaux. Premièrement, toutes les formes inclusives ont augmenté de façon significative le pourcentage de femmes comparées à la forme masculine, et aucune forme inclusive n'était plus efficace qu'une autre. Deuxièmement, la direction de l'échelle influençait les estimations de sorte que lorsque l'échelle commençait avec l'étiquette *100% femmes*, le pourcentage de femmes était plus élevé. Finalement, et quelque peu étonnamment, des attitudes positives envers le langage inclusif chez une personne prédisaient un pourcentage de femmes plus bas. En d'autres mots, plus les attitudes envers le langage inclusif d'une personne étaient positives, plus bas étaient ses pourcentages estimés de femmes.

Pendant que les deux premiers résultats étaient en accord avec les études antérieures et ont confirmé nos hypothèses, le dernier nécessite un peu de réflexion. Notre interprétation est que les participantes et participants ayant estimé des pourcentages de femmes plus bas seraient celles et ceux qui estiment que le langage inclusif est nécessaire, et qui par conséquent tiennent des attitudes plus positives. Ainsi, les bas pourcentages estimés seraient la cause des attitudes positives

plutôt que leur effet. Pour conclure, les résultats de notre étude suggèrent que le langage inclusif est un moyen efficace pour augmenter la représentation des femmes en français.

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Abstract ID: AILA182

"It broadens my horizons": Visual accessibility awareness, mediation and meaningful language learning through audio description.

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

In today's foreign language (FL) teaching paradigm, learners are considered "language users and social agents", and language, "a vehicle for communication rather than a subject to study" (CEFR, 2020: 29). The classroom becomes a space where mediation adopts a central role, making learners aware of the existence of communication barriers beyond interlinguistic ones. To mediate across them, learners must employ all four main skills –speaking, writing, listening and reading– interconnectedly, switching from one to another as they would in 'real-life' communication (Su, 2007), always keeping the interlocutor's needs in mind.

Audio description (AD) is a mode of intersemiotic, accessible audiovisual translation that turns visually-coded elements into verbal commentary to facilitate access for visually-diverse audiences (Walzack & Fryer, 2017). Increased awareness of its social mediation role has contributed to its incorporation into media accessibility regulations across countries (Orero, 2016), further leading to its popularisation as a classroom tool in FL teaching, with promising results (Ibáñez Moreno & Vermeulen, 2017).

This presentation offers a methodological framework for the implementation of AD-based tasks in FL settings to promote meaningful learning and visual diversity awareness. Relying on perceptions expressed by students participating in an AD classroom project, it illustrates AD's potential to provide them with "21st century skills" (Baran-Łucarz & Klimas, 2020: 24) needed to engage in respectful communication in today's globalised world.

Bringing AD into the FL classroom opens up the door to a professional activity with a clearly-set communicative goal. In AD-based tasks students become audio describers, approaching communication not just as learners, or even interlocutors, but as linguistic and social mediators: they must mediate between communication systems, between meanings and connotations, and between a visually-conveyed world and an audience without full access to it. In the process, they become aware

of the diversity within communicative needs, as well as of how language use must vary to meet them, how formal and semantic subtleties affect meaning, and how multiple abilities -linguistic and non-linguistic- converge and complement each other to achieve the communicative goal.

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1.5 generation return migrants from the United States to Mexico: building alternative notions of citizenship

Authors:

 Colette Ilse Despagne Broxner [1] [*] [^] Benemérita Universidad Autónoma de Puebla

Abstract Topics: [SYMP23] Changing communities, changing worldviews: Rethinking migration and learning languages other than English

Abstract Summary:

This presentation examines Mexican return migrants belonging to generation 1.5 (Rumbaut, 2004) of undocumented Mexican immigrants in the U.S.. Generation 1.5 relates to young people who migrated at a very young age with their parents to the United States (U.S.), went to U.S. schools, and use English as their everyday language. This generation defies traditional notions of citizenship associated with nation-states, i.e., one language, one identity, one citizenship. On the one hand, they use English as their dominant language and adopted cultural and social values associated with the U.S. (González, 2016) even though they were born in Mexico. On the other, they formally enjoy basic rights in Mexico where they possess formal citizenship, but their linguistic repertoires, cultural codes, and norms do not fit in with the traditional notions of *mexicanity*. Building on critical citizenship theories (Isin 2008, 2009), specifically on the concepts of status, habitus (Bourdieu, 1980), and acts, this research aims to examine the process of formal and substantive citizenship construction that generation 1.5 follows once they forcefully, or voluntarily, return to Mexico.

The research is co-authored and part of a wider qualitative research funded by the Mexican National Research Council (CONACYT) which aimed to analyze educational trajectories and job prospects of generation 1.5 return migrants to Mexico. Data was collected in 2019 through questionnaires to know participants' migration and educational histories, and then through focus groups in five different Mexican states. For this research, we used focus groups from Puebla and Mexico City with the participation of 13 return migrants. Questions did not directly focus on citizenship, but the topic emerged naturally. Focus groups were recorded, transcribed, and then analyzed based on thematic analysis.

The analysis disaggregates the notions that these return migrants have regarding "being Mexican" and being bilinguals. Findings show how these return migrants experience and build notions of citizenship in Mexico while they develop additional linguistic repertoires in Spanish and acquire basic knowledge of Mexican culture. Results of the study suggest that return migrants go through various simultaneous learning processes to acquire Mexican habitus in Mexico even though they already possess formal citizenship. This learning process, we argue, occurs amidst multiple social, linguistic, and cultural tensions that trigger important acts of (linguistic) citizenship through which return migrants found their own definition of what it means to be "Mexican".

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Abstract ID: AILA184

Challenging the ideological construction of language shame

Authors:

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Unlike other forms of bias, discrimination on linguistic grounds is socially acceptable and tends to go unnoticed, thus serving as a cover for other prejudices. Albeit subtle, however, language ideologies are a very powerful way of perpetuating inequalities, since peripheralized speakers, having internalized their lack of legitimacy, end up reproducing censure rather than resisting it. Despite the efforts of the scholarly community, the beliefs that idolize standard speakers, native and/or "accentless", as authoritative role models remain fully in place in everyday life. As a result, non-native speakers and native speakers "with an accent" limit their agency to preserve face. Against this backdrop, this paper brings to the forefront a dimension that has only recently begun to emerge in the debate, the affective one (Birney et al. 2020, Busch & McNamara 2020, Dewaele & Saito 2022, Dovchin 2020, Piller 2017). To delve into the role of shame in the creation and perpetuation of stigma, the paper presents excerpts from linguistic autobiographies in which university students living in Madrid give an account of their repertoires. These narratives reveal how the ideologies that present languages as idealized abstractions have a deep impact on the subjectivities of speakers who deviate from the norm and contribute to forging subaltern identities. To address the problem, we will advocate for integrating students into the discussion about language ideologies (Cushing 2021, Drummond & Cole 2019, Rose & Galloway 2017, Lew & Siffrinn 2019, Mirhosseini 2018, Tan *et al*. 2021, Volkmer 2018), so that teaching practices can promote a more inclusive sociolinguistic order.

Birney, M. E., Rabinovich, A., Morton, T. A., Heath, H., & Ashcroft, S. (2020). When speaking English is not enough: The consequences of language-based stigma for nonnative speakers. *Journal of Language and Social Psychology* 39(1), 67–86.

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Abstract ID: AILA187

Family Language Policy in the Minority and Migration Contexts of Cyprus

Authors:

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

The development, use, maintenance and transmission of the heritage language (HL) depend on the family language policy (FLP), on parental and child agency, and on the language choices, use and management practices at home, as well as regarding social networks and education (Lanza, 1997; Bohnacker, 2022). FLP can be explicit or implicit (Caldas, 2012). Immigrant or minority families live in the majority language (ML) environment; thus, children have more input in the ML via schooling and communication with their friends and peers (Pearson, 2007; Prevoo et al., 2011; Hoff et al., 2014). Without deliberate parental efforts to support the HL, language shift and loss may occur (Barron-Hauwaert, 2011; Bridges and Hoff, 2014; Rojas et al., 2016; Kheirkhah and Cekaite, 2018; Paradis et al., 2020).

According to King et al. (2008: 907), FLP is 'explicit and overt planning in relation to language use within the home'. FLP practices can be implicit and covert (Curdt-Christiansen, 2009), and can be affected by emotions, identity, the impact of parental beliefs, strategies and practices in home language maintenance and development, child agency, and socioeconomic and sociopolitical factors (Curdt-Christiansen and Huang, 2020; Schwartz, 2020; Smith-Christmas, 2020).

According to Spolsky's (2004, 2007) language policy model, the three components of language policy are language ideologies, language practices and language management, which are related to intra-family and societal factors (Bezcioglu-Goktolga and Kutlay Yagmur, 2022; Bohnacker, 2022).

The success of the HL transmission depends on both macro factors, such as the sociolinguistic, sociocultural, economic and political environment of the families, and micro factors such as intra-family dynamics, FLP, parental efforts and expectations, attitudes, perceptions, affective domains, metalinguistic awareness and language experience, as well as cultural and linguistic identities (Curdt-Christiansen 2009, 2016; Leung and Uchikoshi, 2012; Spolsky, 2012; Liu and Lin, 2019).

This study investigated the family language policy of minority and immigrant families in Cyprus. The participants in our study were 30 immigrant and minority families in Cyprus with various first language backgrounds, namely Russian, Georgian, Ukrainian, Bulgarian, Romanian, English and Arabic, and minority speakers of Armenian, Lebanese and Pontic Greek. The data were collected via written questionnaires and oral, in-depth, semi-structured interviews, as well as via observations with a focus on the FLP, cultural and linguistic identities, heritage language (HL) attrition, use maintenance and transmission, linguistic interaction patterns and the material culture at home.

The analysis of the data revealed that minority and immigrant speakers in Cyprus had hybrid language and cultural identities, different perceptions regarding citizenship, inclusion and belonging, as well as the attrition, use, maintenance and transmission of the HL, which reflected their FLPs, agency, practices and negotiations. They attempted to assimilate into the target society, but they also had strong links to the community of residence, to their L1 country, and to their heritage or home language. The participants also employed hybrid language practices, as they used mixed/multiple languages both in the home and outside of it. Overall, they had a positive attitude towards multilingualism in Cyprus.

Abstract ID: AILA190

Using Legitimation Code Theory to explore the bases of achievement in assessment in content and language integrated learning (CLIL)

Authors:

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Abstract Topics: [SYMP02] AILA ReN - Assessment in CLIL

Abstract Summary:

Assessment in content and language integrated learning (CLIL) is often seen as a problematic issue by practitioners and researchers (Otto & Estrada 2020). Concerns include the weight that should be given to language performance, whether content teachers are qualified to assess language, and whether teacher assessment practices threaten equity by privileging those learners who have had more access to L2 learning opportunities. Another concern is the emphasis given to summative aspects of assessment, rather than classroom assessment for formative purposes, as noted by DeBoer and Leontjev (2020). These issues together point to the need for a knowledge base to underpin assessment literacy for CLIL. By assessment literacy, we mean the knowledge and skills required by teachers to coherently and appropriately design and implement assessment at classroom and school levels (Pastore & Andrade, 2019, pp. 134-35). For CLIL teachers, these skills involve understanding the aims of assessment when content and language learning are dual foci of instruction, the types of evidence to collect, how to provide appropriate feedback, and adjust teaching practices accordingly. Developing assessment literacy for CLIL teachers involves them being able to articulate the bases of achievement they invoke when assessing students' learning. In this contribution we use the conceptual toolkit of Legitimation Code Theory (LCT), to explore the bases of achievement invoked by CLIL teachers when they assess students' work. LCT is a sociological framework for the exploration and improvement of all types of knowledge practices (Maton, 2014). The LCT dimension of Specialization explores the organizing principles of knowledge practices in terms of *epistemic relations* to knowledge and learning objects, and *social relations* to ways of knowing and knowers. Combined, these concepts generate different *specialization codes*. We use these concepts to examine the ways in which content and language teachers position different types of knowledge (language and content) and knowers in their assessment practices. We analyse recorded group discussions among content and English language teachers who assessed samples of CLIL students' work using comparative judgement, and then articulated the criteria they had used in their ratings. Results show that the teachers tended to focus on language forms and content knowledge separately and invoked "knower" attributes which potentially impacted their judgements. We identify implications for the knowledge base for assessment in CLIL as a prerequisite to promoting teachers' assessment literacy and argue that deeper understanding of the bases of achievement can contribute to reducing threats to equity in assessment in CLIL contexts.

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Me, Myself, and I: Challenges posed by Japanese forms of address in Japanese-English court interpreting

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Court interpreters are frequently instructed to interpret "faithfully" or "literally" even though literature in interpreting and translation has been trying to debunk the myth of "literal translation" for decades now. Differences in expression between the source and text languages often make such translation impossible and undesirable, as it may lead to a meaning unintended by the source text author. Other factors, such as historical, social, or cultural background, may also be essential. On the other hand, the necessity of accuracy in court interpreting is indisputable, as insufficient accuracy would make court interpreting obsolete and have potentially severe consequences for the administration of justice.

Depending on their working languages, court interpreters may need to exercise their 'discretionary powers' (Laster and Taylor, 1994) to a more significant or lesser extent to ensure accuracy (rather than "literalness") of their rendition. Japanese forms of address are precisely where court interpreters need to demonstrate their skills to achieve equivalence beyond the superficial features of the text they are working with. This is because Japanese is a language rich in personal pronouns whose usage is informed by various idiosyncratic characteristics of both the speaker and the addressee, such as gender, age, or status in the social hierarchy or their position in the communication act. Further, as there is no 'you' in Japanese that could be considered neutral in terms of honorific value, various nouns can also act as personal pronouns, making rendition between English and Japanese (and vice versa) more challenging than if both the source and the target languages belonged to the Indo-European family.

This paper addresses how court interpreters in Japan deal with forms of address (including personal pronouns) when working with English in Japanese. Such strategies undertaken by interpreters will be demonstrated based on the presenter's observations in criminal trials at district courts throughout Japan, including Tokyo, Yokohama, Chiba, Nagoya, Osaka, and Naha. The findings will further the discussion on the issue of "literal translation" in interpreter-mediated criminal proceedings and the role of court interpreters.

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Abstract ID: AILA193

THE PLACE OF ENGLİSH AS A MEDİUM OF İNSTRUCTİON İN A DİVERSE WORLD

Authors:

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Abstract Topics: [SYMP82] Teachers as agents of change: Language Education for Peace and Social Responsibility

Abstract Summary:

Although writers such as Phillipson (1992) have long been warning of the dangers of "linguistic imperialism", as Soruç and Griffiths (2018) put it, "in terms of current realities, English would seem to be firmly established as the language in which the world does business, interacts socially, travels, and entertains itself. Increasingly also [it]...is used for educational purposes" (p.38). According to Macaro (2018) expansion of English medium instruction is showing no signs of slowing; on the contrary, EMİ has become widespread all over the world. The underlying rationale is that students can save time by absorbing language effortlessly while working on subjects which will benefit their future prospects and which they will therefore find more motivating.

But these potential benefits are not without challenges, one of the most conspicuous being the issue of language proficiency. According to Belhiah and Elhami (2015), "the current EMI situation leaves much to be desired with students struggling to learn the subject matter due to their low-proficiency in English" (p.3). And this problem does not apply only to students, since teachers may be excellent in their own subject area, but they often struggle when required to teach their subject in a language in which their own proficiency is not high (Lasagabaster & Doiz, 2021).

İn addition, EMI has been framed as a human rights issue (Milligan & Tikly (2018), and concern has been raised that EMI may lead to attrition for the local languages, culture and identities (Selvi, 2020). De Costa et al. (2021) frame this as a social justice issue.

Nevertheless, in spite of these challenges, EMI has continued to spread into almost every location on the planet. Reasons for the willingness to employ EMİ might vary across these locations, including geographical proximity (especially for Europe), historical (e.g. colonial) or economic.

This paper will investigate the practice of EMİ in a number of different locations to explore reasons why EMİ is (or is not) adopted there, and the advantages and disadvantages experienced. From this data an attempt will be made to draw implications to guide future EMİ practice, especially in light of issues of diversity and social cohesion in our globalizing world.

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Abstract ID: AILA194

Representing cultures in locally developed language textbooks: A comparative analysis of German textbooks in China, Japan and Korea

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

- **Introduction**

Language and culture are interdependent. The teaching and learning of culture are inseparable from language education. Textbooks have become a crucial medium for representing cultural values, beliefs, and even stereotypes or misunderstandings. Questions related to the culture representations in second language textbooks are under heated discussions (e.g. Weninger & Kiss 2013), but there lacks adequate attention to textbooks for non-English languages. Moreover, most studies concern textbooks published in a single country or region, while comparative studies are few, especially those researching textbooks developed for cultures with less similarities to the target culture. In addition, in relation to the types of culture examined in current studies, the main focus is on the target culture, the source culture and the international or the neutral culture separately, but rarely on the interaction between different cultures. In terms of research methods, the content analysis method is used extensively, whereas the critical social semiotic approach featuring orientation towards different modalities is gaining recognition in more recent studies, which, however, mostly examine texts, images and the relationship between them only.

This study will investigate locally developed German language textbooks in China, Japan and Korea - as examples of non-English language textbooks - to explore the similarities and differences in cultural representation. Cultural dimensions, regional/national cultures and cultural modalities will be analyzed.

- **Conceptual framework**

This study constructs the following analytical model of cultural representation in foreign language textbooks, which applies to non-English textbooks.

a. Cultural dimensions

Based on Yuen's (2011) classification, and with reference to Moran's (2008) five cultural dimensions and Hofstede's (2005) cultural onion model, culture is divided into the five dimensions: **cultural products, cultural practices, cultural persons, cultural rituals and cultural perspectives**.

b. Regional/National cultures

The regional/national cultures can be classified into **source culture, target culture, other culture, and interactive**

culture.

c. Cultural modalities

Cultural contents in foreign language textbooks can be verbal or non-verbal. We examine all possible forms for presenting cultural content, such as texts (including dialogues), images (e.g. diagrams, pictures etc.), audio, proverbs, background information and related tasks (e.g. cultural comparisons).

- **Data and method**

In view of the lack of adequate attention to cultural representation in non-English textbooks, three series of German textbooks that are widely used in Chinese, Japanese and Korean universities, namely *Studienweg Deutsch*, *Spitzen!* and *Lebendiges Deutsch für Studenten*, will be selected for empirical analysis.

This study will be a combination of quantitative and qualitative research. More importantly, the study aims to examine the applicability of a conceptional framework based on the empirical analysis.

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Abstract ID: AILA197

THE UNIVERSITY COMES TO INDIGENOUS VILLAGE: EPISTEMOLOGICAL (DIS)ARTICULATIONS IN INDIGENOUS TEACHER TRAINING PROCESSES IN THE STATE OF AMAZONAS IN NORTHERN OF BRAZIL"

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Based on post-colonial and contestatory modernity/coloniality/decoloniality studies (Mignolo, 2003; Maher, 2006; Gómez Quintero, 2010; Souza Santos, 2011; Arguello Parra, 2019; among others), which seek to decolonize knowledge-power in the production and validation of knowledge, this paper investigates the epistemological dialogues between the forms of knowledge production in the university and in the indigenous village. The idea is, therefore, to analyze the *modus operandi* of the training process of indigenous teachers in the state of Amazonas in Northern of Brazil, focusing on the Intercultural Pedagogy course offered by a public university to identify the epistemological principles that guide and validate this training process. Assumed as qualitative-interpretative research, with an ethnographic nature, in the sense proposed by Erickson (1993), the empirical basis of the research is constituted by semi-structured interviews carried out with training and indigenous teachers in training, by the pedagogical project of the Intercultural Pedagogy course in its different dimensions, in addition to the teaching materials produced by teachers and students in and for the training process. Discursive Textual Analysis (DTA), in the sense proposed by Bruno & Galiazzi (2006) is used as a tool to analyze the data. Although the narrative built by the project that guides Intercultural Pedagogy and by the higher education institution that offers the course is one of convergent epistemological dialogues between the university and the indigenous village, the preliminary results of the investigation point to two movements – solidarity and overlap, in the terms proposed by Rafael (2001), of epistemological guidelines in the training processes of indigenous teachers offered in the state of Amazonas. Discussions with populations and

indigenous the inclusion of indigenous as training teachers, are examples of the epistemological solidarity movement. The movement of epistemological overlap occurs when, despite the attitude of considering ethnocultural studies in the organization and offer of training (solidarity), the implementation of training ratifies the modus operandi of Eurocentric training processes, with modes of production and validation of knowledge proposed by the so-called Cartesian science. The results of the investigation also point to a veiled resistance on the part of indigenous peoples, often silenced by the knowledge-power that the university itself propagates and represents in non-indigenous society and that is extended to the indigenous territories where it arrives.

Abstract ID: AILA200

Co-constructing new professional identities through self-study research: Cases of foreign-language teacher educators in Japan

Authors:

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Abstract Topics: [SYMP81] Reflections on co-production as a research practice in the field of foreign language teaching and learning

Abstract Summary:

Many previous studies in teacher education have examined the professional learning of teachers, particularly the formation of their identities. However, not much attention has been paid to the trajectories of professional growth of teacher educators who teach current and future teachers (Brody & Hadar, 2011) and their role has been marginalized in educational research. There also seems to be an assumption that educating teachers does not require any preparation if one is a good teacher of elementary or secondary education (Zeichner, 2005). However, Trent (2013) states the transition from teacher to teacher educator could be problematic as they are likely to encounter many dilemmas and tensions. In Williams and Ritter's (2010) self-study research, they also identified two major challenges of beginning teacher educators: making professional connections with other teacher educators and negotiating new professional relationships with students.

In the Japanese context, one can become a foreign-language teacher educator without any specific qualifications, and usually no training is provided (Takeda, 2012) regardless of the target languages. Furthermore, Asaoka's study (2022) on two foreign-language teacher educators' narratives shows that there is no one universal trajectory that teachers take to become teacher educators, although they utilize their identity as a learner and as a teacher in ways that help them "deconstruct" and "reconstruct'' who they are as teacher educators. It also indicates that these teacher educators are on a solitary journey without a space to share their experiences and feelings and to negotiate their identities as teacher educators to become full participants in their social and professional networks.

Thus, with the use of online journals and focus-group interviews, the current study explores how teacher educators of foreign languages in Japan co-construct and reconstruct their professional identities in a collaborative community of practice, focusing on the process of becoming active

participants of the community. It also discusses how the participation influenced their reflection on their conceptualization and practices of teacher education in relation to those of other teacher educators, and how and why they became able (or remained unable) to deal with tensions and dilemmas that they have encountered in educating pre-service and in-service teachers.

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Polarising metaphors in far-right populist tweets: two case studies.

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Augusto Soares Da Silva [2] Universidade Católica Portuguesa

Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

Considering the rise of far-right populisms (Hidalgo-Tenorio et al., 2019; Rovira Kaltwasser et al., 2017), this paper focuses on the metaphorical construction of polarisation in the tweets of Santiago Abascal and Jair Bolsonaro, that is, the representative far-right populist leaders of Spain and Brazil, respectively. The descriptive and comparative analysis of their tweets is carried out from a critical socio-cognitive viewpoint, that is, considering conceptual metaphors and polarisation as cognitive discursive socio-situated phenomena (Charteris-Black, 2011; Filardo-Llamas et al., 2021; Low et al., 2010; Musolff, 2016; Soares da Silva, 2020). Methodologically, this study presents a corpus-based discourse analysis of Bolsonaro and Abascal's tweets, in the trend of corpora and political discourse studies (Baker & McEnery, 2015; Taylor & Marchi, 2018).

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Abstract ID: AILA202

Queering the 'gay' of the 'Gay Games': An analysis of volunteer participant perspectives on a language of diversity and inclusion for the 2023 Hong Kong Games

Authors:

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

The Gay Games, a mass-scale international sporting and cultural LGBT+ event, established in the USA in the early 1980s, is travelling to Asia (Hong Kong) for the first time in its history. As such, it is expected that the event will be constructed and promoted via a consideration of the local. That is, the Games, conceived in the West and defined by its core messages of modernity, e.g. inclusivity and diversity, will be redefined as it crosses into the more 'traditional' Hong Kong space; a local space which, like all spaces, is intimately linked to broader phenomena including discourse, identity, and politics. However, this redefinition also brings with it the potential for transformation vis à vis social justice for marginalised groups in the region. In this paper, I address these broader concerns through an ethnographically grounded discourse analysis of talk emerging from interviews I have been conducting with volunteers on the Hong Kong Games organising committee. Specifically, I explore how participants, in their organisational roles, grapple with the limitations and potential exclusivities indexed by the Gay Games brand, as they redefine the event for a local Asian audience. These actions are primarily manifested in their metapragmatic reflections (Jaworski et. al., 2004; Pérez-Milans, 2016) and actions, geared towards language strategies of diversity and inclusivity that 'move beyond', or 'queer', the 'gay' of the Gay Games brand. On the one hand, such strategies include rebranding the event through the use of specific Chinese characters to ambiguate the (controversial) politics of sexual identity and citizenship represented by the word 'gay' in this socio-political context. On the other hand, the language choices and strategies they discuss are aimed at breaking down gender binaries carried over from previous iterations of the games, as well as in competitive sports and their organisations more generally. In this way, the volunteers speak of, for example, how trans-inclusivity can be achieved through the language used in registration forms for the event, and in signs that mark out spaces of inclusivity in sports and cultural venues. Finally, I also attend to how these volunteers speak of their own developing awareness and understanding of a (queer) language of diversity and inclusivity that helps them integrate their own perspectives with this community of Gay Games volunteers. This queer applied linguistic study of the Hong Kong Gay Games therefore aims to provide beginning insights into how queer linguistic approaches, as negotiated and used by non-specialists, are impacting language choices and actions on the ground, with respect to public facing LGBT+ events in Asian spaces.

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Abstract ID: AILA204

How to code gesture efficiency for meaning construction?

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Tellier Marion [1] * ^ Aix Marseille Université

Abstract Topics: [SYMP11] AILA ReN - Perspectives on Gesture in Second Language Teaching and Learning

Abstract Summary:

Gestures are recognized for their contribution to comprehension, especially for language learners (Kelly et al., 1999; Sueyoshi & Hardison, 2005). It is thus not surprising that language teachers use a great deal of pedagogical gestures when in class to help the learners to understand what is being said. However, gesturing in an efficient way while teaching is not innate, and it seems that training pre-service teachers to use their body in a pedagogical way can be useful (Tellier & Yerian, 2018). In this study, our main questions are: *how to assess the effect of training on pre-service teachers' gestures? Which features should be coded to account for efficiency for meaning comprehension?* Based on workshop on a pedagogical gestures, involving 16 future French teachers, our data consists of video samples of the participants explaining the same words before and after explicit training. The purpose of this study is to assess the effect of training on pre-service teachers' gestures while explaining vocabulary.

We first used features from previous studies (Tellier et al., 2021) to code gestures, *i.e.* quantity (gesture rate), iconicity, duration and size. However, it appears that they are not always sufficient to assess the quality of these pedagogical gestures. Indeed, when coding data, we noticed that some gestures are sloppy and loose, and it gives an impression of clumsiness whereas gestures that are crisp give a better impression and are easier to understand. To account for the degree of crispness in gesture production, we set up an evaluation scale inspired by sign language coding (Eccarius & Brentari, 2008; Emmorey et al., 2005). This notation system was used on ELAN software (Wittenburg et al., 2006) to code a sample of gestures before and after teacher training by several coders. In this presentation, we discuss the results of this methodology.

Key words: pedagogical gestures, gesture coding, crispness, meaning, gesture efficiency

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Abstract ID: AILA205

The interplay between L2 speech fluency and L2 willingness to communicate in monologue speech

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Speech fluency is a manifestation of cognitive speech production processes associated with automatic and on-line processing (Kormos, 2006). It is shaped by individual learner characteristics (e.g. Segalowitz, 2010), such as an L2 learner's willingness to communicate in a second language (WTC), understood as an individual learner's readiness to initiate speaking in L2. Psychological, linguistic and contextual antecedents explain both stable, trait-like predisposition and dynamic, state-like nature of WTC (e.g. MacIntyre, 2020). Although trait-like and state-like WTC are complementary, trait-like WTC is more likely to explain systematic variation in speech fluency (Piechurska-Kuciel, 2018). However, speech fluency has rarely been investigated from the perspective of WTC. Moreover, the existing studies have generated inconsistent results regarding the relationship between WTC and the outcomes of L2 speaking, including speech fluency measures. On the one hand, WTC has been found a significant predictor of fluency (e.g. Nematizadeh, 2021). On the other hand, the link between WTC and speaking performance evaluated with temporal fluency measures has not been established in other research (e.g. Kim et al., 2022). These inconclusive results call for further investigations in order to gain more insights into the complex interplay of L2 speech fluency and WTC.

The current study is a part of a larger *Fluency and Disfluency Features in L2 English* (FDF2) project and aims to investigate the relationship between L2 speech fluency and trait-like L2 WTC. Samples of L2 monologue speeches from 64 participants were analysed quantitatively for temporal fluency (speech rate, articulation rate, number of silent pauses, repetitions per minute and filled pauses per minute). The levels of the participants' trait-like L2 WTC were established with the help of an adapted version of the Willingness to Communicate Inventory (WTCI) tapping into L2 WTC and the underlying factors shaping L2 WTC (Mystkowska-Wiertelak & Pawlak, 2017). Correlational analyses were conducted between the fluency measures and L2 WTC. The analyses provided some interesting insights into intricate relationships between various fluency and dysfluency measures and L2 WTC as well as its selected antecedents. The results led to several practical implications for fluency teaching and assessment.

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Abstract ID: AILA206

The role of multilingualism in the professional socialisation of technical apprentices: Insights from Switzerland and Liechtenstein

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Authors: Gabriela Meier & Esther Styger

In Switzerland, two thirds of young people choose a vocational programme (WBF, 2017) rather than academic-focussed education. In the neighbouring Duchy of Liechtenstein this is about half (Landesverwaltung Fürstentum Liechtenstein, 2021). From international research at management level and in the international trade, we know that multilingualism is often viewed as human capital and an asset, but has also found to act as a potential barrier regarding team work for instance. However, research also shows that we know very little about language development and use in technical trades - and vocational programmes are severely under-researched as far as languages are concerned (Coray & Duchêne 2017).

We have addressed this gap, by examining the linguistic socialisation of trade and technical apprentices enrolled in a vocational college in Eastern Switzerland, where German dialects are the predominant mode of communication. In order to learn more about this context, we collected 674 survey responses and conducted 11 interviews with apprentices in eleven technical professions, such as masons, electricians, mechanics, as well as hairdressers. They attend a Swiss college at the border to Liechtenstein, thus their work places are located on either side of this border. We interpreted insights on the learner perspective together with data collected during discussions and via a survey with academics, employers, teachers, apprentices and other stakeholders in vocational education.

In this talk we will present our quantitative and qualitative findings related to apprentices' perceptions and experiences regarding language learning and using, satisfaction with current language learning opportunities, experiences related to multilingualism and relationships at work, as well as attitudes to multilingualism at work.

Initial findings show that the participants in our study have 42 nationalities, and they can use 56 languages and varieties at different levels of proficiency, thus constituting a very international and multilingual group. Our findings further suggest that a majority of apprentices are interested in learning an additional language in the future, but that language learning opportunities at present (at college, at work and privately) are distributed rather unevenly. Those who are exposed to more than one language at work mediate and translate between languages to enable communication and social interaction. Alternatively, some say that they are not exposed to languages much and feel German, or dialect, is enough for their work. A small proportion feel language barriers can be related to potential exclusion at work.

Taking other stakeholder perspectives into consideration, we will unpack these results in our talk and draw conclusions for

practice, policy and research.

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Enhancing Students' Motivation in the EFL Classroom using the ARCS model: Tunisian Undergraduate Students

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

An abundance of research suggests that motivation is important for foreign learning. However, few studies have focused on the effective use of motivational strategies by teachers. Keller's (2010) ARCS model addresses the gap between L2 motivation theories and classroom practice with a focus on four categories: attention, relevance, confidence, and satisfaction. The current research seeks to investigate Tunisian university teachers' use of motivational strategies (MS) (Dörnyei, 2001) and the extent to which their students find them effective. It also seeks to explore the relation between students' self-perception and their teacher's use of MS. In addition, it will highlight any correlation between students' English proficiency level and their perception of MS. The following instruments will be employed for data collection to answer the research questions: (a) the Instructional Materials Motivational Survey (IMMS) questionnaire to students and teachers (Keller, 2010), (b) the L2 Motivational Self System (L2MSS) questionnaire (Dörnyei, 2010), and (c) the Motivational Orientation of Language Teaching (MOLT) classroom observation scheme by (Guilloteaux and Dörnyei, 2008). The present study is expected to make methodological and pedagogical contributions. From a methodological perspective, the L2MSS theory (Dörnyei, 2009) will be combined with the ARCS model and applied in the Tunisian educational context for the first time. The triangulation of research methods will have reliable results and pave the way for more research studies. As to the pedagogical implications, this research will have implications for both students and teachers. In fact, Tunisian university students are not used to voice their opinions about their teachers. The two questionnaires will give students the opportunity to evaluate their teachers' motivational practice and will allow teachers to reflect on their use of MS. The findings will be shared with participating teachers so that they can employ MS more effectively in their English classes and enhance their students' motivation.

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Fiction and reality in elderly care: A discourse analysis of the TV series "Getting On" (HBO)

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Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

Discourse in elderly care contexts has received much attention from social sciences, especially since market reasoning has pervaded social policies in the Western world. Studies in elderly care discourse include a wide range of topics such as how professionals address elderly people in care institutions or the effects of the "marketization" of elderly care services on discourse (Olaison 2016). These studies have led to the identification of discourse subtypes such as "risk discourse" (Candlin & Candlin 2002), "assessment discourse" (Kaufman 1994), or "form-filling discourse" (Karlsson & Nikolaidou 2016). The studies document the well-established fact that discourse not only reflects socio-political and medical contexts but also contributes to the construction of elderly care reality. Although this reality is hardly ever shown in fictional narratives, it is the central topic in *Getting On*, a TV series portraying the daily lives of elderly care professionals in the geriatric ward of a hospital in the US. The series may be defined as FASP (*fiction à substrat professionnel*, a term coined by Petit [1999]) which is a "particular genre of popular fiction in English, [in which] characters evolve in specialized or professional fields such as law, journalism, art, forensics or medicine" (Assier 2013: 22).

In this study, we wonder whether *Getting On* portrays a realistic picture of elderly care in geriatrics. The three seasons of the series were fully transcribed, annotated and compiled into a .txt file. After reviewing the literature on elderly care discourse, we proceed with both a quantitative and a qualitative corpus analysis. Our results suggest that *Getting On* offers an overall realistic representation of the discourses we identified in the literature, which leads us to conclude that the series may be considered a legitimate and reliable form of specialised fictional narrative.

Keywords

Elderly care discourse, specialised fictional narrative, FASP, corpus analysis

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Data-driven learning: A scoping review of established and emerging research directions

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics
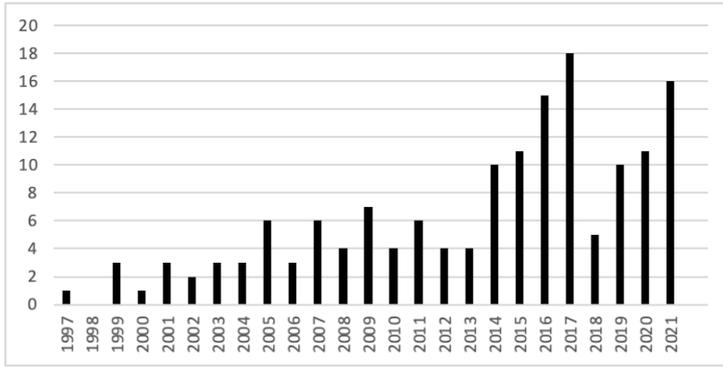
Abstract Summary:

Data-driven learning (DDL) popularly involves the explicit use of corpus data, whether hands-on or via prepared materials, for learners and teachers of a foreign or second language. Since the basic concepts were first introduced in the 1980s, hundreds of academic publications have appeared. Drawing and expanding on the results of our recent study (Authors, 2021), we present a scoping review of DDL research up to and including 2021, with the focus on the 156 research articles (RAs) in journals listed by the latest Clarivate Web of Science ranking for Linguistics (192 journals in 2020) and answer the following question: What research trends have been most prominent in DDL research and what new trends have been emerging?

Methodologically, we treated our RA collection as a corpus in its own right to analyze using corpus tools and methods (Authors, 2021; Pérez-Paredes, 2022). The corpus gives a total of just over 1 million words from full authors' texts of 156 RAs. We first coded the research characteristics of each article by main theme (Theory and Methodology; Learning Contexts, Implementation, and Technology) and subthemes (e.g., Learning Contexts: L1 and L2, region, proficiency, institution, discipline). We then divided the RA publication timeline into three periods: early (1997- 2004), middle (2005-2013), and late (2014-2021), with the start of each period corresponding to a visible increase in the number of publications (Fig. 1). Finally, we conducted an analysis of the usage patterns of keywords and key clusters related to each subtheme using corpus analysis tools (Keyword, Collocation, Cluster, Dispersion) in AntConc 4.0 (Anthony, 2021).

The overall picture displays a wide variety of theories, methods, and settings employed in DDL research, with some characteristics remaining remarkably stable and others showing declining or rising trends. For example, we found an initial increase of the number of RAs with explicit theoretical grounding; however, the proportion of such articles remained stable from 2005 with only about two thirds of the articles mentioning theories. In terms of setting and methodology, there are some encouraging recent trends such as DDL reaching out to new learner populations and learning environments (e.g., Asian and Middle Eastern regions, variety of target languages, younger learners, lower proficiency levels). On the other hand, there is remarkably little change in other methodological aspects, with most studies targeting university students, English for general purposes classes, relatively small groups, short DDL interventions using concordancers, and lexico-grammar as the learning target. We conclude by inviting DDL researchers to diversify their research methodology, design multi-institutional studies, integrate contemporary multifactorial data analysis methods, improve the rigor of the methodological reporting, and, while doing the above, to open DDL up to Applied Linguistics theories and research methods, which would undoubtedly bring both fields forward.

Figure 1. RAs by date

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Abstract ID: AILA210

Bulles émo-arts ou comment créer un espace transitionnel dans les cours de FLE / FOU ?

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Abstract Topics: [SYMP06] AILA ReN - Emotions et Créativité en classe de langue

Abstract Summary:

A partir d'une expérience menée dans un cours de FOU pour les réfugiés, futurs étudiants universitaires, nous avons constaté combien l'intégration des bulles « émo-arts » (Rassart et al. 2020, Berdal-Masuy 2022) créait un espace de jeu et de liberté facilitant l'apprentissage. Suite à cette expérience, nous avons voulu élargir à tous les publics ces moments de légèreté, mêlant émotions et découverte artistique, donnant la possibilité aux apprenants à la fois de « respirer » à l'intérieur d'un curriculum dense et de mieux intégrer les contenus linguistiques et culturels grâce à la prise en compte de facteurs émotionnels et esthétiques. Nous présenterons cette expérience et l'évaluation qui en sera faite par les participants

Abstract ID: AILA214

Parental influence on children's L2 English motivation

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This study explores parental influence on children's L2 motivation and the internalization process of parents' beliefs on L2 learning. Drawing on the self-determination theory (SDT) framework (Ryan & Deci, 2017), it focuses on parental involvement in children's L2 learning at home using a mixed-method approach. In the first phase, 212 parent–child (aged 8–12 years) dyads participated in the quantitative study to reveal the relationship between parents' beliefs and children's affective variables. Structural equation modeling analysis displayed that children's perception of parental involvement positively influenced their perceived competence and interest in other countries, affecting their L2 learning motivation.

In the second phase, the interview data were collected from two different family groups of children (aged 10–12 years) and parents to reveal children's process of internalizing their parents' beliefs regarding children's L2 learning. The phenomenological approach was used for the in-depth analysis of the parental influence on children's process of internalizing their parents' beliefs and integrating them into their own personal value systems, focusing on the lived experience in learning English at home. Children in Group 1 (six families) learned English outside of school in addition to their school curricula ($n = 18$); children in Group 2 (four families as a baseline) learned English only at school ($n = 10$). Using the qualitative software MAXQDA, the data were analyzed through a coding process. The results were then shown via diagrams depicting categories.

We found that parents' lived experiences of their involvement in children's L2 learning at home were identified as 1) part of the daily interactions between parents and children, 2) a time for parents to re-learn English through their children's learning, 3) an investment in their children's future, and 4) parents' self-satisfaction in child-rearing. Meanwhile, children's lived experiences were identified as: a) part of their daily activities with their parents, b) study time, and c) a fun time with their parents. Group 2 children tended to identify their lived experiences as a) and b), while Group 1 children were likely to recognize c) in their L2 learning experience. This may be because Group 1 children had more opportunities to participate in cultural events (e.g., Christmas party) with their parents.

Regarding children's motivation, both groups learned English for intrinsic (i.e., it is fun to study/know about different cultures) and extrinsic reasons (i.e., it is important/helpful for their future). Group 1 parents tended to use supportive behaviors to facilitate the internalizing process. In SDT, Group 1 parents' parenting behaviors are categorized into three dimensions (*autonomy support*, *involvement*, and *structure)*; these supportive behaviors from people around the learners satisfy learners' basic psychological needs-*autonomy*, *competence*, and *relatedness* (Ryan & Deci, 2017)-which are key factors for enhancing autonomous motivation in L2 learning (e.g., Alamer, 2022).

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Co-construction of knowledge through dialogic inquiry in student discussions in a Cultural Studies CLIL course

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

In this presentation, we will argue that many original definitions about the subject matter based on the description in group work elicit a number of layers of understanding to generate their own co-constructed ideas. We will discuss what the grounds are before students co-construct knowledge.

This study explores how various discourse moves elicited thick descriptions of concepts in a content-driven Cultural Studies CLIL course at a private university in Japan. Whilst there is insightful research on CLIL classroom discourse, in the context of Japan, studies on classroom discourse in content-driven courses are still scant. The study employs a cognitive discourse approach and investigates how students' interaction in group work in a content-driven CLIL classroom enhanced cognitive engagement and promoted the construction of knowledge.

The data were taken from the CLIL component of a compulsory course at a Japanese university where EAP was taught in the first term, and in the second term, a Cultural Studies course was delivered with the ultimate objective of students researching an area of Japanese pop culture. The students were science majors, and their level of English was around C1 (CEFR).

The data were collected from sixteen students discussing 'robots and humans in society' and working on creating a definition of robots in group work. The audio data of students' group discussions were analyzed with the two-layered analytical framework designed for this study. The first layer was Cognitive Discourse Functions (CDF) (Dalton-Puffer, 2013) to examine what students communicated, and the second layer was discourse moves (Eggins & Slade, 1997; Pastrana, Llinares, & Pascual, 2018) to look into how they communicated with each other. Finally, we examined the relationship between the two to find out how CDFs were elicited through the discourse.

The findings of this study show that students used various CDFs to achieve the defining task, and these CDFs were elicited by different types of discourse moves. It was observed that the group discussion developed in three steps: brainstorming by describing and categorizing, critical evaluation, and exploration by expanding on a previous speaker's contribution. Through these three stages, the students' use of various strategies of describing seemed to help them evaluate and build on each other's ideas to conceptualize the general term of robots. This leads to expanding feedback (Llinares, Morton, & Whittaker, 2012) for dialogic exchanges and further development of co-construction of knowledge.

It was observed that the science majors discussed the descriptions of robots and human beings and defined them using their own original definitions rather than scientific ones, this course being a Cultural Studies course.

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What is L2 interactional fluency? Current debates and future directions linking theory, method, and assessment

Authors:

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Clare Wright [2] University of Leeds

Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Fluency is widely studied as a key dimension of second language (L2) oral proficiency. The majority of studies examine L2 speech fluency as a "narrow" construct (Lennon, 1990), often assessed from an individual speaker's perspective, based on monologic speech samples testing underlying processing (cognitive fluency), and referring to L1 standard norms (Magne et al., 2019). Recent interest has shifted to exploring fluency in dialogic contexts (e.g., Tavakoli, 2016; Peltonen, 2020; Wright, 2021) and evaluating L2 speech within a more inclusive perspective using plurilingual norms (e.g., Tavakoli and Wright, 2020). However, so far, there have been few theoretical accounts of defining fluency in an interactional context (but see McCarthy, 2010; Feng, 2022), and discussions on the methodology of examining L2 interactional fluency are scarce.

In this presentation, we discuss L2 interactional fluency from a theoretical and methodological perspective. First, we provide an overview of current approaches to L2 interactional fluency, examining L2 fluency research conducted in interactional settings. Our focus is on the definitions and methods (fluency measures) applied to L2 interactional fluency in these studies. Mixed-methods approaches can be particularly useful in the analysis of multifunctional fluency-related features and can facilitate approaches to fluency that view fluency and disfluency as a continuum (*interfluency*, Tavakoli & Wright, 2020). We also discuss L2 interactional fluency and its definitions in relation to closely related constructs, such as *interactional competence* and *alignment*. We conclude our presentation with an overview of future directions and implications for L2 interactional fluency research, assessment, and teaching, advocating for multimodal measures (Peltonen, 2020b), within a more diverse variationist or "pluriglossic" approach (Wright, 2022).

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Paper notes as an expression of organizational culture

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Nadine Thielemann [2] [^] Vienna University of Economics and Business

Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

Paper notes are a widespread phenomenon in the workplace, even in times of home office and digital work platforms. As soon as one enters a physical working environment, they will find paper notes on desktops, in the office kitchen, in meeting rooms, workshops or store areas, etc. Their ubiquity and wide range of functions make them an interesting object of research for various disciplines, including management and organizational studies, anthropology (e.g., Dundes&Pagter 1992), or applied linguistics. Within linguistics, *small texts* have recently come more to the fore as a research object (e.g., Pappert&Roth 2021; Svennevig 2021). However, there are hardly any linguistic studies on such text formats of organizational communication so far (e.g., Ogiermann&Bella 2021).

Our project adopts an ethnographic perspective and aims to investigate the discursive practices that paper notes serve or reflect in organizational contexts. For this purpose, we have started to collect paper notes from various workplaces in Austria and Germany, e.g., offices in companies, universities, schools, public authorities, doctors' surgeries, or craft workshops. Methodologically, we have adopted a pragmatic approach to paper notes and focus on speech acts, multimodality, emergent topics and discourses, discursive strategies (e.g., humor), as well as the linguistic features that characterize them.

Our findings suggest that paper notes in organizations are often used for regulatory purposes, i.e., to demand certain behaviors. Furthermore, they are a means of self-expression and, as such, they can take different forms (e.g., witty statements about one's work performance, direct or indirect criticism, comments on the working atmosphere, or one's role within a subgroup). Sometimes, they also play a role in measuring and improving team performance. Hence, paper notes are a discursive arena in which members of an organization negotiate norms, expectations, and relationships, or communicate their attitudes to these. From an ethnographic perspective, they are also interesting, as they do not necessarily reflect an organization's *espoused cultural values*, in the sense of Schein (2004). On the contrary, they often express consent or dissent with an organization's official culture and thus point

to the *enacted culture* (Keyton 2005: 181-183). In our presentation, we will explore and characterize several types of paper notes. Based on this, we will discuss to what extent they are products of the enacted organizational culture and can be used by practitioners as clues for the analysis of organizational culture.

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Abstract ID: AILA219

Co-creative and dialogic approaches to puzzle elicitation and exploration: learning from student and teacher voices

Authors:

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

The methodological elasticity of potentially exploitable pedagogic activities (PEPA) has many practical advantages, enabling practitioners to adapt Exploratory Practice (EP) to their local context, integrate teaching and research, and reduce burnout (Hanks, 2019). However, the lack of a clear methodology or set classroom activities, can make it challenging for students and teachers when first transitioning to EP. Hence, practitioners need to share narratives and techniques (Slimani-Rolls & Kiely, 2018).

This presentation documents how a practitioner enacting EP for the first time uses reflective, co-creative and dialogic PEPA to help students generate and co-explore puzzles.   The students are studying compulsory English classes at a Japanese university taught by a British teacher.   Students' English level is not high (CEFR A1-A2), suggesting some may have low self-esteem and feel ontologically disengaged from their learning (Matusov, 2011). EP offers an opportunity to mutually engage their desires, stimulate curiosity and reflection, and re-ontologize their language learning (Kato & Hanks, 2021).

These PEPA aim to support quality of life in the classroom by facilitating meaningful engagement. Reflective PEPA stimulate curiosity about language learning by expanding learners' perspectives on language skills and provoking affective responses to learning experiences.   Creative-play PEPA involve group playfulness to familiarize students with improvisation and emergence in co-exploration. Dialogic PEPA help students agree on ground rules for group interaction that increase the potential for mutual understanding by emphasizing inclusivity and valuing difference.

The initial aim of this research is not to prove the efficacy of the PEPA, but to understand how participants interpret and use them. Multiperspectival interpretive phenomenological analysis is used to examine the lived experience of participants (Larkin et al. 2019).   'Cases' are construed as

student-teacher dyads. Idiographic interpretation of teacher and student learning journals, assignments and post-course interviews is used to identify important points where perspectives converge and diverge. Comparing teacher expectations with students' sense-making of activities enables the practitioner to be reflexive about their practice, improve the activities and find culturally sensitive ways to facilitate reflective co-exploration.

Participants in this presentation will be introduced to a range of innovative PEPA that could be adapted to support their practice. They will also gain insights into inclusive and culturally informed ways to stimulate language learners' curiosity, co-exploration, and quality of life in the classroom.

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Abstract ID: AILA220

Multilingual children as active agents in developing language policies and practices of families and schools in Iceland

Authors:

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

The population of Iceland has become increasingly diverse in recent decades and this is reflected in student populations at all education levels. This paper aims to explore children's agency in language policies and practices of immigrant families as well as their agency in their preschools and compulsory schools. The main research question is: How is children's agency represented in multilingual contexts in diverse families and schools in Iceland? The theoretical framework of the study includes family language policy and bi- and multilingual education theories. According to King et al. (2008), the research field of family language policy (FLP) focuses on on how languages are learned, managed and negotiated within families. It brings together research on multilingualism, language acquisition, language policy and cultural studies. Schwartz (2018) has further discussed agency in interactions between children, teachers and parents. Furthermore, children's assertion of agency in language use and socialisation at home in multilingual families has been explored by Said & Zhu (2017). The findings of their research indicate that the children are aware of the language preferences of their parents and assert their agency through their linguistic choices to achieve their interactional goals. The project is a qualitative research study where the focus is on dialogue, observations and drawings from multilingual children in their family and school settings at preschool and compulsory school levels. The age of the children is 5-15 years old. Data from the children was collected in 2022, and data from the parents, teachers and principals in the children's schools was collected from 2020 to 2022 in semi-structured interviews, using interview guides developed by the researchers (Kvale, 2007). Finally, parents of the youngest children (age 5-7) were asked to write regular diaries with examples on their children's multiple language use at home. Findings indicated that the children in the study are active agents in developing language policies and practices in their families. In the school settings they appear to have fewer opportunities and appear to lack agency in developing their multilingualism. The findings also revealed that although the participating families have different language policies, they value their children's language repertoire and use diverse tools to support language development. However, some parents expressed their concerns related to the relatively high linguistical pressure that is put on their children who use up to four different languages on a daily basis, including heritage languages, Icelandic and English. The teachers in the study were interested in supporting the children's multilingualism, while many of them lacked knowledge and training in implementing multilingual and culturally responsive practices.

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Transformation, exploitation, and complication of transcribed calls in the financial domain: the case of Earnings Conference Calls examined in the argumentative perspective.

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Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

Contrarily to what one might think, finance isn't just about numbers but also relies on communicative exchanges between parts, in both oral and written form. Within the field of financial communication, periodical voluntary disclosures known as Earning Conference Calls (ECCs) are particularly noteworthy [1]. Their Q&A sessions, the real core of the activity, could to some extent be associated to journalistic interviews [2] performed by analysts towards the managerial board of a company; though sharing a certain number of features with those, they also display originality and domain-specific characteristics. Being a situation where all participants are virtually already in possession of all the facts the call will be about, it is apparently useless; however, significance lies in the ways the two sides perform contextually constrained dialectical exchanges embellishing mere data, among which we focus on recurrent argumentative patterns [3], later showing their extra-communicative relevance by scaling up the number of occurrences under scrutiny.

In the context of such disclosures, we can trace a chain of information conversion from oral to written form and vice-versa, ultimately resulting in written recommendations to investors [4] with practical consequences in the financial market. Still, one of these passages is particularly delicate: the transcription of ECCs, performed by several independent services, the product of which is made available across different platforms. Not denying the results those services achieve in contributing to the spread of financial information among people who did not attend the call, it must be noted that they primarily focus on the content of ECCs, thus adopting a standard of transcription that neglects some linguistic aspects of central importance for studies not (entirely) devoted to financial aspects. With respect to our specific field of application, moreover, the adopted criteria of sentence segmentation and punctuation insertion often add opaqueness in the recognition of argumentative units of analysis. Having had to personally face and overcome challenges related to the written rendition of such complex oral exchanges, we provide a description of how we dealt with them – successfully leading to a first round of qualitative research results – but also ultimately share a practical toolkit of common issues and quick fixes for general purpose transcriptions that researchers might be willing to convert into a scientific-grade corpus for research.

[1] B. Crawford Camiciottoli, "Earnings calls: Exploring an emerging financial reporting genre," Discourse & Communication, vol. 4, no. 4, pp. 343–359, 2010.

[2] S. Clayman and J. Heritage, The news interview: journalists and public figures on the air, vol. 15. Cambridge: Cambridge University Press, 2002.

[3] R. Palmieri, A. Rocci, and N. Kudrautsava, "Argumentation in earnings conference calls. Corporate standpoints and analysts' challenges," Studies in Communication Sciences, vol. 15, no. 1, pp. 120–132, 2015.

[4] R. Palmieri and J. Miecznikowski, "Predictions in economic-financial news: Author's stance and argumentative loci," Journal of Argumentation in Context, vol. 5, no. 1, pp. 48–73, 2016.

Abstract ID: AILA224

Poetry in Encountering the Other

Authors:

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

The representation of difference in human encounters has presented challenges for ethnography. The urge to explain the 'culture' of the 'other' seems to demand a homogenisation and simplification of experience which leads to a shoring-up of inequitable relations of power. Encounters beyond the boundaries of what is shared, where diverse ideological beliefs and backgrounds come into contact, may provoke researchers to simplify difference by constructing essentialising categories.

One of the ways in which ethnographers have responded to this apparent crisis of representation in ethnography has been to add the poem to their repertoire. The poem offers a language that retains the complexity of the human encounter when other modes of representation may not be fit for purpose. Ethnographic poems enable researchers to paint social realities in ways that may prove difficult through ethnographic prose. They have the potential to embody the rhythms, time, and space of observed practice. In this paper I consider the potential of the poem in ethnography in the context of a large, team research project which examined communicative encounters in superdiverse settings.

Ethnographic researchers have used poetry as a medium for expressing their sense of connection to their field and their subjects. The poet and social scientist share commonalities in approach: both ground their work in meticulous observation of the empirical world, and are reflexive about their experience. But the poem reaches for something more. It is in the enhancement of, and elaboration upon, social research outcomes that the ethnographic poem has rich potential. The poem in ethnography offers a creative response to questions of representation. It has potential to offer analytical and reflexive approaches, as well as a representational form. It is a means of inquiry which challenges notions of authenticity, acknowledges complexity, and contests the single, unimpeachable account of events.

Ethnographic poems rely on a belief in the ability of poetry to speak to something universal, or to clarify some part of the human condition. They come into their own as a means to enrich ethnography when researchers want to explore knowledge claims, and write with greater engagement and connection, to mediate understandings, and to reach diverse audiences.

When we allow ourselves to venture outside conventional approaches to writing ethnography, poetry can push us to be self-conscious about what we are saying, who we are including or omitting from the picture, and how we are describing or explaining what is going on. It helps us take less for granted. Ethnographic poetry can be powerful in the represention of social practice. In this paper I demonstrate that poems can reveal what is happening, and propose that in the ethnographic poem the noise of time can be re-experienced as the music of what happens (Burnside 2019). The paper concludes that the poem has the potential to offer a way of seeing, and a way of saying, in the artistic representation of encountering the other.

Burnside, J. (2019) *The Music of Time: Poetry in the Twentieth Century.* London: Profile Books.

Educating Teachers for Diversity: What is the Purpose?

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Eva Vetter [1] [*] [^] University of Vienna

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

The aim of the contribution is to explore the holistic approach to multilingualism in teacher education from a critical theoretical and an empirical perspective. In the theoretical discussion biographical approaches to teacher development are connected with concepts relating to "(linguistic) diversity in education". The question is how to educate teachers, for which context (what does (linguistic) diversity mean?) and for what purpose (what is the aim of educating teachers for diversity?). The investigation will comprise three main topics a. language education policy in the context of human rights and democracy (and particularly the plurilingual approach of the Council of Europe, e.g. CEFR-Companion Volume2020, CM/Rec(2022)), b. epistemic and powerful knowledge and epistemic multilingualism (Hudson 2021) and c. an understanding of multilingualism that is inspired by concepts from the so-called Global South, such as multilinguality (Agnihotri 2014), the horizontal and vertical dimensions of multilingualism (Heugh 2015), translingualism(s) and transknowledging. Within this theoretical frame challenges and perspectives of multilingual education and the role of teacher education are identified.

The empirical part is about a longitudinal action-research on a service-learning course in university teacher education that developed after 2015. At that time, many young people had to leave their countries and schools because of war and extreme insecurity and continued their education in new countries and different educational systems. Multilingualism was already a normality in education before the 2015 „Crisis of Humanity". Hence, the need for educating teachers for linguistic diversity was not new, it only became even more pressing since then. In October 2015 a course was designed for pre-service teachers of all subjects at the University of Vienna with the aim to prepare teaching for diversity. The course design is based on three interwoven strands, i.e. 1. presenting and discussing content (knowledge about multilingualism), 2. collaborating with the UniClub, a university project that supports pupils from refugee migration in their work at school and 3. developing teaching material that puts the principles of multilingual teaching into practice (Vetter 2021, Vetter et al. 2018). The course is continually adapted to the needs of the collaborating institution: Whereas at the beginning of this cooperation it was of an utmost importance to address pupils in the refugee centres and help them in their first steps into German, the main concern of the following years was to adequately support the pupils who were now integrated into the schools in their everyday work at school.

In this contribution the following data collected since 2015 will be analysed: the students' personal reflection on the cooperation and the teaching materials produced in the course. These data are discussed in the background of challenges and aims resulting from the theoretical investigation concepts.

Abstract ID: AILA226

"When people say migrant, we immediately have a negative image" – Positioning strategies of Viennese migrant entrepreneurs from the Balkans

Authors:

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

People from the Balkans, more precisely from the successor states of the Socialist Federal Republic of Yugoslavia, make up the largest group of immigrants in Vienna (Statistik Austria 2021). For various reasons, these immigrants have often become entrepreneurs and have founded so-called migrant businesses. Definitions of migrant entrepreneurship are plentiful, as are the labels for it. For the purposes of this study, the definition given by Dheer (2018, 558) fits the best, which defines migrant entrepreneurship "as the process whereby immigrants identify, create and exploit economic opportunities to start new ventures in their destination nations".

There are many descriptive statistical studies on such businesses, but very few that take an ethnographic approach (see Blackledge and Creese 2019; Flubacher 2020) and show migrant entrepreneurs' views and attitudes towards their roles as entrepreneurs and migrants. The aim of this paper is to make an ethnographic contribution and to explore the question of how migrant entrepreneurs construct their identity as entrepreneurs and migrants. How do they position themselves within the host society and their community?

To answer these questions, I am adopting a qualitative approach by examining data collected through semi-structured in-depth interviews (23 so far) and participant observation. The semiotic landscapes in the shops and their surroundings are also considered. The positioning strategies are of particular interest in this regard. As Lucius-Hoene and Deppermann (2004) point out, narrative identity encompasses not only the narrated self, but also performative aspects of identity that are related to the self-presentation and interactional negotiation. These performative aspects, but also the answer to how these entrepreneurs identify themselves, deserve more scholarly attention. According to Bamberg (1997), positioning strategies can be analysed on three levels: The positioning on the level of the narrative, the positioning on the level of interaction and positioning in relation to so-called master narratives. Especially the positioning vis-a-vis prevailing discourses is of particular importance

for this study. Preliminary results show, for instance, that the term "migrant" triggers negative associations and emotions among some entrepreneurs. This is strongly related to the prevailing discourses in Austria as well as in their home countries, as the politics and media often use the term synonymously with "refugee" and portray "migrants" as criminal, primitive, misogynistic and aggressive.

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Four Angles, One Goal: Challenging Perspectives in Teacher Education

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

In this contribution we challenge teacher education from four angles that develop around a common core: the advocacy of linguistic diversity and plurality in school settings. Educational systems follow an exclusive structure which both evokes and is further strengthened by deficient perspectives. In order to challenge these perspectives, we raise questions related to a. the awareness of multilingual actors in a school context, b. the aknowledgement of multilingual parental engagement, c. the inclusion of super-diversified linguistic and cultural backgrounds, and d. the explicit incorporation of sign languages as languages in their own right.

With respect to a., we draw on the pedagogical practice of Linguistic Risk-Taking, which originally aims to encourage language learners to use their target language in authentic situations outside the classroom (Slavkov & Séror 2019; Cajka 2021). However, we believe that this practice is also relevant to raise teachers' awareness in relation to multilinguals in school contexts. Its focal point concerns the interplay of two forces related to target language use: a degree of risk including related emotions versus feelings of achievement of overcoming the challenge (see also Griffiths & Slavkov 2021; Slavkov & Séror 2019). We argue that realizing and acknowledging these aspects to be part of language use situations in schools helps teachers to challenge their perspectives on multilingualism and linguistic diversity.

Challenging perspectives on multilingualism in the scope of teacher education is also crucial when it comes to parental engagement (b.). Particularly in non-comprehensive educational systems, parental engagement is pointed out as indispensable to support pupils' good performance in school (Schnell 2015). However, in super-diverse settings, this can pose a challenge to multilingual parents due to

prevailing structures of power and dominant ideologies in the school space (e.g. Turney & Kao 2009). In this context, teachers are important social actors that can empower or restrain multilingual parents in their willingness to engage in their children's learning and identity construction.

With respect to c., the question we ask is how super-diversified linguistic and cultural backgrounds can find their ways into educational systems. We will go beyond language awareness and focus on the role of language/s for learning (Hudson 2021). Starting out from the concepts of translanguaging and transknowledging (Heugh et al. 2019), existing didactic approaches will be questioned. Moreover, we will highlight the importance of teacher education in the background of diverse teachers' educational experiences.

D. highlights the relevance of acknowledging sign languages as an integral part of linguistic diversity. As schools are a particularly important space to learn and use sign language (considering the context of sign language being a minority language on a societal level), sign language and its role in linguistic diversity are integral topics also for teacher education. Changing teachers' perspectives regarding sign languages is likely to enhance their agency for creating inclusive learning environments.

From these points of view, coming from the periphery of scholarly thinking, we engage in practice-focused approaches that come together in their goal to contribute to more just and cohesive teaching and learning environments.

Abstract ID: AILA228

Using captioned-videos with primary school EFL learners: L2 gains and viewing experiences

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Abstract Topics: [SYMP60] Original version television and language learning: latest research and future challenges

Abstract Summary:

It is widely known that most people enjoy movies and TV series. Yet, there is still a lot of work to do in order to integrate these materials in the educational system successfully and instruct L2 learners to use them outside the classroom more effectively (Webb, 2015). Therefore, an increasing number of investigations have been conducted in the last decade to explore the effects of audiovisual input on L2 learning and identify the factors that maximize the gains. Overall, the results have consistently shown that L2 learners benefit from viewing, and that the support of captions makes the input more accessible (Montero-Perez, 2022; Vanderplank, 2016). In addition, the simultaneous exposure to aural and written input has been found to facilitate decoding, allowing the viewers to devote greater attention to images (Pellicer-Sánchez, 2022). Yet, only a handful of studies on audiovisual input have tested the effects of extensive viewing sessions (e.g. Pujadas & Muñoz, 2019), and very little attention has been paid to primary school L2 learners in comparison with university and secondary school students (Montero Perez & Rodgers, 2019).

Hence, this investigation attempted to fill the gaps in the literature by exploring the extent to which extensive captioned-video viewing (11 episodes) promoted L2 learning in six groups of EFL primary school students (n=120) from an input-limited context. The results revealed learners' statistically significant progress in all the measures administered for the purpose of this study: L2 vocabulary learning (written-word form recall and form-meaning mapping), L2 reading efficacy and L2 listening skills. In addition, to present a richer picture of learners' viewing experience, a semi-structured interview was conducted with three small sample groups (n=18 students) at the end of the intervention. The thematic analyses indicated that learners' viewing experience was enjoyable but challenging, especially for fourth graders due to their significantly lower L2 proficiency level. However, the participants also reported using their own strategies to cope with the input demands and fill their L2 knowledge gaps. Specifically, the synergy between audio, captions and imagery enhanced learners' viewing self-efficacy and encouraged them to stay on task.

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Abstract ID: AILA230

Using counter-narratives to re-shape how teachers think about and work with immigrant students in an 'uneven world'

Authors:

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Dehumanizing images and stories of immigrants in public discourse shape the American consciousness (Beckwith, 2018) as immigrants, including unaccompanied minors, continue to cross the southern border of the United States in record numbers (Sullivan, 2021). This situation is hardly unique to the United States: more than 11,000 unaccompanied and separated minors arrived in six European countries between January and March of 2021 (United Nations Children's Fund, 2021, p. 2). Moreover, due to the Russian invasion of Ukraine, the number of school age Ukrainian refugees in Poland and other European countries is estimated at 1.9 million as of May 31, 2022. How do educators address and meet the needs of these students whose languages, cultures, and lived experiences differ from the educators working with them in an uneven world?

This presentation details two primary school teachers' participation in a book group project in a professional development program in the United States. The books, young adult fiction storying the journey and lives of undocumented students in the United States, detail immigrants' lived experiences and inform teachers. Conceptualized as counter-stories (Delgado, 1989), these books were used to address the following research question: How do counter-stories of immigration transform mainstream teachers' understandings of emergent bilinguals (EBs) and their families in their rural educational context?

The presentation details the teachers' online postings and action plans using Vygotsky's (1971; 2004) theorizing on imagination, emotion, and catharsis in relation to art, complemented by Nussbaum's (2017) work on the *narrative imagination.* Results show how reading the counter-narratives triggered an emotional response, enabling teachers to develop an informed empathy and to re-story interactions with previous EBs and understandings of familiar rural spaces. With expanded understandings of undocumented students' lived experiences, teachers could more responsively address the needs of EBs and their families in this specific spatial and sociopolitical context. The presentation concludes with some self-reflections learned through having these difficult discussions on systemic inequities, and educators' own White and linguistic privilege.

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490 words

Abstract ID: AILA232

Cognitive and contextual factors modulating grammar learning at older ages

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Daniela Paolieri [2] University of Granada

Antonio Iniesta [3] University of Granada

Teresa Bajo [4] University of Granada

Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Second language learning has been shown more difficult for older than younger adults, however the research trying to identify the sources of difficulty and possible modulating factors is scarce. Extrinsic (learning condition and complexity) and intrinsic factors (executive control and proactivity) have been related to L2-grammar learning in younger adults. In the present study, we aim to assess whether extrinsic and intrinsic factors are also modulating grammar learning in older adults. We compared the learning performance of younger and older adults (with high cognitive reserve) in a L2 learning task. 162 Spanish native-speakers (81 young) learnt *Japañol* (Japanese syntaxis and Spanish lexicon) in either an intentional (metalinguistic explanation) or an incidental (comprehension of sentences) context. The complexity of the sentences was also manipulated by introducing (or not) a subordinate clause. Individual differences in proactivity were measured with the AX-CPT task. After the learning phase, participants performed a Grammatical Judgment Task where they answered if the presented sentences were grammatically correct. No differences between older and younger adults were found. Overall, better results were found for the intentional-condition than for the incidental-condition. A significant interaction between learning context and the proactivity index in the AX-CPT task showed that more proactive participants were better when learning in the incidental-condition. These results suggest that both extrinsic and intrinsic factors are important during language learning and that they equally affect younger and older adults.

Abstract ID: AILA233

A care-full approach to relations and ethics in post qualitative inquiry in applied linguistics

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Abstract Topics: [SYMP85] Do no harm? – Researchers, their practices, and their role(s)

Abstract Summary:

In this contribution, we share reflections emerging from applied linguistics research conducted in educational settings situated in the colonial context of metropolitan Vancouver, Canada. In light of the work of the Truth and Reconciliation Commission (2015), we examine how our approaches to research and teaching as settlers might be decolonized. We describe shifts in our research practices as we attend more deliberately to relations formed in encounters of children, digital devices, researchers, and other human and (im)material participants in a project on multilingual digital literacies. Post qualitative inquiry (Mazzei & Jackson, 2020; St. Pierre, 2021) provides a framework for us to question current neoliberal university structures and practices as we consider: a) whether researchers and participants can engage in equal and reciprocal relationships despite institutional ethics guidelines and policies; and b) to what extent institutional research procedures in place can accommodate genuine and respectful inquiry approaches in educational settings.

We therefore turn to new materialist, Indigenous and poststructuralist theories – such as agential realism (Barad, 2007) and relationality (Tuck & McKenzie, 2015; TallBear, 2014) – to revisit some of the encounters in our inquiry, viewing them as profoundly relational and sociomaterial. We acknowledge and unpack the tensions that were felt when students in an elementary school classroom questioned whether they wanted their literacy practices recorded, even though their guardians and the students themselves had already given their written consent for participation. We look at the specific moments of ethical friction that emerged and "glowed" (MacLure, 2010) as more than data for us as researchers. In particular, we reflect on the "breaks and jagged edges of methodological practices" (Lather, 2012) that made us pause during fieldwork, research meetings, and as we reported on this study.

We find the requirement to seek participants' "free, informed and ongoing consent" guiding our ethics protocols (Government of Canada, 2018) well suited to procedural concerns but deeply insufficient on site when we vow to "do no harm." Thus, we expand on Nodding's (1988) idea of an "ethic of caring" (Brisson, 2020; Laplante, 2005) and suggest that a post qualitative approach to inquiry in applied linguistics offers a different kind of language. From a new materialist and feminist standpoint, we argue that it allows for an ethico-onto-epistemological (Barad, 2007) way of living our inquiries, which we view as "act[s] of love" (Ibrahim, 2014).

Focusing on relational encounters of human and (im)material participants helps us conceptualise an affective, embodied and caring way of living our inquiries with all participants. It also enables us to avoid falling into hierarchic, linear and constraining research ethics, and allows us to explore ways of sharing co-produced knowledge for the benefit of the communities with whom we work and affiliate (Labov, 1982). Following Gallagher (2018), we seek to do so with renewed rigour, yet one that refuses to leave aside difficult or seemingly useless "data." Instead, we acknowledge how these important moments of ethical friction highlight our response-ability (Haraway, 2016) as care-full researchers and educators.

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Family Language Policy and Vocabulary Development: A Mixed Methods Study of Chinese Canadian Children's Early Heritage Language Development

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Abstract Topics: [SYMP23] Changing communities, changing worldviews: Rethinking migration and learning languages other than English

Abstract Summary:

Theoretical Frameworks

This study is informed by the theoretical perspective of family language policy (FLP), defined as "explicit and overt planning in relation to language use within the home among family members" (King et al., 2008, p. 907). FLP has been found to have a determining effect on immigrant children's bi/multi-lingual development (Author, 2021; King & Fogle, 2013; Wilson, 2020). Particularly, FLP affects young children's bi/multilingual development through three major aspects of child-caretaker interactions, including parental language beliefs or ideologies (i.e., what parents think about language), language practices (i.e., what parents do to align their support with their beliefs and ideologies), and language management (i.e., what parents try to do to modify or influence those practices) (Spolsky, 2004).

Methods

This a mixed-methods study followed an explanatory sequential design which included two phases. In Phase I, descriptive analyses were conducted to understand the patterns of the Mandarin- and Cantonese-speaking Chinese immigrant first graders' (N=84) HL receptive vocabulary attainment. One-Way Analysis of Variance (ANOVA)was also conducted to determine whether there were any statistical differences between the means of the two L1 groups. In Phase II, interviews of the Cantonese (n=29) participants' parents were analysed using thematic analysis to understand possible home-related factors that contributed to the divergent achievements in the two languages.

The Chinese Peabody Picture Vocabulary Test-R (Form M) (C-PPVT-R, Lu & Liu, 2005) was administered in this study to assess the students' oral receptive vocabulary proficiency in their HL Cantonese and Mandarin. A Chinese version of the Alberta Language Environment Questionnaire (ALEQ) (Paradis et al., 2010) was used to measure each participating children's length and level of exposure to their heritage languages as well as English.Parental beliefs and practices and home biliteracy engagement information were elicited through semi-structured interviews. Parent interview transcripts were imported into NVivo 11 for thematic analysis by following Saldaña's (2016) two rounds of coding methods.

Findings and Implications

The analyses revealed that indeed there were within-group differences in receptive HL vocabulary knowledge between Mandarin- and Cantonese-speaking first graders. Overall, Mandarin first graders outperformed their Cantonese peers. The results revealed the significant role of home language environments in shaping early vocabulary development in their HLs. Analysis of parent questionnaire and interview transcripts of the Cantonese children revealed several home factors that may have shaped their profiles of discrepancy. While parents all believed in the importance of bilingualism or multilingualism in Mandarin, Cantonese, and English (and/or French), their language ideologies affected their home language practices and investments in their HLs. Many parents emphasized the importance of Mandarin over Cantonese (after English and/or French) and believed that Mandarin would bring advantages to their children's future development. In line with their language attitudes, data analyses also revealed qualitative differences in their Mandarin home literacy activities and investment at home and (e.g., buying/reading more Mandarin books, watching more Mandarin TVs or movies). Many also sent their children to Mandarin (instead of Cantonese) classes in weekend language schools.

Word of the Year in Switzerland

Authors:

 Marlies Whitehouse [1] [*] [^] Zurich University of Applied Sciences

Abstract Topics: [SYMP76] Word of the Year initiatives: language as mirror of dynamics in culture

Abstract Summary:

Word of the year initiatives can increase society-at-large's awareness of Applied Linguistics. By reflecting the public discourse of the past twelve months, words of the year can literally show what moved people most and how a society ticks (Łaziński 2019). Conferences and panel contributions on the topic, e.g., at the 6th International Keywords Conference in Warsaw 2020 and at the AILA 2021 World Congress in Groningen, demonstrate the growing interest of scholars in the area where Applied Linguistics is tangible for society-at-large (Kriele et al. 2018). At a first glance, this seems to be good news for re-popularizing Applied Linguistics in an environment of growing scepticism towards humanities and social sciences.

However, analyzing word of the year selection processes around the globe reveals three main risks. First, processes merely based on public propositions, e.g. with opinion polls, are highly engaged with society-at-large but lack grounding in empirical data and transparent evaluation methods. Second, processes that exclusively draw on corpus data and research methods risk excluding the topical view of society-at-large, let alone the contribution of language professionals. Third, the inherent need for funding and promoting word of the year initiatives bears the risk of getting absorbed by exhaustive engagements with social media and community management.

In my presentation, I focus on the words of the year in Switzerland in the four national languages German, French, Italian, and Rumantsch (1). Based on the largest corpus of Swiss public discourse data, Swiss AL (2), I explain the selection process as a combination of corpus analysis, public opinion poll, and a jury consisting of language professionals (3). I then discuss the advantages and difficulties of transgressing and combining disciplinary boundaries with popular AL-informed initiatives (4) and conclude by showing which measures could, from both theoretical and practical perspectives, raise the value added by twinning word of the year initiatives and AL while minimizing the inherent risks.

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Kriele, C., Liste Lamas, E., Perrin, D., & Whitehouse, M. (2018). Diskursanalyse im Schaufenster. Methodologie der Ermittlung und Vermittlung von Wörtern des Jahres. Paper presented at the GAL Kongress 2018, Essen (Germany).

Integrating Critical Thinking guided by Asset-based Pedagogical Principles to Achieve Success

Authors:

Yilin Sun [1] [*] [^] Seattle Colleges & Wenzhou University

Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Our life and work as educators have changed significantly due to the COVID-19 pandemic and other societal and global issues. Such challenges have placed ELT educators into unprecedented times. They must deal with increasing gaps of access and equity in quality education, especially for students from remote areas and from historically under-served student populations. They must also help students cope with pandemic disruptions and combat Coronavirus exhaustion. How can ELT educators integrate critical-thinking through asset-based pedagogical principles to prepare students to overcome challenges and be well prepared for the ever-changing global society and workforce? What role does critical thinking play in shifting the paradigm to asset-based pedagogies, equity-focused curriculum, and instructional materials? What other critical components can further strengthen the approach of LaCTIT? The speaker will engage participants in exploring these questions and challenge the notion that ELT is methods-based, focusing on the need to promote discrete teaching practices and skills that often ignore or marginalize where and for whom instruction takes place.

Short Summary: The speaker will focus on the following questions: How can ELT educators integrate critical-thinking through asset-based pedagogical principles to prepare students to overcome challenges and be well prepared for the ever-changing global society and workforce? What role does critical thinking play in shifting the paradigm to asset-based pedagogies, equity-focused curriculum, and instructional materials? What other critical components can further strengthen the approach of LaCTIT? The speaker will engage participants in exploring these questions and challenge the notion that ELT is methods-based, focusing on the need to promote discrete teaching practices and skills that often ignore or marginalize where and for whom instruction takes place.

Abstract ID: AILA238

Une déconstruction de la co-construction : Explorer la coproduction de données empiriques en tant que pratique de recherche

Authors:

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Abstract Topics: [SYMP81] Reflections on co-production as a research practice in the field of foreign language teaching and learning

Abstract Summary:

Notre objectif est de mieux comprendre la coproduction en tant que pratique de recherche dans la formation des futur·es enseignant·es de langues étrangères. Nous proposons d'explorer la coproduction de données empiriques en tant que pratique de recherche dans un séminaire méthodologique de préparation au mémoire professionnel dans la formation des futur·es enseignant·es de langues étrangères du primaire.

Premièrement nous définissons la coopération en recherche collaborative (Bednarz 2013) en soulignant la valeur ajoutée de la démarche réflexive (Sacarino, 2014), pilier méthodologique de la co-construction des données.

Deuxièmement, nous discutons les rôles des acteur·trices dépassant la dichotomie habituelle de chercheur·euse vs sujets de recherche pour les réunir dans un dispositif de formation-recherche (Desgagné 2007 ; Vinatier 2013) ; cela ne va pas sans encombre puisque le·la chercheur·euse est à la fois formateur·trice et évaluateur·trice et les sujets apprenant·es et participatif·ves à la construction du séminaire.

Nous étudions ensuite l'aspect méthodologique de notre recherche à partir du document de travail de 112 pages réalisé conjointement par l'ensemble des acteur·trices sur Google Doc, se caractérisant par des données multimodales et multilingues. Nous examinons ainsi dans quelle mesure les traces d'apprentissage et de réflexion, élaborées régulièrement et de manière collaborative, interagissent avec les contenus du séminaire, c'est-à-dire comment elles sont intégrées dans la planification et les tâches ultérieures. Nous analysons également ces traces, car elles rendent visibles les réflexions des étudiant·es/enseignant·es/chercheur·es, permettant ainsi de comprendre les discussions et conclusions *in situ*, et d'amorcer de nouvelles réflexions. Sur la base de ces traces, nous questionnons et redéfinissons la co-construction en envisageant ses conséquences.

Nous déterminons enfin les apports et limites d'un tel dispositif de formation-recherche dans le développement des compétences en méthodologie de recherche des étudiant·es au moyen de leur évaluation formative puis certificative.

Bednarz, N. (Éd.). (2013). *Recherche collaborative et pratique enseignante : Regarder ensemble autrement*. Paris : L'Harmattan.

Desgagné, S. (2007). Le défi de coproduction de savoir en recherche collaborative : Autour d'une démarche de reconstruction et d'analyse de récits de pratique enseignante. In M. Anadón (Éd.), La recherche participative : Multiples regards (p.

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Scarino, A. (2014). Learning as Reciprocal, Interpretive Meaning-Making: A View from Collaborative Research Into the Professional Learning of Teachers of Languages. *The Modern Language Journal*, *98*(1), 386–401.

Vinatier, I. (2013). Recherches collaboratives. In Dictionnaire des concepts de la professionnalisation (p. 249-252). Bruxelles : De Boeck Supérieur. https://doi.org/10.3917/dbu.devel.2013.02.0249

Abstract ID: AILA239

Monolingual Ideologies in U.S. College Language Education Policy Reforms: A Critical Discourse Studies Analysis

Authors:

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Kate Batson [2] [^] University of Georgia, Athens, GA USA

Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

Remediation reform is an influential policy movement in U.S. higher education that aims to increase college completion rates. It is promoted by wealthy "strategic" neoliberal philanthropies that fund a number of intermediary non-profit organizations to influence legislators, policymakers, and administrators to adopt their policy goals (Buffett, 2013; Tompkins-Stange, 2016). College reading and writing course requirements have been a major focus of this movement, particularly prerequisite "developmental" courses for entering students who are deemed underprepared for college (Bailey, 2016; Ness et al., 2021). However, the policy implications of the remediation reform movement (RRM) remain unclear for the growing number of multilingual students entering U.S. higher education, particularly emergent English multilinguals (EEMs) who are still in the process of developing college-level English proficiency (Bunch et al., 2020; Hodara, 2015; Ruecker, 2015).

To address this gap, we conducted a critical discourse analysis of policies regarding multilingualism, linguistic diversity, and linguistic justice and equity on the websites of three prominent RRM organizations. This approach assumes that language education policies are inherently ideological, both growing out of and contributing to broader societal values, attitudes, and beliefs about languages and their speakers (Barakos & Unger, 2016; Wodak & Meyer, 2016). Examining 191 webpages and linked documents, the study sought to document explicit and implicit language ideologies underlying these organizations' reform initiatives and policy recommendations. A "lexical field" (Machin & Mayr, 2012, p. 30) or "keyword" analysis (Holborrow, 2013) of the corpus found that national RRM policy discourse consistently failed to address multilingual and EEM college students or forms of language instruction or support for them. Appraisal and multimodal analysis of text and graphics on webpages showed that RRM intermediate organizations positioned themselves as agents of diversity and social justice in higher education while at the same time framing "diversity" and "equity" in ways that excluded linguistic diversity, multilingualism, or EEM students. Intertextual links in discourse across websites and documents served to maintain English monolingualism as the normative medium and goal of U.S. college writing instruction. Overall, we find that RRM policy discourse implicitly reflects a deep and pervasive English monolingual ideology at odds with current scholarship and policy recommendations in college composition (e.g. CCCC, 2014; Horner et al., 2011; Inoue, 2019) and second language writing (e.g. Canagarajah, 2013; Matsuda, 2006; Ortmeier-Hooper & Ruecker, 2017) as well as the movement's own self-image. However, we also found that the demographic and legislative context of individual RRM organizations was an important mediating factor in the extent to which they explicitly recognized EEMs or other multilingual students.

Based on these findings we explore implications for the increasing influence of neoliberalism and the strategic philanthropy industry on language education policies in higher education. We suggest ways in which college researchers, instructors, and policymakers can counter English monolingual ideologies underlying RRM policy initiatives, and develop more linguistically just educational policies for EEM and multilingual students.

Abstract ID: AILA240

Gender, power and the shaping of research narratives : the case of a social movement in Rio de Janeiro

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

In an increasingly polarised world, where scientific knowledge is at once revered, repackaged and rejected, the act of sharing stories has the potential to bring opposing groups into a state of mutuality. Narrative analysis - as a theoretical-methodological tool (Biar, Orton & Bastos, 2021) is thus capable of stretching both disciplinary boundaries and "boundaries of meaning" (Gergen & Gergen, 2006, p.117), creating possibilities for dialogue. An ethical commitment to the reduction of social exclusion and human suffering further requires placing stories produced by oft-silenced tellers at the centre of research, so that issues long side-lined may be afforded greater visibility. Yet in so doing, research practitioners engage in storytelling practices themselves, since isolated elements such as recorded data, and field notes are woven together to form a coherent whole. It is therefore vital that such meaning making processes are subject to scrutiny. Grounded in a perspective of narrative as performance, I suggest that the sharing of research narratives - be this with participants, peers, or the general public - may be seen as narrative events (Bauman, 1986), crucial junctures at which these metanarratives may be reworked (Orton, 2021). This paper thus aims to reflect on the potential for new meanings to emerge during these events, as well as the ways in which these processes are inflected with relations of power. Taking a recently completed (auto)ethnographic investigation into the gender dynamics of a social movement in Rio de Janeiro as a case study (Orton & Biar, 2020, 2021), I argue that the active involvement of participants has the potential to yield fresh meanings, which might otherwise be overlooked. That said, participants may underestimate the power of representation harnessed by researchers, thereby failing to take full advantage of opportunities to redress this asymmetry. This can be attributed to the shifting terrain of power relations in which a myriad of social roles may be foregrounded, and traditionally recognised positions of practitioner/participant readjusted. Nevertheless, discussions post publication may enable further reflections on practice as analyses are (re)evaluated from new angles. Such findings suggest that researchers should continue to seek out such opportunities, both throughout and beyond publication. This could enable more complete research narratives to be shaped as participants and practitioners move closer to a state of mutuality.

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Abstract ID: AILA242

The intersection between critical pedagogies and ethics: The need to become the ethical teaching subject

Authors:

Jaran Shin [1] [*] [^] Kyung Hee University

Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

In the broad field of applied linguistics, researchers and educators have strived to examine how everyday practices, interactions, and texts help (re)produce or problematize structural inequalities (see Pennycook, 2001). Often referred to as critical pedagogy, this philosophy of education, however, has been criticized for its assumed universality (Ellsworth, 1989; Lather, 1998); further, there has been disappointment by many of those who attempt to bring it into practice (e.g., Allen, 2011; Shin & Rubio, in press). To respond to the fundamental conundrum facing applied linguists and teachers, the current paper sheds new light on the identity construction of teachers by drawing into Foucault's theory of "the care of the self" (1988). This attempt to re-frame critical pedagogies from an ethical perspective necessitates researchers and language educators to consider the question of "what, given the contemporary order of being, can I be?" (Butler, 2004, p. 58). Extracting illustrations from my longitudinal ethnographic research on a veteran ESL teacher's use of historical fiction in a public high school in California, this paper shows how this "transformative intellectual" (Giroux, 1988) grapples with his own complicity with different hegemonic discourses and addresses various types of injustices through class discussion. In the process of demonstrating the tight link between the focal teacher's pedagogical decisions (e.g., what to teach, how to teach) and the ethical nurturing of the self, I aim to stimulate dialogue about our own struggles to become ethical subjects, the role of intersubjectivity, and pedagogical practices that can foster ethical subjectivities and lead to large structural changes. Finally, this paper also explores some of the challenges as well as layers of complexity involved in adopting the theory of ethics in implementing a critically oriented curriculum and understanding teachers' identities.

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The role of internal and external factors for code-mixing: A study of early multilingualism in Germany with special reference to Catalan as a heritage language

Authors:

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Laia Arnaus Gil [2] [*] [^] Universität Wuppertal

Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

The study of code-mixing (CM) has yielded a lot of debate in early bilingualism, particularly in heritage language (HL) acquisition. Several works tried to shed light on the internal and external factors that promote CM use (cf. Deuchar 2020 for a review of the literature). Concerning internal factors, language proficiency, language dominance and age have been examined for different language combinations. Most studies attribute a link between these factors and CM use (from the more proficient/dominant language to the less proficient/dominant, cf. Schlyter 1993; Bernardini & Schlyter 2004). For example, Schmeißer et al. (2016) analyzed the relation between inter- and intrasentential CM and language proficiency/dominance in four French-German children (1;4-4;0) and showed that whereas the former is employed by balanced bilinguals, the latter reflects a child's strategy not to accommodate to the contextually desired language. However, other empirical studies play down this connection since evidence for CM from the less proficient/dominant L_B to the more proficient/dominant/used L_A has also been observed (Cantone 2007). Regarding the external factors promoting CM, numerous authors have analysed different family language policies (FLP). For instance, those families that keep the community language (also called majority language or MaL) outside home help improving proficiency in the non-MaL and, therefore, CM is less frequent (De Houwer 2007, 2009; Patuto et al. 2014, Poeste et al. 2019; ; Arnaus Gil & Jiménez-Gaspar 2022; Arnaus Gil 2022, among others).

Sixteen German-Catalan bi- trilingual children (mean age 5;7) being raised in Germany participated in our cross-sectional study that consists of a 30-minutes recording in every child's L1s in a spontaneous game situation. Moreover, we administered a questionnaire of linguistic input based on the work by Torregrossa & Bongartz (2018) to examine external factors of input quantity and quality. The aim of our study is to give insights from a less studied language pair which is, in turn, comparable to other studies that dealt with CS in typologically similar language combinations, such as Spanish/Italian/French-German in early bi- and trilingualism (Patuto et al. 2014; Müller et al. 2015; Schmeißer et al. 2016; Poeste et al. 2019, Arnaus Gil et al. 2019). Our contribution investigates the role of (i) child-internal factors such as age, language dominance and language use (measured with the aid of MLU and words per minute, respectively), and (ii) child-external factors that might promote CM use, e.g., FLP, family language and the siblings' directed speech.

The general results on CM use show that bi- and trilinguals behave monolingually in 90.4% of the cases, and thus CM only represents 9.6% of the data. CM significantly declines with age and children who are dominant in the MaL code-mix more frequently than the other groups. Interestingly, balanced and HL dominant children present instances of intrasentential CM (particularly insertions), while intersentential CM is frequent across all groups. When families stick to OPOL and do not have a family language, CM is almost absent. Finally, those sibling pairs using the HL and the MaL in their interactions show low CM

rates.

Navigating family tensions and discursive contradictions related to Russian heritage language learning in Finland

Authors:

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

Studies that focus on heritage language learning (HLL) have addressed a variety of questions in different contexts (see e.g., Kheirkhah & Cekaite, 2015; Leeman, 2015). Some research has been done in relation to Russian heritage speakers as well. For example, a study by Protassova (2018) demonstrated that Russian-speaking families value bilingual education as an important factor that assists in child's minority language support. Despite emerging studies that focus on Russian heritage speakers in Finland and on the families which aim to maintain and support Russian (see e.g., Protassova, 2019; Vorobeva, 2021), little is known about how families navigate heritage language support against the backdrop of the National Core Curriculum. The current study explores the nexus (Scollon & Scollon, 2004) of the official discourse concerning teaching heritage languages as articulated in the Finnish National Core Curriculum for basic education (EDUFI, 2016) and the families' perceptions of (HLL). The data consist of two semi-structured interviews with Russian-speaking divorced mothers. The interviews were tailored to explore their family language policies (FLPs) and included such themes as mothers' socio-cultural background, migration trajectory, language practices, language beliefs, and other topics that emerged as important for shaping their FLPs. HLL had emerged from the data as a significant language management factor which was later analyzed against the backdrop of the Finnish National Core Curriculum for basic education.

The study especially focuses on the two nexus analytical aspects, namely historical body (i.e., mother's experiences as language speakers and their internalized language beliefs), and discourse in place (i.e., heritage language teaching guidelines as articulated in the Finnish National Core Curriculum for basic education). Preliminary findings show that both mothers construct heritage language classes as important and encourage children to approach them as any other curricular classes, while Finnish National Core Curriculum for basic education highlights that these classes are elective and remain outboard of the general curriculum. Furthermore, exactly for this reason (i.e., HL classes as elective), in one family child's attendance of these classes emerges as problematic, because divorced parents have shared custody but opposite beliefs about the classes.

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Abstract ID: AILA247

Language on the school walls – Participatory methods and community art for enhanced linguistic awareness

Authors:

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Anne Siirtola [4] -

Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

This paper focuses on a subproject of "New Finnish Languages of East Helsinki" project. In this subproject, linguists, community artists, a journalist, and the teacher and her pupils, who were 9–10 years old at the time, collaboratively painted a mural called "Guardians of Languages" on the school wall.

The project was conducted in 2016–2020 in East Helsinki, Finland, in a linguistically diverse primary school. The general aims of the project were to make linguistic diversity visible, enhance language awareness, and develop pedagogical practices for linguistically asymmetrical groups. The project organized some 40 workshops in the spirit of participatory action research, combining sociolinguistic understanding, community art, and the expertise of the teachers and the pupils. The outcomes of the project were not only scientific, but also journalistic, artistic, societal, and educational. One of the outcomes is an open online material to disseminate good practices (Lehtonen et al. 2020). During the project, ethnographic and multimodal data were gathered for research purposes. The data consist of field notes, photographs, and audio and video recordings, as well as interviews with pupils and teachers.

In this paper, we present one of the mural workshop series of the project. The creation of the mural consisted of collaborative multilingual story-telling/poem writing, designing "guardians of languages" as visual characters, painting the poem as well as the characters on the wall, and a closing discussion about the project with the linguists, the artists, the teacher, and the pupils. The creating process of the multilingual poem as well as the closing discussion were audio- and video recorded. In addition,

we interviewed the teacher after the project.

We will explore 1) how pupils express and share their expertise of, affiliation to, and attitudes towards languages in the collaborations as well as the closing discussion of the workshop series, and 2) how the teacher evaluates the effects and outcomes of the participation in the project. We will discuss the advantages of participatory action research and creative inquiry for developing linguistically responsive pedagogy and translanguaging spaces in schools. Our analysis shows that the project had positive outcomes for the class: the pupils began to acknowledge diverse linguistic expertises.

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Abstract ID: AILA248

Noviceness or non-nativeness? Disentangling the use of stance in French EFL learner academic writing

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Stance, or the linguistic ways writers express their (1) assessment and commitment, and (2) attitudes and value judgments towards the information presented, has repeatedly been characterized as an area of difficulty for English as a Foreign language (EFL) learners of academic writing. EFL learners are often described as adopting a more assertive style and a more personal tone than experts, for instance. The tendency to associate such features with learner writing, however, has been subject to criticism. First, some researchers argue that those features could actually be typical of novice writing in general – thus encompassing both native and non-native novice writing – as "expertise is a more important aspect to consider than nativeness" (Römer 2009: 99). Second, the culture and language of production of academic writers has an impact on their stance usage (e.g. Vassileva 2001), and generalizing such features to all learners might be slightly reductive.

The question thus arises as to the extent to which features of EFL learner writing are associated with (1) the writers' level of expertise, and (2) the fact that they do not write in their first language. A twofold methodology is used to answer this question. First, a tripartite comparison is conducted between one corpus of English expert writing, one corpus of L1 English novice writing, and one corpus of French EFL learner writing. Second, French EFL learner writing is compared to L1 French novice writing, so as to gain better understanding of crosslinguistic influence. The focus is laid on stance adverbials and stance complement clauses controlled by nouns, adjectives, and verbs.

The results reveal that a number of features are associated with the noviceness of the writers – native or non-native – such as a lack of awareness of register conventions and a presence of lexical teddy bears. On the other hand, one main finding stands out as being linked to the non-nativeness of EFL learners rather than their noviceness, namely hedge usage. The relatively high number of similarities between the corpora of French EFL learner writing and L1 French novice writing also point to the importance of crosslinguistic influence. This study therefore allows us to distinguish between noviceness- and (non)-nativeness-related stance features in EFL learner writing, and to nuance repeated claims qualifying learners as being "too authoritative" or having a "limited lexical repertoire" (e.g. Hyland & Milton 1997, Paquot 2010). It also highlights the importance of language-specific register awareness, a notion that has received little attention so far.

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Taking a dynamic usage-based turn at university level: insights from a new language curriculum mixing tasks and films

Authors:

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

Taking a dynamic usage-based turn at university level: insights from a new language curriculum mixing tasks and films.

Dynamic Usage Based (DUB) approaches see language as a large array of conventionalized constructions that are meaningful units of language including pragmatic sense. Within this approach, language teaching should focus on exposing learners to those constructions in meaningful contexts (Verspoor, 2017) to foster automatisation and routinisation.

Recent studies on the effectiveness of DUB in second language development have shown positive effects on general oral and written proficiency, particularly in fluency and complexity (Hong 2013; Irshad 2015; Koster, 2015; Rousse-Malpat et al. 2021). Those studies focused mainly on the development of language proficiency.

This project aims at taking the DUB turn at university level for language students whose learning objectives go beyond second language proficiency and also include sociocultural competences such as analyzing cultural specificities, understanding culture and navigating culture.

To do so, we designed and tested a new instructional approach based on three modern approaches to language learning and teaching: Dynamic Usage-Based (Verspoor, 2017), Task Based Language Teaching (Ellis et al, 2019) and Film Language Integrated Learning (Kassenberg et al., 2020). In this presentation, we will show the results of two studies.

In study 1, a literature review on the three approaches showed that they were highly compatible but that they dealt differently with three topics: focus on form, type of input and feedback. Interviews with teachers (N=3) showed how the three approaches were integrated into one instructional approach and how was dealt with the differences found in the literature review.

In study 2, the effects of a two weeks treatment with the instructional approach were investigating, focusing on the development of students' language proficiency and sociocultural competence (N=14). Using a pre-test/ post-test design, results of a survey showed no improvement in their language proficiency but significant improvements in their sociocultural knowledge and skills. Additionally, students mentioned that they generally liked this way of teaching.

At the end of the presentation, the next steps into designing, evaluating and improving this type of instruction at university level will be discussed.

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Abstract ID: AILA253

Communicative Practices and Competencies of Deaf Migrants in Austria

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Abstract Topics: [SYMP49] Migrant Deaf and Hard-of-Hearing Additional Language Learners

Abstract Summary:

Deaf migrants are confronted with many linguistic and social challenges but also demonstrate a unique communicative potential. The presented ongoing research study explores the language background and current language use and competencies of ten D/deaf migrant signers through semi-structured interviews conducted by a Deaf signer of Austrian Sign Language (ÖGS). Specifically, the following research questions will be addressed: (1) Which communication practices and strategies do the participants employ and what are their usage preferences? (2) How competent are they according to their own and others' assessment? (3) To which experiences could observed differences be attributed? The aim is, on the one hand, to explore and acknowledge the complex semiotic repertoires (Kusters et al., 2017) of the participants and, on the other hand, to aid in creating environments that promote the well-being and successful communication of this group. The concept of semiotic repertoires includes two important notions: firstly, that languages are not bounded systems and secondly, that repertoires are not solely "linguistic".

The differences between participants are explored through a two-fold approach: First, each participants' general (functional) as well as ÖGS-specific (formal) competence is rated both by the participants themselves as well as two expert Deaf native ÖGS signers (in a procedure adapted from the SLPI; e.g., Newell et al., 1983). Secondly, participants' non-ÖGS-based communicative strategies are analyzed, whereby instances of, for example, innovative and broad use of iconicity, international sign resources, or resources from previously acquired languages are coded, categorized and interpreted through an inductive, data-driven approach.

Findings demonstrate the heterogeneity of this unique demographic and provide a first understanding of the way different linguistic experiences and socialization shape the current practices of D/deaf migrants in Austria. Additionally, they reveal insights into the participants' processes of social and cultural integration. Their semiotic repertoires include different sign languages alongside other ways of meaning-making such as gesture, literacy-based strategies and interactions with the environment. Most participants report on competencies in at least four languages and actively use at least two sign languages as well as German. Usage preferences reveal, among other things, a tendency to sign ÖGS even with signers from the same country of origin and participants' own children. Potential explanations for differences in competencies are discussed and include age of acquisition, knowledge of structurally similar sign languages and extent of contact with signing communities which is also connected to predominant attitudes about signing.

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Les élèves réfugiés en immersion française: une enquête sur les perspectives et les idéologies des enseignant.e.s au Canada

Authors:

 Stephen Davis [1] [*] [^] University of Regina

Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Historiquement, les élèves anglophones nés au Canada ont été ceux qui ont le plus fréquenté l'immersion française dans le but d'apprendre les deux langues officielles du pays, l'anglais et le français. Cependant, nous observons une hétérogénisation de la population d'élèves inscrits en immersion, grâce à une augmentation de migration qui contribue à la diversité culturelle et linguistique au Canada. Plusieurs études ont trouvé que les élèves et les familles nouveaux-arrivants et multilingues sont souvent très motivés envers l'apprentissage du français au Canada (Dagenais & Jacquet, 2000; Dagenais & Moore, 2008; Davis et al., 2019) et que ces élèves développent des compétences langagières distinguées en immersion (Bérubé & Marinova-Todd, 2012; Bourgoin & Dicks, 2019; Mady, 2015). Toutefois, ces élèves sont souvent exclus des programmes d'immersion à cause de leurs niveaux supposément insuffisants d'anglais (Davis et al., 2021; Mady & Masson, 2018; Roy, 2015). Dans le cadre de cette présentation, nous adopterons une perspective théorique critique de la sociolinguistique pour le changement pour examiner les idéologies des enseignant.e.s par rapport aux élèves réfugiés en immersion française. Plus précisément, nous analyserons les résultats préliminaires d'une étude favorisant une méthodologie mixte, menée par l'entremise de questionnaires et d'entretiens, afin d'explorer les perspectives des enseignant.e.s à travers trois provinces canadiennes, la Saskatchewan, l'Alberta et le Manitoba. Nous explorerons les idéologies des enseignant.e.s et les implications pédagogiques et politiques de la diversité grandissante en immersion française au Canada.

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Narrative as a tool of contemporary social movements to fight for their demands: a comparative study of Brazil and the U.S.A.

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Every year thousands of people are killed by the police in Brazil – mostly black people. Rio de Janeiro is the city with the highest number. Against this, some of these victims' mothers have been engaged in social movements as the *Rede de Comunidades e Movimentos contra a Violência* to fight for justice. Similarly, in the U.S., black people are often the target of police brutality. Movements as the *Mothers Against Police Brutality* and *Black Lives Matter* have been fighting structural racism and State violence. Social Movements in general demand changes and denounce problems on the public sphere making use of different repertoires of contention (Tarrow, 2009). I argue that movements such as these have more in common than the struggle for justice in a context of racialized police brutality – storytelling is one of the most important repertoires of them. In this sense, narrative can be understood as a powerful tool mobilized by social movements to claim for their demands (De Fina, 2020). The purpose of this qualitative interpretative paper is to identify the emergence of a specific type of narrative in contemporary social movements carrying out a comparative analysis of the performance of black Brazilian and Afro-American mothers in social movements to fight for justice. To do so, I observe how the narratives told by these mothers in different contexts of production speak to wider issues of structural and structuring racism in their respective countries, as well as the banalization of violence against black communities. There are several types of comparative research focused on the colonial history and race relations of Brazil and the U.S. However, this proposal is novel since there is a lack of comparative studies on this subject from a discursive theoretical approach. The study's corpus includes narratives told by both black Brazilian and Afro-American mothers at events and demonstrations available on websites (e.g.Youtube); ethnography of demonstrations in Brazil and the U.S. in 2018/2020. Understanding narrative as an organizing device of human experience (Linde, 1993; Bruner, 1997) and as a productive

discursive lens by which to examine social life (Bastos; Biar, 2015), initial findings suggest the existence of a prototype narrative which organizes the suffering of losing a child. The parallelism that is seen, when all the narratives of both Afro-Brazilian and Afro-American mothers are taken together, emphasizes the repetition of the same tragedies and the collectivization of these women's pain. A comparative study such as this may enhance the understanding of how far the Brazilian and American organizations that fight for justice may be perceived as transnational networks fighting against the same problem, as well as how far they relate to more specific socio-historical demands.

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Abstract ID: AILA258

Motivation and vocabulary learning through digital games: Who benefits and why?

Authors:

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Abstract Topics: [SYMP28] Digital Game-Based Language Learning: Design Choices and Classroom Integration

Abstract Summary:

The potential linguistic and motivational benefits of digital games are being increasingly recognised. The extent to which any such benefits are related to learners' language proficiency levels has, however, been less frequently explored. To have real inclusive value in the context of early secondary school-based learning, where learners may be taught in fairly mixed-proficiency groups, a digital game should meet the needs of a wide range of learners. By investigating which aspects of motivation digital games can induce, and whether and how they can benefit all learners, this presentation aims to provide insights into what may make digital games more or less beneficial and how their use might need to be adapted for different groups of learners.

This study draws on a European project in which a digital game was developed in six different languages. In this presentation, data from 39 lower proficiency learners of German in England (age 12-15) are presented. The data were analysed to investigate whether playing the game led to vocabulary learning, and the extent to which the game met the motivational needs of the learners, using Self-Determination Theory (Deci & Ryan, 2000) as a framework. Any relationship between vocabulary gains and how motivating learners found the game was also explored. Finally, whether these results were related to learners' self-assessed proficiency level was also examined.

Learners were asked to complete, in class, a vocabulary pre-test, in which their knowledge of 30 target items in German that featured in the game was assessed. They then played the game individually in another lesson. After the game, they were assessed on the same vocabulary items, and completed a questionnaire on their experiences of playing the game. This consisted of 20 Likert-scale items, addressing the satisfaction of psychological needs (Deci & Ryan, 2000), namely sense of competence, autonomy and relatedness. In addition, items were created to assess sense of 'flow' (Csikszentmihalyi, 1990), how helpful the game was perceived to be for language learning, and how much value learners could see in playing it.   Finally, learners were asked to rate their own proficiency in speaking, reading, writing and listening in German. A composite 'overall language proficiency' scale was then created.

Preliminary analyses indicate that the game was most successful in instilling a sense of 'flow' but least successful in addressing 'relatedness'. Gains in vocabulary knowledge were significantly related to learners' overall positivity towards the game. There was also a moderately strong, positive relationship between self-ratings of proficiency and the majority of motivational scales. This indicates that games of this kind may appeal more to learners who rate their language proficiency more highly. The implications of these findings for game design and how teachers scaffold their use so that they are beneficial for all learners will be discussed.

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Abstract ID: AILA260

The intersection of language, race, and culture: developing proactive student advocacy and emancipation.

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Being a newcomer student in a minority position plays a significant global role in exacerbating the feelings of marginalization and isolation, especially among racialized students (Gollom, 2020). Consequently, both pre and in-service teachers are feeling an increased pressure to understand and work with an immigrant population whose abilities and offerings have largely been ignored or undervalued. This paper showcases a study focusing on how race, culture, language, religion, and identity intersect to move beyond the traditional perception of social justice. The scholarship was directed by one primary question: How can newcomer students' lived experiences inform best practices in the field of education?

Through collaborative action research, the scholars employed organized focus group discussions, a social media campaign, and a survey administered to the entire newcomer student body. The project included first and 1.5 generation ELL high school participants from primarily African countries and the Middle East. The participants undertook the task of creating a visionary and proactive platform for newcomer students to discuss attitudes and biases (linguistic and cultural) and use these in an advocacy role that would play out in the larger educational community. The study generated opportunities to address issues of racism, language-related barriers marginalization, and proposed communal ideas and team building activities that assisted the newcomer population to overcome these challenges. Through social media advocacy (Instagram and Tic Toc), participants created videos to sensitize the mainstream population to the linguistic and cultural barriers they face within the school and community.

Results indicated many students perceived pressure to succeed academically, feelings of racism and discrimination, a fear of backlash from participating in cultural events, and a general sense of disconnect toward the larger school community. The results challenged educational stakeholders to combat the issues at the grass roots level and generated widespread acknowledgement both locally and nationally.

The research team developed a framework that engaged all educational stakeholders and helped to bridge language, culture, and community affiliations. It addressed teacher biases and discriminatory practices and from this students were invited to public speaking engagements to discuss how such work could garner the support of teaching/administrative staff. Strategies comprised pre-/inservice professional development, including empathy and culturally responsive pedagogy, language learning methodologies and resources, trauma sensitive initiatives, and leadership approaches. Students felt empowered through the various media, and they spoke of being changemakers as they spread their message, voiced their opinions, and sought to change policy.

The student participants also formed an advisory council that grew out of the social media campaign, resulting in a provincial and national television presence as well as the establishment of a youth leadership conference. The school body worked together to move student and teacher attitudes, biases, and discriminatory practices (whether deliberate or subsconscious) from a negative and stressful environment to one where diversity played a positive role in student advocacy, emancipation and social justice.

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Abstract ID: AILA261

Critical Language Awareness: The Heart of a Socially Just Academic Literacy Curriculum:

Authors:

Shawna Shapiro [1] [*] [^] Middlebury College

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

In recent years, there has been growing attention to social justice issues among academic literacy specialists. Practitioners often get caught in bind by which they are unsure how to be both progressive and pragmatic in their approach to literacy instruction-particularly when it comes to multilingual and multidialectal writers (Shapiro, 2022). Critical Language Awareness, or CLA, offers a productive "both/and" response to this conundrum, by engaging students in critical analysis of language in social contexts while also offering explicit instruction in the norms and conventions of language use in a variety of contexts. I argue that a CLA approach is the most viable means of aligning academic literacy curricula with our commitment to social responsibility. A CLA approach takes seriously students short-term needs-including the need to write confidently with standardized English. This approach also takes seriously our commitments to linguistic and social justice, as well as anti-racism and cultural inclusion.

CLA Pedagogy engages students in deep explorations of language, identity, power, and privilege, with the goal of promoting self-reflection, social justice, and rhetorical agency (Shapiro, 2022). This particular approach traces back to the 1980s, when linguists and literacy scholars in the United Kingdom came together to answer the question: What knowledge about language do students-and their teachers-need in order to read and write across social and cultural contexts? (e.g., Clark et al., 1990; Fairclough, 1992/2014; Janks, 2010). Since then, many scholars and practitioners have adapted CLA to their own instructional contexts around the globe, including in East Asia (e.g., Crookes, 2010). Latin America (e.g., Farias, 2005), and South Africa (e.g., Janks, 2010). CLA Pedagogy has also been taken up in instruction of languages other than English-particularly Spanish for heritage speakers (e.g., Holguín Mendoza, 2018).

This presentation offers an accessible and engaging introduction to CLA Pedagogy that includes examples of applications used in both secondary and tertiary contexts. I show how I incorporate CLA goals and principles in courses such as "Language and Social Justice," "The English Language in a Global Context," "English Grammar: Concepts and Controversies," and "Narratives in the News Media." I share examples of readings/media, activities, and assignments from these courses, which teach students to attend closely and critically to language, within a social justice framework, offering opportunities for reflection throughout.

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Multilingual speakers' perceived fluency: How information about L1 speaking style affects L2 and L3 fluency assessment

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Speech fluency is an essential part of second language (L2) proficiency and assessment. In second language acquisition (SLA) research, fluency has traditionally been examined with respect to three dimensions: objective temporal features of speech (utterance fluency), subjective listener ratings of fluency (perceived fluency), and cognitive processes underlying speech production (cognitive fluency; Segalowitz, 2010). There has also been a growing research interest in the connections between first language (L1) and L2 utterance fluency (e.g., Duran-Karaoz & Tavakoli, 2020; Peltonen, 2018), but the potential influence of L1 speaking style on L2 perceived fluency has not yet been empirically investigated. In addition, examining learners' speech fluency across multiple target languages (L2, L3...) has thus far received little attention (for an exception, see Peltonen & Lintunen, 2022).

The present study addresses these gaps by examining the effects of individual speaking style on both L2 and L3 perceived fluency from a multilingual perspective. The study is part of the project "Fluency across Multilingual Speakers" (MultiFluency; funded by the Swedish Cultural Foundation in Finland). The first data set in the study consists of speech samples from Finnish-speaking (n = 20) university students, who all provided monologue samples in Finnish (L1), English (L2), and Swedish (L3). The second data set consists of fluency assessments of the L2 and L3 samples. The study employs a unique research design where half of the raters base their assessments solely on L2/L3 speech (control group), while half have access to the learners' L1 speech (experimental group). The raters also provide comments on how the L1 speech samples affected their ratings of the L2 and L3 samples.

The research questions are:
1. To what extent are L2 English and L3 Swedish utterance fluency measures correlated with L2 and

L3 fluency ratings?

2. How does information about learners' L1 speaking style influence the raters' L2 and L3 fluency assessments?

3. Which features and themes emerge in the raters' comments regarding the influence of the L1 speech samples on the L2 and L3 fluency assessments?

The analyses focus on the correlations between fluency ratings and utterance fluency measures based on the speech samples (articulation rate and frequency and duration of mid-clause silent pauses and corrections) and the differences in ratings between rater groups (experimental vs. control group) across the two target languages (English and Swedish). The raters' comments are also analyzed qualitatively. The assessment data collection will be completed in autumn 2022, and the results will be discussed in the presentation.

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Interaction analysis as training method: an exploration in the continuing education of early childhood educators

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Early language development in institutional settings is not self-evident. Even when there is a strong political will to actively promote equal opportunities by supporting the development of children's language capacities, studies show that professional training issues must not be neglected, at the risk of not securing the effects of the measures taken over time (Vogt, Stern & Filliettaz, 2022). Recent work has emphasized that professional training approaches play a key role in the quality of educational environments, and that these can only be supported by means of training measures of a collective nature, addressed to teams as a whole instead of selected individuals.

In this context, the work carried out for several years within the Interaction & Training team at the University of Geneva aims to develop continuing education programs in institutional contexts, based on the principles of interactional analysis (Filliettaz, Garcia & Zogmal, 2022). In these programs, professionals are invited to take part to video-based "data sessions", inspired by conversation analytic methods (Stevanovic & Weiste, 2017), under the guidance of researchers and trainers. They explore video recordings and transcripts in which they interact with children, with the aim to identify, share and discuss the sorts of interactional competences required and mobilized in current professional practice (Pekarek Doehler et al., 2017).

The objective of this paper is to present how this training methodology was implemented in an early language development program in order to foster analytic and training skills required for educators enrolled as reference staff within the program.

Based on transcribed excerpts of interactions taking place during training sessions, we will describe the ways in which educators engage with analytic procedures afforded by the training program and develop a reflective capacity regarding their interactions with children. Amongst the various analytic avenues possible for exploring this empirical material, three elements will be of particular interest in

our presentation: a) the sorts of explicit or implicit conceptualizations of language as they circulate within participants taking part to the program, b) the ways in which educators make interpretations of children's actions as they can be observed in the recordings, and finally, c) the methods by which educators taking part to collective data sessions learn how to manage and carry out co-analysis sessions with their peers.

We will also show that the collaborative dimension of the analytical approach creates a common ground for understanding and interpreting multimodal phenomena visible in the film. The detailed analysis of verbal and non-verbal interactions thus creates opportunities to observe the participation of children who do not speak or speak little, without restricting the discussion to the presence or absence of verbal language. Thus, conceptions about language evolve during data analysis sessions, so as to take into account a variety of semiotic resources combined in interaction, beyond language. Such changes of perspectives can be regarded as outcomes of the specific analytic practices afforded by the training and make it possible to understand the sort of learning that arises from video-based interaction analysis as training method.

Abstract ID: AILA265

Voices from the Moorland: A critical linguistic ethnography of language educators

Authors:

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Peter De Costa [2] [^] Michigan State University

Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

The Moorland is a metaphorical expression to describe the underdeveloped middle and eastern Anatolian parts of Turkey. This area lacks the touristic appeal and potential of the Turkish Riviera, and the physical, social, and financial opportunities there have been limited (Saygılı & Özdemir, 2021). On a different level, the Moorland also overlaps with the "third region" – another frequently used expression in the public school system – that describes a territory where novice language (e.g., TESOL) teachers often begin their careers after being employed by the Ministry of Education. This *third* region includes culturally and linguistically diverse settlements with students from ethnically diverse and minoritized backgrounds who use non-dominant languages such as Kurdish, Arabic, or Syriac at home. As a part of their contract, public school teachers are required to work in these aforementioned third-region territories before they can be assigned to schools in more prestigious school districts and regions. Our study focuses on novice TESOL practitioners and captures the collegial solitude and systemic barriers they experience, which in turn demotivated them and led to their professional burnout (Han & Mahzoun, 2017). In addition, our focal novice EFL teachers found themselves tackling even more complicated tensions when they taught in classroom settings with minority languages due to resurgent nationalism in Turkey (Toker & Olğun-Baytaş, 2021).

Drawing on a broader linguistic ethnographic project that we conducted, we analyze the video-based sharings of our teacher-partners who also participated in a response group. Reflecting on the lack of access to resources often found in an uneven world (Pennycook, 2022), the teachers shared personal stories of how they navigated tensions originating from various challenges such as socioeconomic inequalities, racial and sectarian tensions, and the refugee crisis confronting Turkey after the Syrian war fallout. Our findings illustrate that teachers face the dire reality of having to grapple with a relatively sanitized and technical initial language teacher education (Tezgiden-Cakcak, 2019) that underprepared them for the stark and harsh realities of their current classrooms. We offer a critique of existing language teacher education programs in Turkey (and beyond) and call for an expanded second language (L2) teacher education knowledge base and introduce a socio-political agenda for L2 teacher education that will require language educators to identify power relations, negotiate the ethical problems they face in the *third region*, and thus become agentic educators who can lead in transformative pedagogical change.

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Dismantling standard English ideology through ELF instructions

Authors:

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

This study is part of a project that seeks to document and evaluate the effects of instructions of English as a Lingua Franca (ELF) on Chinese university students' awareness level of ELF and attitudes towards English language and English learning. It anticipates to transform students' perspectives from believing in Anglo-American centricity to acknowledging the legitimacy of English varieties and embracing being multilingual ELF speakers. The intervention program was designed under Sifakis's ELF awareness framework (2019) and informed by previous empirical studies that endeavored to challenge students' assumptions shaped by native-speaker-defined English language teaching (ELT) (e.g. Fang & Ren, 2018; Galloway, 2017; Wang, 2015).

As mentioned in the abstract, the study employed pre- and post-intervention surveys. Both quantitative and qualitative data revealed that the belief of Anglo-American English being the standard English was challenged. Based on the interview data, most students after the intervention realized that there was no standard English accent. Many of them also expressed an increased awareness of the legitimate diversity in English language and changed view towards so-called non-standard accents, recognizing their relevance to convey local culture and identity. However, some attitudes remained unchanged. For example, students still preferred the Anglo-American orientation to teaching models. Some students explained that this persistence was shaped by societal level perceptions of a successful learner of English.

In the interview, students were invited to share what content/activities in the intervention lead to changes in perceptions. Four themes were identified. Explicit instructions of the sociolinguistic reality updated their knowledge of English language, which include the non-existence of an institutionally established standard accent, statistics regarding English language speakers' profile, and diversity in spoken English across the world and within an English-speaking country. Class activities such as group discussions provided opportunities for students to engage in real English communications, from which some realized their Chinese-accented English can actually function well. Debates, another type of activities, prompted students to reflect on related topics, e.g. the prevalence of English in China, pushing them to consider the issue more thoroughly and critically. Materials that presented successful and credible ELF models provoked learners to re-examine their learning goals. Online ELF practice provided opportunities to students to communicate with non-native speakers, the successful experience of which challenged their stereotypical views on non-native speakers and prompted students to question the necessity of imitating so-called standard accents.

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Abstract ID: AILA267

Bridging competing ideologies: From utilitarianism and social division to communicative action in French Higher Education

Authors:

Marc Deneire [1] * ^ Université de Lorraine

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Bridging competing ideologies: From utilitarianism and social division to communicative action in French Higher Education

Marc Deneire, ATILF-CNRS, Université de Lorraine

Symposium 29 "Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching"

In a large scale survey that I conducted in French universities in 2013 concerning the teaching of English, a clear dichotomy appeared between the 1042 student respondents and the 242 faculty members. On the one hand, students perceived English as a "mere tool" for employment, but also as an instrument of selection and discrimination. On the other hand, faculty members, most of whom had international experience, considered language learning as a path to (inter)cultural understanding.

Drawing inspiration from sociolinguistic research undertaken over the past ten years (see also Deneire & Benmokthar, forthcoming), this paper explores possible ways to bridge the gap between these two ideologies of language using Habermas' theory of communicative/strategic action (1984) and discourse ethics (1990) which seeks to build a "lifeworld" that integrates all social groups and strata in society. We will show how intercultural and international project-based approaches to language teaching may contribute to fostering intercultural awareness and consensus-building. Further, we will argue that, to be productive, such an approach necessitates the transformation of French higher education institutions that presently select,

divide, and exclude, thereby thwarting all efforts to build an integrated European (and international) higher education system as officially promoted in the bologna process (Torotcoi et al. 2020; 0rr, 2020)

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Without any Doubt? Professionals in Multilingualism Talk about their own Family Language Policy

Authors:

Helena Olfert [1] [*] [^] University of Münster

Sarah Romano [2] [^] Flensburg University

Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

Parents' effort to raise their children multilingually is often not appreciated by society due to dominant language ideologies and perceived differences in language prestige (Spolsky 2012; Curdt-Christiansen 2009; King et al. 2008). To the contrary, parents are confronted with myths about multilingual upbring as being harmful to language development (Piller & Gerber 2018). In addition, they face practical questions about how to manage a multilingual everyday life and make decisions about language practices implicitly on the basis of previous (own or others') experiences and prevalent concepts about language and language acquisition (Spolsky 2004). Against this background, the question arises as to whether parents would feel more empowered in their language transmission efforts if they had solid knowledge of multilingual language acquisition and could counter prejudices about multilingual education with valid arguments. In this paper, we therefore expand existing research on family language policy to include the perspective of parents who are themselves professionals in multilingualism. These parents are well informed about phenomena such as language ideologies and prestige, as well as methods and strategies for successful multilingual language acquisition. They are thus well equipped to face social and institutional expectations as well as prejudices against a multilingual education. The study presented in this talk therefore addresses the following questions:

- How does parents' expert knowledge on multilingualism shape their language practices in the family? How do these parents make decisions about their language practices and how are these decisions linked to their professional expertise?
- Who has the authority to question these parents' decisions about multilingual upbringing? In which situations do parents feel disempowered from their professional position?

To answer these questions, we discuss data from six semi-structured interviews with both parents from multilingual families. In these families, at least one parent is an expert in multilingualism and/or language acquisition. At the time of data collection, the respective parent worked at a German university and was either a lecturer or conducted research in this field. The majority held a PhD in a multilingualism-related topic. The families interviewed differed in terms of migration status, length of stay in Germany and language constellations. The languages spoken in the families were Arabic, Armenian, Czech, English, Spanish, Turkish and Ukrainian, as well as the majority language German.

The data was analyzed using qualitative content analysis (Mayring 2015). The results show that parents who are professionals in multilingualism do actively make use of their expert knowledge when developing family language policy. Their professional background gives them security in their decisions about multilingual upbringing. Nevertheless, they also experience conflicts between their expert knowledge and societal and institutional expectations. They also have specific anticipations of the outcome of their efforts, fueled by their specialist knowledge and by their environment. With its subject matter, this study contributes to a deeper understanding of language and power relations and shows how external pressure is reflected in the family. It thus underscores the critical relevance of the family as a place of learning and as a domain of language policy.

Abstract ID: AILA269

A Lexicographical-Pedagogical Framework for Using AI Text Generators in Foreign Language Classes

Authors:

Henrik Køhler Simonsen [1][*][^] Copenhagen Business School

Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Abstract

Several disciplines are being significantly impacted by different types of AI technologies. One of these disciplines is foreign language teaching and in particular teaching students L2 text production, Simonsen (2021).

This article discusses how teachers can use AI Text Generators (ATGs) in foreign language classes with a particular focus on L2 text production, Simonsen (2021). In this article, ATGs are seen as language technological resources.

The article is based on insights from an empirical study investigating how students and professionals work with a selected ATG and what potential they see ATGs might have in a pedagogical context. The seventy test subjects first worked with a specific ATG conducting three writing operations and afterwards they participated in an online questionnaire with questions about the potential use of ATGs in teaching and learning. Finally, the data were thematically analysed by means of the qualitative statistical analysis tool NVIVO.

The data seem to suggest that ATGs indeed can be used as a powerful resource in foreign language classes. Most of the test subjects in fact found that the ATG in question was easy to use when producing texts, but the data also suggest that the test subjects found the quality of the ATG-generated content to be below standard and that they had to perform several editing operations before, during and after the automatic text generation. The data also seem to indicate that ATGs can be used as powerful text production facilitators and that they may even help students overcome writer's block, help them structure, and develop written assignments.

Based on these insights, the article presents a lexicographical-pedagogical framework for using ATGs in L2 text production building on Leroyer & Simonsen (2018), Simonsen (2021), Simonsen (2022) and Simonsen & Viberg (2022). The framework uses a Backward-Design approach, Wiggins et al. (1998) and presents a lexicographical-pedagogical framework, which aligns specific learning outcomes with specific learning activities using specially selected lexicographical data generated by specific text production operations by the ATG.

All this of course raises several concerns and important ethical, pedagogical, and didactical questions, which will require educators to rethink how they teach, assess, and use technology, Sharples (2022).

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Abstract ID: AILA270

Multilingualism and multilingual methods in teacher education in Germany: Towards a resource-oriented approach

Authors:

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Helena Olfert [2] [^] University of Münster

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Resource-oriented approaches to language learning include all languages of the students into the teaching and learning processes. They have been extensively tested in innovative projects and trainings (Mary & Young 2017; Putjata 2018) and appear particularly promising regarding raising multilingual awareness and increasing educational opportunities for multilingual students. In the implementation process of these new approaches into everyday school life, teacher education is considered as one of the main pillars. Lauridsen (2017) differentiates three dimensions in teacher education within the university: the institution itself, as the context and policy provider; the students, as the receiving party; and the educators who primarily carry out the educational process. Hence, the question arises as to how the resource-oriented approach to multilingualism is represented in these three dimensions. To answer this question for the German context we discuss different sets of data collected at universities that provide teacher training.

First, we present different ways of institutional implementation of multilingualism and L2 acquisition at German universities (Putjata et al. 2016), where a growing number of programs and projects have been devoted to a productive way of dealing with linguistic diversity. However, their focus is almost exclusively state language-oriented.

Second, we discuss teacher educators' conceptualizations of multilingualism according to Niedrig (2002) as presented through eight semi-structured interviews (Goltsev et al. in press). The findings reveal that the educators' perspectives seem to be reproductions of their own biographies and that the institutional framing tends to reinforce an already present monolingual mindset. At the same time, the results show multiple ways in which the interviewees still find spaces for multilingual practices within their teaching.

The third set of data deals with the experiences of 189 future teachers with different multilingual methods (Duarte & Günther-van der Meij 2018) during their university training. The results of non-parametric tests show that teacher students have little first-hand experience with most multilingual methods. However, there is a significant positive correlation between the experiences with some methods and the students' willingness to apply them in their later professional practice.

The combined analysis of these three sets of data allows a critical examination of the current state of teacher education regarding the dealing with a linguistically diverse classroom in Germany. It shows that first important steps have been taken towards a change in the monolingually oriented teacher education. However, further efforts are needed in order to implement a resource-oriented approach to multilingualism and language education.

Selected references

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Abstract ID: AILA271

The Responsiveness Issue – Responsiveness in Questioning Sequences in Coaching from a Linguistic and Psychological Perspective

Authors:

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Melanie Fleischhacker [2] University of Klagenfurt

Lara Calasso [3] [^] Zurich University of Applied Sciences

Hansjörg Künzli [4] Zurich University of Applied Sciences

Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Responsiveness is a fundamental yet ill-defined concept in helping professional interactions such as coaching. CA-based definitions focusing on intersubjectivity and sequence organization (e.g., Schegloff 2007) or the degree of thematic progression and fulfillment of the initiating turn's social expectations (e.g., Schwitalla 1979) seem insufficient to grasp the concept of responsiveness for helping professional purposes. Such views focus only on the second pair part as (non-)responsive to the initiating action but not regarding higher-level activities (Pomerantz 2021). In coaching, such higher-level orientation is not only shown by coaches but also by clients who may orient to the ongoing activity in which the sequence is embedded (e.g., solution generation). Furthermore, as actions may be both responsive and initiatory (Vehviläinen et al. 2008), responsiveness exists in the second (client's reaction) and third position (coach's reaction to the reaction). In psychology, responsiveness has been described as behavior that is affected by the context and the participants, who adapt to each other and their surrounding circumstances (Kramer & Stiles 2015). Such responsive behavior sees therapists aiming to facilitate the desired outcomes (Stiles et al. 1998). However, as good practice is influenced by many aspects, classical psychological research designs are insufficient to study and fully model responsiveness (Stiles 2015).

In the interdisciplinary project "Questioning Sequences in Coaching" (Graf et al. 2020), we therefore conceptualize responsiveness in coaching as the orientation of participants towards the progressivity of action at the sequential level, the progressivity towards the goal achievement, relational affiliation, and, in the case of the coach, also their theory of change. Such a view allows insights into "appropriate responsiveness" (Kramer and Stiles 2015:279) according to which professionals and clients "try to do the right thing at the right time" to further their goals. By combining a CA-based approach with psychological understandings of change processes, we thus seek to gain a more profound understanding of how responsiveness is related to the overall effectiveness of coaching.

In this talk, we focus on second and third positions in questioning sequences occurring in authentic business coaching. We illustrate how clients and coaches are attuned to each other, the goal, the underlying theory etc. by analyzing successful and less successful examples linguistically and psychologically.

Graf, E. et al. (2020). Questioning Sequences in Coaching. DACH-research project funded by FWF, DFG and SNF.

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Abstract ID: AILA272

Gender in Laws

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Forensic Linguistics and Language and Law – Julien Longhi & Nadia Makouar

Gender in laws

This presentation intends to discuss the ways in which laws of different countries address gender and the representations the reveal about gender roles in the societies they regulate. These information will more especially be examined in comparison with the reality of tensions, place and role problematics LGBTQ+ people meet in their everyday life, although there are antidiscrimination laws, and as far as specific laws exist to protect them and make sure they are treated in equality of rights. On the pragmatic side, laws appear to be more intentional than operational as reality of life for the concerned people is often very different from what laws generally say. The question then is the gap in between what laws are supposed to aim at and rule, and the social facts and interactions that rule every day's life. People's rights and their place in the society they live in, seems to depend on gendered representations, whatever the laws seem to enunciate. The focus will be directed on three different countries : France, England and India, and on the way some of their laws address more or less specifically the LGBTQ+ community place in society, and how this does or not affect their everyday life. More especially, France and England will be compared in terms of same sex couples marriage and families and their rights; India, will be examined as it has a third gender registered in its Constitution. The global problematic of gender and the law is here about the presupposed (intended) equality of rights for women and men, and how it meets the reality of their life.

NB: this work is the result of a "Délégation CNRS" with field research in the 3 concerned countries, and based on 36 interviews + bibliography

Abstract ID: AILA273

Young EFL learners' automatized-implicit knowledge and the impact of extramural Eng-lish and instruction

Authors:

Alexandra Schurz [1] [*] [^] University of Teacher Education of the Diocese Linz

Abstract Topics: [SYMP60] Original version television and language learning: latest research and future challenges

Abstract Summary:

One of the main debates in second language acquisition research revolves around the relative significance of explicit and implicit learning conditions. However, it is widely acknowledged that highly automatized and implicit knowledge (henceforth automatized-implicit knowledge) should be aimed for in language teaching and learning. Automatized-implicit knowledge – rather than unautomatized explicit knowledge – allows learners to use language accurately and spontaneously (e.g. DeKeyser, 2017). Surprisingly, to my knowledge, no study has explored the differential (or complementary) effect of extramural, i.e. out-of-class, language use and instructed learning on the implicit-explicit knowledge continuum. Such research is sorely needed in light of the sharp increase of extramural English across Europe and beyond.

To fill this gap, students aged 13-14 years in Austria and Sweden ($N = 213$) completed tests of automatized-implicit (oral narrative test, elicited imitation, aural and written timed grammaticality judgment tests) and explicit knowledge (untimed grammaticality judgment test, metalinguistic knowledge test). These countries were selected because they seem to differ in the more explicit vs. implicit learning environment they provide. Compared to Austria, the type of instruction lower secondary learners in Sweden receive appears to be more implicit (Schurz & Coumel, 2020) and extramural English use is more extensive. The lower levels of extramural English in Austria can be explained by the fact that audio tracks of foreign-language films and series screened on TV and online platforms like Netflix are usually replaced by German ones. In contrast, in Sweden, foreign-language audio tracks in audio-visuals are typically supplemented by Swedish subtitles rather than being dubbed in Swedish. In the present study, information on the participants' weekly use of extramural English and the type of instruction they experienced was collected through mixed-method learner and teacher surveys.

The findings point to interesting disparities between the more explicit vs. implicit learning environments in learners' development of automatized-implicit knowledge. For example, in linear mixed models, the effect of extramural English emerged as significantly positive only in the Swedish

sample ($p < .01$), and most clearly so in terms of multimodal activities such as viewing videos, series, and films in English original version. Contrarily, in Austria, learning (still) seems to take place primarily in the classroom. The apparent contextual differences in knowledge development are accounted for in a proposed theoretical model elaborating on DeKeyser's Skill Acquisition Theory (2015).

The LANG-TRACK-APP: Measuring informal language use through experience sampling

Authors:

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Jonas Granfeldt [2] Lund University

Marianne Gullberg [3] Lund University

Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

Measuring everyday language use is of central importance for Informal Second Language Learning (ISLL) research. Many past studies have employed questionnaires which require learners to estimate their 'typical' level of informal language use, or to report the extent to which they engaged in informal activities in the past (e.g., over the last month). This implies that ISLL is a relatively stable 'trait variable', even though longitudinal research suggests that it tends to vary considerably over time (Kusyk 2017). Some ISLL researchers have used daily surveys or diaries as an alternative method for collecting data on informal language use. While better suited to capturing the dynamic nature of ISLL, they also require participants to recall and summarise their experiences (albeit across a shorter time span). Psychometric research shows that people's ability to recall, summarise, and generalise their past experiences is limited by a range of cognitive biases, such as overestimating the duration and frequency of past events and giving more weight to more recent and emotionally salient experiences (e.g., Wearden 2008). Such inaccuracies can be further amplified when estimates are aggregated across many items targeting different informal activities.

The *Experience Sampling Method* (ESM; Hektner et al. 2007) offers an alternative approach for measuring language use, which involves prompting learners to answer short, easy-to-complete questionnaires about their current or very recent experiences several times a day, at fixed or random intervals. ESM yields exceptionally rich, highly contextualised data which can be analysed in a variety of ways, both qualitatively and quantitatively. Originating in behavioural psychology, this method holds great potential for strengthening ISLL studies, by helping researchers to investigate not only informal language use, but also the context in which it

occurs and learners' concurrent mood, thoughts, and feelings. The immediacy and high ecological validity of the ESM contribute to the strong reliability and accuracy of the collected data (Hektner et al., 2007). Furthermore, the nested structure of ESM data (many data points per day, across multiple weeks) enables the study of dynamic changes in informal language use and other related factors across time and contexts.

To facilitate the application of the ESM in SLA research, we have developed the LANG-TRACK-APP, a smartphone application for signalling participants and collecting survey responses. Drawing on two recent studies of everyday language use, we show how the LANG-TRACK-APP can be used to implement the ESM in research on learning in the private sphere. We present selected findings which illustrate different ways in which ESM data can be analysed, and the ways in which it can further our understanding of the complexity of informal language use and acquisition.

Hektner JM, Schmidt JA & Csíkszentimihályi M (2011) *Experience Sampling Method: Measuring the Quality of Everyday Life*. Sage.
Kusyk M (2017) The development of complexity, accuracy, and fluency in L2 written production through informal participation in online activities. *CALICO Journal*, 34(1), 75-96.
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Evolving lives = emerging perceptions? Identifying phase shifts and stimuli for change in sociolinguistic evaluative judgements using dense time serial measurements

Authors:

Mason Wirtz [1] [*] [^] University of Salzburg

Simone Pfenninger [2] [^] University of Zurich

Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

In variationist SLA, the scarcity of studies taking a process-based approach to L2 development of sociolinguistic competence (= "the capacity to recognize and produce socially appropriate speech in context" [Lyster, 1994, p. 263]) has been repeatedly lamented. Product-based longitudinal studies relying on two to three measurements have hitherto provided insufficient evidence as to the dynamics of the sociolinguistic developmental process, and have moreover neglected environmental/psychological stimuli for change given their reliance on quantitative *or* qualitative methods. Additionally, variationist SLA has concentrated predominately on language production and left perception-based studies in the cold minority, despite sociolinguistic competence equally involving sophisticated interpretive abilities (e.g., identifying ideological/social meanings and mapping these onto specific sociolinguistic variants/varieties [Chappell/Kanwit, 2022]).

To fill these gaps, the present talk focuses on the dynamics of emerging sociolinguistic judgements of standard German and Bavarian-Austrian dialect among L2 learners of German in Austria from a CDST perspective. Four subjects were tested 10 times over three months; two participants had immediately arrived in Austria at the beginning of the experiment, and two had been living in Austria for seven months. Each subject completed eight sociolinguistic matched-guise tasks and an introspective interview at each measurement, amounting to 320 matched-guise tasks and 40 interviews. Additionally, at the final measurement, subjects were presented with their trajectories and asked to consider retrodictively why their attitudes underwent periods of significant change and/or remained stable. We integrated generalized additive mixed effects modeling to identify rapid developmental phases vs. more stable phases with qualitative content analyses to explain phase shifts, addressing the following research questions:

(a)When do we find periods of significant change in L2 learners' sociolinguistic evaluative judgements of standard German and Austrian dialect?

(b)How do the learners explain the phase shifts in their sociolinguistic evaluative judgements both in real time and retrodictively?

With respect to developmental jumps, the results show that while the evaluative judgements of the four learners underwent significant change over time, the individual developmental paths, each with all its variation, were quite different from one another: Some subjects' evaluative judgements exclusively underwent periods of significant increase, others' a mixture of significant increase and decrease, while one subject's evaluative judgements underwent no notable change. In exploring

possible environmental and psychological reasons for change in learners' evaluative judgements, qualitative content analyses of the introspective interviews revealed affective states (e.g., emotions towards the learning environment), experiences/interactions with the naturalistic context, and goal complexes as stimuli for change behind (a) differences in evaluative judgement trajectories across participants and (b) significant changes in subjects' individual evaluative judgement trajectories. Qualitative analyses of the retrodictive data, however, provided little additional explanatory insights as to further reasons behind learners' individual trajectories. This underscored the high predictive power of the real time introspective interview method in explaining learners' intra-individual variability. Taken as a whole, the results implore the field of variationist SLA to expand in terms of method integration and CDST-inspired approaches so as to better capture stimuli for change in learners' evolving multivarietal sociolinguistic repertoires.

Foreign Language Enjoyment and Foreign Language Classroom Anxiety of German Language Learners in Chinese Higher Education: A Mixed-Method Investigation

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

The present study is a mixed-method investigation into both foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA) of 201 Chinese university students in a non-degree German language program. Since scarce studies have focused on classroom emotions in the LOTE (languages other than English) field, this current study fills in the gap in the existing literature and provides implications for teachers in the German language classroom. The necessity of this study is also supported by the trend of multilingualism being increasingly prevalent.

In terms of the quantitative data, we employed a questionnaire based on FLE-scale and FLCA-scale to examine the participants' classroom emotions as well as other learner- and teacher-related variables. Specifically, the learner-related variables included the self-perceived language proficiency, the ranking and the scores in the exam, while the teacher-related variables included the learners' evaluation of the friendliness, strictness, humour, and unpredictability of their teachers. The data analysis showed that the German language learners reported a higher level of FLE than FLCA and that the two emotions were negatively correlated. Regression models further showed that FLE was strongly predicted by the teacher-related variables, while FLCA was primarily predicted by the learner-related variables. To be precise, participants' FLE was most predicted by teachers' humorousness, their self-perceived reading proficiency level, and teachers' friendliness. Meanwhile, participants' FLCA was mainly predicted by their self-perceived listening ability, their ranking in class, and the unpredictability of the teacher.

Regarding the qualitative data collection, the open-ended questions inquired about learners' most enjoyable and anxious experiences in their German language classroom. The results showed that learners' FLE experiences were more related to the teacher, whereas FLCA experiences were more related to learners themselves. More specifically, learners' FLE in the German language classroom was boosted by the specific classroom activities organized by the teacher, their good language performance, the sense of achievement in a new language, and the frequent interaction with teachers and classmates. In the meantime, the relatively high demand of German language learning, the frequent exams, and the learners' fear of bad language performance resulted in a higher FLCA. Both the quantitative and qualitative findings were only partially consistent with previous studies focused on the classroom emotions of EFL (English as a Foreign Language) learners in China (Dewaele & MacIntyre, 2014; Jiang & Dewaele, 2019).

In light of the findings, we suggest that teachers organize more diversified classroom activities

and integrate more culture-related content to boost students' FLE. Moreover, teachers may also adopt more flexible assessment formats and provide clear instructions thereof, thus helping students be more prepared and ameliorate their FLCA.

Abstract ID: AILA279

Understanding Digital Literacies and Real Language Practices within the Ethnically Diverse Russian-Speaking Families in Estonia, Germany and Sweden

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Anna Ritter [2] ^ University of Duisburg-Essen

Natalia Ringblom [3] * ^ Umeå universitet

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

Family language policy (FLP) involves ideologies and approaches to how languages are managed, learned and negotiated within individual families. Using FLP as the theoretical framework, the present study focuses on heritage language (HL) maintenance in ethnically diverse Russian-speaking families and the ways in which these families position themselves in various sociocultural situations while exposed to different societal languages: Estonian, German and Swedish. The use of digital technologies is taken into account in order to understand its role in intergenerational language transmission.

The study aims to answer two main research questions: How does the use of digital technologies influence the language practices among (grand)parents and children within nuclear families? How does it change the communication patterns with extended family members, who live outside their country of residence, mainly in Russia or other Russian-speaking countries?

The study takes an approach of linguistic ethnography. A total of 15 Russian-speaking families in each country (Estonia, Germany and Sweden) answered semi-structured questionnaires about their sociolinguistic characteristics and participated in in-depth interviews regarding language use, language transmission and maintenance, and attitudes to all these processes.

The data analysis shows that the use of digital technologies has an impact on the language practices within the families but not necessarily on the use of Russian as a HL. Most families highlight the intensification of internet-based communication with extended family members and the supportive effect of digital technologies on intergenerational HL transmission, since younger family members gained more access to Russian via the internet. However, the role of digital technologies alone is limited when it comes to intergenerational HL transmission and such factors as the efforts of the parents and the agency of their children seem to be more important. Still, the joint use of digital technologies might have a positive effect, especially in those families where the children are actively involved in digital communication.

This comparative analysis of the family contexts helps explain the variation in the development of families' linguistic identities and language use strategies. We also identify clear similarities and differences between these families, especially in terms of immigrant family digital language practices.

Abstract ID: AILA280

Heritage Language Education during COVID-19: New Opportunities and Challenges

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

During COVID-19 the school has entered the home in a unique way, where the parents act as primary guides who support the children's learning at home (UNESCO, 2020). Even though research has shown that the lockdown has offered mostly favourable conditions for the heritage language learning (Afreed & Norton, 2021; Sheng et al. 2021), not much is known about the way the learning space in a multilingual family has been organized and affected by the pandemic conditions and about the dynamics between heritage and majority language in these families.

Given the intense space and time sharing that families have experienced during COVID-19, the present study aims to explore how the pandemic conditions affected the acquisition of heritage and majority languages and the dynamics of this interaction. In particular, we aim to explore: (1) what were the families' experiences of heritage and majority language learning during COVID-19 intense period of the lockdown and (2) what new opportunities the COVID-19 era provided to the multilingual families in the five countries with different lockdown policies.

In order to answer our research questions, a qualitative study with 50 semi-structured interviews (ten in each country) was conducted during spring 2022. We employed interpretative phenomenological analysis. An overarching theme of finding new (technical) solutions to enhance language learning was identified. Constant access to digital technologies provided new opportunities for learning the languages, for instance remote lessons in a heritage language and even individual tutorials. However, when formal schooling moves home, the parents become not only the guides who support the children's learning at home (UNESCO, 2020), but rather, the learning of both heritage and majority languages becomes the primary responsibility of some parents (or viewed as such). The pedagogical and research implications of the lessons distilled from the intense period of the lockdown will be discussed.

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Enseigner les palimpsestes verbo-culturels pour aider les apprenants alloglottes à s'approprier la phraséologie et la culture en français

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Abstract Topics: [SYMP79] Phraséologie en linguistique théorique et appliquée

Abstract Summary:

Résumé

L'enseignement-apprentissage de la phraséologie est un défi majeur pour la plupart des enseignants de langues. La compréhension des unités phraséologiques telles que les locutions figées, les collocations ou les proverbes sont des facteurs indispensables pour une bonne maitrise de la langue cible, mais lorsque l'apprenant n'est pas familiarisé avec ce type de phénomènes, un espace d'incompréhension s'installe entre locuteurs natifs et locuteurs apprenants. Pour le réduire, une sensibilisation lexiculturelle dans la classe permettra à cet apprenant de décrypter les allusions et les références implicites dans les médias. C'est dans cette optique que nous présentons le palimpseste verbo-culturel (PVC), défini par Galisson (1993 : 43) comme « un énoncé dont le texte a été effacé, puis remplacé par un autre ». Tel est le cas de *Faites la mûre, pas la guerre,* un palimpseste issu d'une publicité pour un pot de confiture et construit sur la base du célèbre slogan des années 60 : « *Faites l'amour, pas la guerre* ». Les PVC sont le reflet de ce qui est à la fois évident pour le locuteur « natif » d'une langue, et ce qui fait obstacle pour le locuteur apprenant. C'est pourquoi nous considérons que les palimpsestes verbo-culturels sont des médiateurs didactiques pertinents, ludiques et authentiques pour d'une part, familiariser les apprenants avec la phraséologie, et d'autre part, les aider à comprendre la culture de l'Autre et s'en approprier.

Dans le cadre de cette communication, nous montrerons un bref aperçu d'un corpus de palimpsestes verbo-culturels en français, constitué de publicités, d'articles de presse, d'extraits d'émission télévisées, de « mèmes » des réseaux sociaux, que nous avons recueilli depuis 2019, ensuite nous présenterons un dispositif virtuel créé sur la base de ce corpus des PVC, qui a été mis en place d'une part, avec des apprenants de divers pays et d'autre part, avec des apprenants en France, et enfin nous révélerons les résultats de cette étude. Cette communication se situe principalement dans l'axe 2 « Phraséologie appliquée », en particulier la branche de la phraséodidactique.

Mots-clés : Palimpseste verbo-culturel, phraséologie, lexiculture, didactique.

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Abstract ID: AILA284

"Learning From Within:" Dual Language Bilingual Education Teacher Candidates' Emerging Metalinguistic Awareness

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Dual language bilingual education (DLBE) programs, in which students receive content and language instruction in English and a partner language (most notably Spanish), have proliferated in the U.S. (Boyle et al., 2015). Many DLBE programs have prioritized the needs of English dominant students by promoting a strict separation of languages where the dynamic bilingualism of Spanish dominant students is viewed as a barrier (Flores & García, 2017, Valdez et al., 2016). To serve the needs of all the DLBE students and better represent their bilingualism and biliteracy development, it is imperative that educators engage in practices that leverage students' full linguistic repertoire and adopt a holistic approach to language and literacy instruction (García, 2009; Escamilla et al., 2014). For teachers this means having knowledge of the language structures associated with each discipline, what Bunch (2013) calls pedagogical language knowledge (PLK). Research indicates that many DLBE teachers need academic and professional support to build their PLK, especially when it comes to the partner language (e.g., Barko-Alva 2022; Guerrero & Guerrero, 2017).

Working with four Spanish-dominant DLBE teacher candidates (TCs) preparing to be elementary teachers, we conducted a mixed-methods study to explore TCs': 1) level of confidence on their ability to draw on their PLK in the two program languages to unpack similarities and differences between the two languages for sense-making in science; and 2) understanding of power and ideology in language practices. Data included a survey (pre/post), three Professional Learning Community meetings and a final individual interview over the course of nine months. Preliminary findings revealed an increase in TCs' level of confidence in their ability to unpack connections between language structures for explaining scientific phenomena and a better understanding of racialized language practices. These findings have significant implications for TCs' own bilingual and biliteracy development and practices.

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Abstract ID: AILA288

Conducting and disseminating research as a language teacher: the local context of a transnational university

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Conducting classroom-based research is believed to be beneficial for language teachers, especially in higher education, as they have an opportunity to reflect on their own teaching practices and improve them (Hanks, 2015). In many cases, engagement in research and scholarship is also a prerequisite for language teachers to be promoted to senior positions (Smith & Walker, 2021). However, less is known about the extent to which language teachers are involved in such research, their motivations for being involved, the opportunities and challenges they encounter during the process, and how they disseminate their research efforts. Our project aims to investigate the above issues by means of a longitudinal study and by focusing on staff in the School of Languages in Xi'an Jiaotong-Liverpool university (XJTLU), comprised of the English Language Centre (with over 200 staff, the largest in Asia) and the Modern Languages Centre (which consists of divisions teaching Chinese, Japanese, and Spanish language modules). One unique feature of the School of Languages is the diversity of its staff, who have many varied backgrounds and nationalities. This project utilises rich data to investigate the community of staff engaged in research activities. Firstly, a workshop about engagement in research and scholarship activities was held in the school; participants' (N=36) discussions in five round tables during the workshop were audio recorded with their consent. After six months, we followed this up with interviews with individual teachers to understand their ongoing research practices and progress. Future data collection will include a follow-up questionnaire after twelve months and a reflection workshop, in which we will share some of their ideas from the first workshop and have the participants reflect on, and discuss, their ideas from a year ago. In this presentation, we will report our initial findings of teaching staffs' research activities in our local context, and highlight both opportunities and challenges for them. The opportunities include having a live research culture in the school and a wide range of support on research methods, seeking funding opportunities, and research experience sharing. The challenges were at both an institutional level and

personal level, including not having sufficient time for conducting research, lack of motivation, and perceived identity as language teachers, not as researchers. We will discuss these in light of other publications on practitioner research in Chinese universities, European universities, and beyond.

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Abstract ID: AILA289

Problematising language in Australian early education policy

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Abstract Topics: [SYMP55] Onto-epistemological justice and language across the life-course: Transitioning through Australian education system

Abstract Summary:

From early childhood and into formal schooling, epistemic injustice and coloniality work to exclude multilingual students in Australia. While all children entering early education settings bring an abundance of linguistic and cultural knowledge, educational systems designed from a monoglossic, Eurocentric mindset fail to take this knowledge into account and instead position multilingual children and their languages in deficit from their first interactions with schools and centres. Indeed, education systems have always played a strong role in perpetuating notions of language deficit, standardisation, and boundaries, in what Mignolo (1994) describes as "academic colonization".

While early education is widely recognised as having the potential to provide significant educational, social, and emotional benefits for children and their families, as well as for the wider economy (e.g. HCDC, 2010; PWC, 2014), the research available on language and multilingualism in early education shows that this potential is not being met for all students. Multilingual children studying under a monolingual yoke are systemically denied the well-proven, long-term benefits of early learning experiences that build on their linguistic repertoires.

This presentation will explore key early education policy documents in Australia, particularly from the state of Queensland, to show the ways that languages and their speakers are "problematised". Using Bacchi and Goodwin's (2016) post-structural "What's the problem presented to be" tool, it will unpack the ways language is constructed (or problematised) in Australian early years policy. It will show how these problematisations work to naturalise hegemonic language ideologies, thus undermining linguistically diverse students from their earliest encounters with formal schooling

This approach to policy analysis aims to both critique dominant ideologies and representations of problems, but also to think "otherwise" (Mignolo, 2007); or as Bacchi and Goodwin (2016) describe, "to destabilize an existing problem representation by drawing attention to silences, or unproblematized elements, within it … it opens up the opportunity to be inventive, to imagine worlds in which a specific confluence of circumstances is either not problematized or problematized differently" (p. 22). Therefore, this presentation will both expose the contradictions and ideologies in early education policy in Australia, but to also (re)imagine a possible future where the linguistic and cultural strengths of all students are recognised and sustained.

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Abstract ID: AILA290

What temporal and dialogic features distinguish between second language oral proficiency levels? The case of oral proficiency interview

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Given the essential role of oral fluency in second language (L2) pedagogy and assessment, scholars have examined L2 oral fluency as one of the primary constructs of oral proficiency (Tavakoli & Hunter, 2018; Tavakoli and Wright, 2020). Previous studies have attempted to identify temporal characteristics of speech that play an essential role in listeners' perception and proficiency assessment, by investigating oral fluency from three different perspectives (Segalowitz, 2010, 2016)-listener-based perceptions (i.e., perceived fluency), objective temporal features (i.e., utterance fluency) and underlying linguistic knowledge (i.e., cognitive fluency). Although these lines of fluency research have offered insights into the construct definition and valid operationalization of L2 oral fluency, L2 fluency research has suffered from the lack of research looking into fluency in dialogic speaking tasks. Fluency in dialogic speaking tasks can be a theoretically different construct from the one in monologic tasks (Peltonen, 2021; Suzuki et al., 2021; Tavakoli, 2016). In addition, to offer insights from previous studies into setting realistic curricular objectives for speaking skills, it is essential to understand which aspects of oral fluency tend to be developmentally ready according to different proficiency levels (cf. Baker-Smemoe et al., 2014; Tavakoli et al., 2020). Taken together, the current study aims to fill this gap in L2 fluency research, examining what temporal and dialogic features can differentiate between the CEFR levels of fluency, using interactional speech data.

A total of 80 Japanese learners of English were recruited, and they completed an oral proficiency interview consisting of seven topics with varying levels of difficulty, such as social media and globalization, determined by the CEFR manual (Council of Europe, 2018). All the interview sessions were conducted via the video conferencing tool, Zoom. Their interview data were annotated for a range of disfluency features, including silent pauses, filler, and self-repair. We calculated a comprehensive set of utterance fluency measures, following previous studies (De Jong et al., 2013; Suzuki et al., 2021; Tavakoli et al., 2020). Three raters received a training session about using the CEFR descriptor of oral fluency and then independently assigned fluency scores (A1 to C2) to each speaker. We employed a Rasch analysis to determine students' CEFR level while controlling for the scoring variability across raters. As a result, our participants' CEFR levels ranged between A2 to C1 levels.

A series of Bayesian ANOVAs showed the main effects of proficiency levels on most temporal and dialogic features, whereas end-clause pause duration and between-turn pause duration may not differ across four CEFR levels. The results of post-hoc tests indicated that articulation rate may distinguish higher proficiency levels (B1 vs. B2, B2 vs. C1), while mid-clause pause ratio can differ between all the adjacent levels from A2 to C1 level. Meanwhile, between-turn pause ratio and mean length of turn only differed between lower levels of proficiency (A2 vs. B1). We will discuss these findings in relation to a potential developmental pattern of dialogic fluency performance in light of L2 speech production mechanisms.

Abstract ID: AILA293

Motivation in immersion schools: the effect of foreign language CLIL on motivation towards the foreign language (English) and the regional language (Basque).

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

There is solid empirical evidence of a strong correlation between language-learning motivation and language achievement (Edelenbos et al., 2006; Mihaljević Djigunović, 2012). At the same time, the school context has proven to constitute a powerful factor impinging on the motivation of young learners (YLs) (Muñoz, 2017; Ushioda, 2009). A key rationale for the implementation of content and language integrated learning (CLIL) programs, therefore, was pupil motivation (Banegas, 2013; Doiz et al., 2014b; Sylvén & Thompson, 2015). However, there are very few studies examining motivation in this context, especially in primary schools (Heras & Lasagabaster, 2015; Pladevall-Ballester, 2019). Even less is known about motivation towards coexisting languages in multilingual areas, where the survival of regional languages (RLs) often depends on their presence in school immersion contexts, and where embedded foreign-language (FL) CLIL reduces such presence. To address these gaps, motivation towards the FL, English, and the RL, Basque, was analysed in 399 YLs of English (aged 10–12 years) in Basque immersion schools. The participants included i) a CLIL group (n = 230), who were exposed to five English as a foreign language (EFL) lessons and two CLIL lessons, and ii) a non-CLIL group (n = 169), who received five EFL lessons only. Results revealed significant differences between groups, with the CLIL learners displaying a more positive attitude towards the FL (English) and a lower motivation towards the usefulness of the RL (Basque). These findings suggest that an increase in the amount of exposure to the FL in immersion programmes by means of CLIL lessons improves motivation towards the FL at the expense of decreasing the instrumental motivation towards the RL.

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Encounters of a different kind – Absent-presences and the ethical possibilities of a sociolinguistics of the spectre

Authors:

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

How do we encounter others who are not like us, who are different from us? When reflecting on this question, applied linguists have traditionally worked within an empiricist, human-centred framework, and focused on human interaction. Recent contributions by new materialist and posthumanist scholars have encouraged linguists to broaden the scope of their work and to consider not only encounters between humans, but also encounters between humans and the rest of the world (e.g. Pennycook 2017). In this paper I build on what I have called 'a sociolinguistics of the spectre' (Deumert forthcoming), and reflect on a small set of interviews (conducted in 2018/2019 in South Africa) where speakers discuss how they engage with those who are not physically visible to them but who are nevertheless present in their lives (spiritual beings, ancestors, etc.). I will explore these interviews by focusing on how speakers enact 'encounters with the other' in contexts where the other does not share our bodily presence, yet is central to the ways in which we construct, and enact, a relational ethics vis à vis the world that surrounds us, including its presences as well as its absent-presences (Derrida 1993). Thus, following Leonie Cornips' (2019) call for an 'inclusive sociolinguistics', I seek to broaden our work beyond the human-centredness of modernity/coloniality. The talk addresses the following two elements of the symposium theme: (i) 'to include a fuller range of lived, embodied and interactional enactments of ethical encounters with the Other', and (ii) to foreground the listening subject in these encounters, making visible complex ontological commitments and ethics.

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Pennycook, A. 2017. *Posthumanist Applied Linguistics*. London/New York: Routledge.

Towards a Sociolinguistics of in Difference: Stancetaking on Others

Authors:

Quentin Williams [1] * ^ University of the Western Cape

Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

I adopt the concept of stancetaking to study an embodied YouTube performance of parody by an emerging R&B and pop group in Cape Town. By demonstrating the evaluative, affective and epistemic stancetaking effects on the audience/readers, I also dig into the ethical and aesthetic power of the transgressive embodiment of language to unsettle hegemonic linguistic ears and challenge the discourses of othering.

Abstract ID: AILA296

Multimodal Polarising Strategies in Newsbites

Authors:

M Dolores Porto [1] [*] [^] UNIVERSIDAD DE ALCALÁ

Isabel Alonso-Belmonte [2] [^] Universidad Autónoma de Madrid

Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

This work explores the role of images as polarising multimodal devices in digital press. More specifically, it aims at delimiting their potential contribution in the formation of distinct, combative and opposing parts, usually taking one of the sides, in *newsbites*, the default format of online news (Knox 2007, Porto & Alonso-Belmonte 2016). With the digitalization of media, visual elements have progressively gained importance in the composition of news. Indeed, in today's context of news reading habits, research shows that images play a leading role in the framing of the news (Entman 1993, D'Angelo 2017) and in their meaning construction (Caple 2013; Scheufele & Iyengar 2017, Stöckl et al. 2020). However, the role that images play in polarised discourse has yet to be studied in depth.

To fulfil this goal, a sample of European newsbites on the rise of extreme right and populisms was collected and analysed from a critical and socio-cognitive approach, following the notion of multimodal construal (Alonso-Belmonte & Porto, 2020), which identifies four main framing strategies: *subject choice, composition, distance* and *point of view*. Images and their relation to other modes were scrutinised to identify the main frames conveyed by the news (Semetkno & Valkenburg, 2000). Results show that, when integrated with the text, images contribute to the interpretation of a conflict frame, providing a positive representation of one group and a patent opposition to another, which is in turn negatively characterized. Findings also suggest that other frame types −responsibility, human interest... contribute to the formation of strong views and affective polarisation that may affect public opinion.

Alonso-Belmonte, I. and M.D. Porto (2020) Multimodal framing devices in European online news. *Language and Communication* 71: 55-71

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Scheufele, D. A. and S. Iyengar (2017). The state of framing research: A call for new directions. In Kenski, K., Jamieson, K. H., (Eds.), *The Oxford Handbook of Political Communication.* (pp. 619-632). Oxford University Press

Semetko , H. and P. Valkenburg (2000). Framing European politics: a content analysis of press and television news. *Journal of Communication*, 50(2): 93-109.

Stöckl H., H. Caple and J. Pflaeging (eds.), (2020) *Shifts Towards Image-centricity in Contemporary Multimodal Practices*. Routledge

Abstract ID: AILA297

Language expertise of diasporic speakers in the study of diasporization

Authors:

 Gergely Szabó [1] * ^ ELTE Eötvös Loránd University

Abstract Topics: [SYMP10] AILA ReN - Participatory Linguistics: Non-academic language expertise in linguistic research

Abstract Summary:

Studying diasporas and diasporization has lately been at the center of interest in sociolinguistic inquiry (Márquez Reiter & Martín Rojo eds. 2015). However, the literature on the inclusion of interested parties and their expertise in the academic knowledge production in connection with diasporas is scarce; even though this would be of crucial importance to achieve "thinking diaspora from below" (Rosa & Trivedi 2017) and researching the "language issues that matter" (Heller et al. 2018) for the diasporic speakers. My paper addresses the possibilities of collaboration with diasporic subjects in separate stages of the research process by drawing on the experiences of an ethnographically informed critical sociolinguistic study of Hungarians in Catalonia. Specifically, in this paper, I will discuss the different modes by which I endeavored to contribute to the democratization of the research process (Lexander & Androutsopoulos 2021). Among them, I will show how conventional research methods (e.g., interviewing, ethnographic observations) can be used to find access to the own lived experiences of diasporic subjects, how the method of diary writing can be implemented as a way to show the own interests of diasporic subjects, and how the key participants took part in the precise definition of the final research questions and in the confirmation of the research findings during the post-fieldwork phase. I argue that the most fruitful way to approach diasporas and diasporization is through the inclusion of the emic perspectives of diasporic subjects and their language expertise in the research process. That requires long-term collaboration and commitment from the research participants; but it also requires commitment for participatory methods from the research-active parties. I also argue that this way of researching is not only legally and ethically correct, but, by paying attention to the needs and interests of the participants, it is also morally proper as research *on*, *for* and *with* the participants (Cameron et al. 1992). And, thus, it is also a way to make linguistic knowledge applied by the people.

Cameron, Deborah, Elizabeth Frazer, Penelope Harvey, M. B. H. Rampton & Kay Richardson. 1992. Researching Language: Issues of Power and Method. London & New York: Routledge.

Heller, Monica, Sari Pietikäinen & Joan Pujolar. 2018. Critical Sociolinguistic Research Methods: Studying Language Issues That Matter. London & New York: Routledge

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Abstract ID: AILA298

The reliability of quantitative CAF measures in L2 speaking performance

Authors:

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Rasmus Steinkrauss [2] University of Groningen

Wander Lowie [3] University of Groningen

Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

Tracing L2 development via single samples collected longitudinally, which are often rated on quantitative complexity, accuracy, and fluency (CAF) measures, is a classic approach in Complex Dynamic System Theory (CDST) research. The reliability of those single samples, however, has been questioned by L2 assessment research using Generalizability Theory (GT) (e.g., Schoonen, 2005). Wu et al. (2022) therefore used GT to test the reliability of carefully restricted single task assessments rated on five CAF measures, and found that the reliability of the CAF scores differed substantially.

This inspired the current experiment to assess the reliability of CAF measures commonly used in assessing L2 (English) speaking. To this end, we searched for L2 studies researching English oral production published between 2016 and 2021 on Web of Science, from which we selected 57 quantitative CAF measures used by more than two articles without overlapping authors. The 57 measures were studied through a GT analysis on 275 recordings collected from 55 Chinese learners of English, who performed five oral tasks with different topics back to back individually.

Results from the GT analysis show the impact of task topic on L2 oral performance (see also Benton et al., 1995; Yang et al., 2015), and shed light on the reliability of quantitative CAF measures (Wu et al., 2022). They can inform CDST studies relying on single samples collected longitudinally which CAF measures have high reliability, i.e., are stable at a moment in time, and can therefore be used to distinguish L2 development from other kinds of variability. When tracing the development of certain low-reliability CAF measures (e.g., mean number of modifiers per noun phrase), on the other hand, it would be necessary to collect multiple samples at each datapoint, and further compare the variability within and in between data points.

Keywords: Complex Dynamic System Theory; Generalizability Theory; complexity, accuracy, fluency; L2 English speaking; task topic

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Schoonen, R. (2005). Generalizability of writing scores: an application of structural equation modeling. Language Testing, 22(1), 1–30. https://doi.org/10.1191/0265532205lt295oa

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Yang, W., Lu, X., & Weigle, S. C. (2015). Different topics, different discourse: Relationships among writing topic, measures of syntactic complexity, and judgments of writing quality. Journal of Second Language Writing, 28, 53–67. https://doi.org/10.1016/j.jslw.2015.02.002

Abstract ID: AILA299

The NARRANDO project: Spanish storytelling in talk-in-interaction

Authors:

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Luisa Acosta Córdoba [2] [^] ENS de Lyon

Alexander M. Teixeira Kalkhoff [3] [^] Universität Heidelberg

Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

To tell stories about past or imagined experiences or events fulfils different functions in talk-in-interaction. Since participants are fully involved in this activity, storytelling in talk-in-interaction is a dynamic and embodied semiotic phenomenon that unfolds sequentially within discursive and interactional contexts and the emerging stories are motivated by these contexts and their very concrete linguistic shape depends on them.

Through this submitted contribution, we present, on the one hand, the recent NARRANDO project from which we aim to gain a better understanding of the transversal mobilization and discursive integration of lexical, syntactic and macro-syntactic, prosodic, and bodily resources of Spanish storytelling in talk-in-interaction on the empirical basis of linguistic and multimodally annotated ecological corpus data from different varieties of Spanish and from different communication contexts. On the other hand, we propose a brief multidimensional analysis of an excerpt from our data to illustrate our objectives. The methodological approach adopted draws, among others, from interactional linguistics (Charles Goodwin, Elisabeth Couper-Kuhlen, Margret Selting) and the specific French scientific tradition of oral syntax (Claire Blanche-Benveniste), whose analytical level of the "macro-syntax", intermediate between syntax and discourse, has shown its strength for the analysis of spoken language.

The NARRANDO project is organized according to three interfaces put into perspective:

- syntax-prosody with members of the LLL lab (Laboratoire Ligérien de Linguistique, Orléans, France) and of the Romanisches Seminar (Freiburg, Allemagne);
- syntax-interaction / multimodality with members of the ICAR lab (Interactions Corpus Apprentissages Représentations, Lyon, France) and of the LLL lab;
- and prosody-interaction / multimodality with members of the Romanisches Seminar and of the ICAR lab.

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Abstract ID: AILA301

Towards a Framework for Understanding Multilingualism and Dialogic Interaction in (Teacher) Education

Authors:

Joana Duarte [1] [*] [^] University of Groningen

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

The presentation will focus on data from 20 Dutch primary schools participating in an educational design research program aimed at stimulating the use of multiple languages through a holistic approach (Duarte & Günther-van der Meij, 2018) based on translanguaging-based pedagogies (García, 2009; Duarte, 2018) and dialogic interaction. A mixed-methods approach will be used to demonstrate how data on discourse practices in whole class interaction can be analysed and interpreted using a heuristic model. Our data suggest that the nature of classroom interaction (i.e. tending towards more mono- or dialogic interaction) might influence the use and function of other languages in the classroom in translanguaging informed settings. The proposed heuristic model allows us to gain a better understanding of the relationship between multilingual pedagogies practices and dialogic interaction. In the presentation, the implications of these findings for teachers' professional development will be discussed.

Keywords: multilingual education; translanguaging; dialogic interaction; mixed-methods; whole class interaction

Sources:

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El criterio de direccionalidad en un corpus paralelo : estudio de la traducción de las metáforas del movimiento en el discurso económico

Authors:

Stéphane Patin [1] [*] [^] Université Paris Cité

Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

Los tropos en general, y las metáforas en particular, se consideran figuras de desviación del significado. La metáfora conceptual (Lakoff, Johnson 1985) contribuye a la idiomaticidad y, por tanto, es un objeto de análisis relevante en la traducción.

El discurso económico, experto o popular, como todo el discurso científico, utiliza la metáfora para explicar fenómenos complejos y a menudo abstractos en términos más concretos.

En el marco de esta investigación, nuestro objetivo es evaluar las estrategias, más o menos conscientes, adoptadas por los traductores institucionales de la Unión Europea para traducir estos enunciados metafóricos, especialmente los relativos a la temática del movimiento en discurso económico. En efecto, en economía y finanzas, ¿no se habla de "liquidez", "decrecimiento", "apalancamiento", "flotación", "flujos de caja"?

Para cumplir este objetivo, el estudio se basa en los discursos parlamentarios europeos transcritos entre 2000 y 2011 en francés y en español. Todos los textos, tanto los de origen como los de destino, se han reunido en un corpus paralelo, que puede consultar gracias a la versión 7 (2012) del corpus en línea *Europarl*, que contiene las deliberaciones del Parlamento Europeo en las 24 lenguas oficiales europeas. El corpus fue construido, alineado y etiquetado por Koehn (2003). El potente lenguaje de consulta con el que se pueden consultar los textos, CQL (Corpus Query Language) permite combinar restricciones morfosintácticas muy específicas en una sola consulta. Este método permite identificar los equivalentes de traducción y las tendencias en el proceso de traducción. Ahora bien ese corpus es multidireccional (formado por bitextos sin poder distinguir el texto original de su traducción porque se desconoce la lengua de origen) y se comparará con otro de direccionalidad precisa (Europarl-direct, Cartoni & Meyer 2012). Demostraremos, con ejemplos, que este criterio de direccionalidad resulta decisivo porque conduce a diferentes traducciones de los mismos términos o segmentos.

Abstract ID: AILA306

Integration and Equity in Two-Way Bilingual Education Programs

Authors:

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Katherine Barko Alva [2] [^] William & Mary School of Education

Tuba Yilmaz [3] [^] Necmettin Erbakan University

Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Two-way bilingual education (TWBE) programs are one type of dual language bilingual education programs (DLBE), that support the development of academic achievement, high levels of oral language and literacy skills in more than one language, and sociocultural competence. A distinct feature of TWBE is that the program purposefully brings together speakers of both languages of instruction in an integrated approach to bilingualism, biliteracy, and sociocultural communication skills for majority and minoritized language speakers.

While integration has been a defining feature and supported by theory, it has received relatively little attention in TWBE research (de Jong & Howard, 2009). Integration is more than placing students from diverse backgrounds in the same school or classroom. Rather, it is a process of bringing "together parts into a whole, with the important understanding that the parts play an equal role in the formation of the whole" (Brisk, 1991, p. 115). It is also perceiving differences as assets, building rapport and feeling belonged and a community. In the context of TWBE, attention to the process of integration (i.e., how the diverse elements are brought together) with attention to equal status and equity issues along language and racial/ethnic lines has?? proven central. Despite the potential of integration for language development and building positive intergroup relations, several studies have identified issues that undermine equitable learning environments. These include: equalizing the status to both named languages, ensuring equity and equal status among students, providing equal representation of Black student populations in DLBE programs, and promoting positive intergroup relationships that go beyond the academic task (e.g., Angelova, Gunawardena, & Volk, 2006; Ballinger & Lyster, 2011; García-Mateus, 2020; Muro, 2016, Palmer, 2010). Moreover, because most TWBE programs are strands within a school, the place of the program within a school is also part of the integration question. Limited research in this area studies suggest that it becomes disproportionately harder to fulfill the promise of TWBE in an English-only oriented school environment that does not support the TWBE mission (Amrein & Pena, 2000). Given these results, a legitimate question has arisen whether the linguistic, academic, and sociocultural goals of DLBE can be equitably achieved for all students through an integrated approach, such as TWBE.

We argue in this paper that it is exactly the convergence of diverse elements (along racial, ethnic, social class, linguistic, and other dimensions) in TWBE that creates a unique space where critical consciousness and transformation can take place. To establish this transformative potential of student and program/school integration, however, educators are required to construct meaningful and authentic third spaces where the multiple discourses, voices, and experiences of the different groups and stakeholders come together on an equal basis. We will illustrate how this might occur with examples of transformative practices in the classroom and at the leadership level. When educators engage in these practices, we believe that the integrative dimension of TWBE can indeed have its intended impact and live up to its potential.

Abstract ID: AILA309

Tracking the multilingual identity construction of Japanese learners in Chinese public high schools: a multiple case study

Authors:

Xinran Wu [1] [*] [^] University of Cambridge

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

China has recently witnessed an expansion of language-other-than-English (LOTE) programmes at all levels of education. Unlike many learners who choose to learn a LOTE for better job prospects, studying abroad or immigration purposes, most LOTE learners from Chinese public high schools see their enrolment in the LOTE programme as a strategic way to dodge the high-stake English Gaokao exam (National College Entrance Exam). Disillusioned by their English competence, the students place their bets on a new foreign language (FL) instead, expecting positive changes in their Gaokao scores. This thus creates a background of tension between FL learning as a tool to succeed and as a vehicle for identity transformation.

Recent theoretical advances have highlighted the inextricable link between language learning and identity. Yet, while many studies have explored learners' self-perception regarding certain languages, much is unknown about the situations in more linguistically-diverse settings. Taking a linguistically-inclusive approach, this study focuses on the construction of multilingual identity (MI), a higher-level construct that transcends individual linguistic identities and encompasses learners' explicit understandings of themselves as users of more than one language (Fisher et al., 2020). This focus enables a holistic understanding of learners' relationship with the totality of their linguistic repertoire and with the multilingual world around them, which is appropriate given the focus of this presentation on LOTE-as-L3 learners.

Drawing on data from a larger-scale study, this presentation tracks the MI development of three 16-year-old Japanese learners (L1 Chinese, L2 English, L3 Japanese) from a Chinese public high school over one academic year. This choice addresses the scarcity of learner identity research in school-based instructed FL learning settings, aiming to elucidate how school-related factors might impact learners' MI construction. Special attention is paid to the developmental trajectories of learners' MI

and how individual learners' Japanese learning experience may contribute to their MI changes.

The following data were collected from each student over the course of one academic year: a). Q sort records (3 assessments per student) that target learners' MI profiles and the follow-up interviews. b). Weekly logs (20 entries per student) recording learners' most memorable language learning experience and bi-monthly log-based interviews (5 times). c). mono-multilingual self-ratings (6 ratings per student). Through interpretative phenomenological analysis, learners' subjectivity and lived experience are construed in context, presenting idiosyncratic changes in their MI profiles. It is argued that switching from English to Japanese is perceived as an empowering change as it provides an opportunity for learners to redeem their identity as capable language learners and multilinguals. However, the heavy emphasis on Gaokao scores tends to undermine the sustainability of learners' MI as they struggle to see the value of multilingual competence beyond college application. Pedagogical implications on how to nurture transportable and resilient MI will be discussed.

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Abstract ID: AILA310

"Where should my story begin?": Aesthetic reading and the development of multilingual subjectivity through literature

Authors:

Chantelle Warner [1] [*] [^] University of Arizona

Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

The predominance of 'transactional' language use that has been a hallmark of proficiency-oriented and communicative language teaching for the past few decades has been subject to ever-increasing criticism (see Warner & Dupuy, 2018). 'Transactional' is here typically understood in something like Brown and Yule's (1983) sense of language in the service of information exchange, and it contrasts and complements the other primary function, the interactional, i.e., language use for the maintenance and negotiation of social relationships. Inspired in large part by sociocultural and social semiotic models of language (e.g., Lantolf & Thorne, 2006; Halliday, 1996), contemporary frameworks have instead emphasized the social and subjective dimensions of language use and learning. As one of the primary systems through which humans make sense of the world and their roles and relationships with others within it, language mediates our experiences, ideas, and relationships in profound ways. Coincidentally, something like this complexity is captured by the notion of 'transaction' as conceptualized by a scholar working in literary studies rather than linguistics; for Louise Rosenblatt (1986) 'transactional reading' involves a unique, potentially aesthetic experience in which the reader and text continuously act and are acted upon by each other.

This talk will take this tension between 'transactional' language use and 'transactional reading' as a point of departure for theorizing the importance of aesthetic dimensions of language and literacy learning that are often neglected in predominant models based in communicative, sociocultural, and social semiotic frameworks, but are very much a part of aesthetic reading, such as that associated with literary texts. Drawing from Rosenblatt's theories of reader response and working with a case study from an intermediate German language-culture class at a U.S. university, I propose that centering transactional reading and aesthetic response as part of an approach to second language literacy can enable language educators to realize the pedagogical desideratum of going beyond propositional meanings by connecting other functions of language deliberately with affect and ethics. This is envisioned as part of an approach to second language-culture education that sees learners as not only potential social actors who can 'do things with words,' but as complex multilingual subjects (Kramsch, 2009; Ros i Sole, 2016) who are attentive to how different making meaning choices afford them alternative ways of being in the world.

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Mapping epistemic injustice in the educational experiences of low literate adult learners in the Australian Adult Migrant English Program (AMEP)

Authors:

Jemima Rillera Kempster [1][*][^] The University of Queensland

Abstract Topics: [SYMP55] Onto-epistemological justice and language across the life-course: Transitioning through Australian education system

Abstract Summary:

Low literate adult learners in migrant language programs were considered one of the most vulnerable groups in the sudden transition to online learning prompted by the COVID-19 crisis. While digital inequity and limited language proficiency and experience with technology greatly impacted access and engagement with remote learning in recurrent and extended school closures, systemic and structural vulnerabilities for adult learners acquiring basic literacy skills in an additional language predate the pandemic. Drawing from a doctoral research project examining epistemic injustice (Fricker, 2007) in the educational experiences of low literate adult learners in migrant language programs, this presentation will focus on language and educational policies in Australia which continue to influence an assimilationist and monolingual ethos and approach (Schalley, Guillemin & Eisenchlas, 2015) in the Adult Migrant English Program (AMEP). Language proficiency narrowly linked to employment purposes and the development of literacy skills exclusively in English overlooks the language and literacy needs of adults learning to read and write in an additional language without basic literacy skills in their home language(s). If epistemic rights consist of equitable access to information, knowledge and understanding, then migrant language programs need to enable and support adult migrants in their quest to access knowledge, public discourse, and meaningful participation in the community (Sen, 1999). This presentation will argue that reimagining education for low literate adult learners must value students' diverse ways of being and knowing, extend purpose beyond socio-economic integration, and promote greater participation in adult and lifelong learning and education.

Fricker, M. (2007). *Epistemic injustice power and the ethics of knowing*. Oxford University Press.

Schalley, A., Guillemin, D., & Eisenchlas, S. (2015). Multilingualism and assimilationism in Australia's literacy-related educational policies. *International Journal of Multilingualism*, 12(2), 162–177.

Sen, A. (1999). *Development as freedom*. Oxford University Press.

Abstract ID: AILA313

Balancing the stories: Learning in/from lockdowns with low literate adult learners in the migrant English program in Australia

Authors:

Jemima Rillera Kempster [1] [*] [^] The University of Queensland

Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

The crisis-prompted online learning during the COVID-19 pandemic has highlighted the vulnerability of adult migrant learners acquiring basic literacy skills in an additional language. A persistent assimilationist and monolingual approach in migrant language programs even in a multicultural and monolingual context in Australia (Schalley, Guillemin & Eisenchlas, 2015) contribute to these systemic and structural vulnerabilities. This presentation will focus on Educational Journey Maps (EJM) as a qualitative research tool that helps contextualise the educational experiences of low literate adult learners in their home or transit countries to remote learning during recurrent and extended school closures during the pandemic in Australia. Drawing from a doctoral research project that examines epistemic injustice in the educational history of adult learners with minimal prior schooling, the presentation will outline the process and preliminary findings of interviews based on the participants' visual representations of the key inhibitors and enablers in their educational experiences. In privileging the narratives (Annamma, 2017) that low literate adult learners choose to disclose and discuss through their EJMs, it is hoped that the study can challenge stereotypes and dominant narratives which contribute to epistemic oppression (Fricker, 2007). The study also seeks to support teachers, tutors, and volunteers working in additional language learning and development, and broaden our understanding of the identity and agency of low literate adult learners in language learning and development of literacy skills.

Annamma, S. A. (2017). Disrupting cartographies of inequity: Education journey mapping as a qualitative methodology. In D. Morrison, S. A. Annamma, & D. D. Jackson (Eds.), *Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity*. Stylus Publishing, LLC.

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Abstract ID: AILA314

Brazilian and Peruvian Nikkei families: plurilingual repertoires, family language maintenance, and multiple identities in Japanese society

Authors:

Mariko Himeta [1] [*] [^] Daito Bunka University

Steve Marshall [2] [^] Simon Fraser University

Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

Several studies have analyzed the languages, identities, and social integration of Nikkei Japanese migrants, primarily from Brazil and Peru, who have settled in Japan as a result of changes in the Japanese immigration system that encouraged the migration to Japan of "ethnic Japanese" from Latin America: (e.g., Hirataka, Koishi, & Kato, 2000; Serrano & Shibuya, 2019; Lagones, 2021). We build upon these and other studies by analyzing how Spanish and Portuguese languages find a place in plurilingual repertoires in intergenerational Brazilian and Peruvian Japanese families living in Japan. We present two research questions:

- How do participants use Spanish and Portuguese in their daily lives in Japanese society?
- How are powerful social discourses and identities negotiated through plurilingualism in intergenerational families?

We understand multi-/plurilingual practices within families as a coming together of external factors and discourses and internal beliefs, practices, and differences between generations (Spolsky, 2012). And it is through these multigenerational practices that individuals employ plurilingual repertoires that are: uneven in terms of competence, fluid along life paths, closely related to social context and pluricultural competence, and that range from mixing languages hybridly to dual monolingualism with little mixing and borrowing (Coste, Moore, & Zarate, 1997, 2009; Coste & Simon, 2009; Marshall, 2021; Marshall, Moore, & Himeta, 2020).

Data were collected via interviews with family members about their language practices and identities: with parents and grandparents whose dominant languages were Spanish and Portuguese and whose competence in spoken and written Japanese was often limited, and with their adult and younger children who have been educated in Japanese secondary and tertiary education.

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Coste, D., & Simon, D. L. (2009).The plurilingual social actor. Language, citizenship and education. *International Journal of Multilingualism*, *6*(2), 168–185.

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Marshall, S. (2021). Plurilingualism and the tangled web of lingualisms. In *The Routledge Handbook of Plurilingual Language Education* (pp. 46-64). Routledge.

Marshall, S., Moore, D., & Himeta, M. (2021). French-Medium Instruction in Anglophone Canadian Higher Education: The Plurilingual Complexity of Students and Their Instructors. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, *24*(1), 181-204.

policies. *International Journal of Bilingual Education and Bilingualism*, *16*(2), 195-209.

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Spolsky, B. (2012). Family language policy–the critical domain. *Journal of Multilingual and Multicultural Development*, *33*(1), 3-11.

Towards a political economy of immigrant languages for social justice: A case study of South-Asian immigrants in Alberta

Authors:

Kashif Raza [1] [*] [^] University of Calgary

Thomas Ricento [2] [^] University of Calgary

Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

Selected symposium theme: LPReN #3: Social Justice, Hegemony, and Complicity in Language Policy

The socio-economic integration of immigrants, especially skilled workers in the economic class, is one of the top priorities of Canada (GC, 2020). However, a disconnect can be observed between the top-down policies informing the current integration model that mandates the use of one of Canada's official languages (English or French) for settlement, and the social multilingualism where multiple languages are spoken by various indigenous peoples and immigrant populations (Lopez, 2007; Raza & Chua, 2022).

Building upon existing research on the effects of Canadian official bilingualism (English and French) on immigrant languages in Canada (e.g., Ricento, 2013; 2021), and drawing on findings from a study of Pakistani, Indian and Bangladeshi skilled immigrants, we conclude that the current integration policy seems to be problematic in three ways. First, the requirement for proficiency in one of the two official languages of Canada as a pre-requisite to integrate into the Canadian society and economy undervalues proficiency in other languages and the human capital developed in those languages (Raza & Chua, 2022; Ricento, 2021). Secondly, since newcomers, especially those who do not possess sufficient proficiency in English (in Alberta and most other Canadian provinces) rely upon help from ethnic communities to integrate into Canadian society, such reliance seems to create, reinforce and strengthen ethnic enclaves in provinces like Alberta, fostering over-representation of selective ethnicities in different economic sectors, isolation from the mainstream Albertan community, and creation of isolated ethnic and political groups. Finally, government-supported language programs (e.g., the

Language Instruction for Newcomers to Canada (LINC) program) are woefully inadequate in their instructional design, curricula, and pedagogy to achieve meaningful linguistic or cultural integration into Canadian society. Unless and until these language programs recognize, value, and utilize the acquired linguistic, social and cultural capital of immigrants through fundamental changes in curricula and pedagogy, large numbers of newcomers will continue to be ghettoized in low-skilled jobs, with substantial reduction in wages and opportunities for upward socio-economic mobility, with negative consequences for the Canadian economy and political stability.

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Abstract ID: AILA318

Enabling tribal agency and voices: Creating bilingual books for marginalized communities through collaborative methodologies

Authors:

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Abstract Topics: [SYMP86] Fostering participatory action research methods in applied linguistics

Abstract Summary:

Tribal or Adivasi communities represent the "weakest among the weak" sectors of society in India (Sivanand, 2001), marked by economic and socio-political vulnerability (Mishra & Joshi, 2015). The Government has responded through the provision of free formal schooling for tribal children. However, under a neoliberal framework of development (Misra & Mishra, 2018), formal education has become a tool of acculturation and mainstreaming, and the identity, culture, and languages of first-generation school-going tribal children are disregarded and left out from curriculum, materials, and classrooms. In this presentation, I report on a collaboration between tribal communities in central India, an Indian NGO with deep ties with these communities, and myself, a female Indian researcher with previous prolonged engagement in central India's tribal schools now doing a Ph.D. in the USA. The goal was to support mother-tongue multilingual education via the creation of a repository of multilingual books in Tribal languages and Hindi for use in schools. The NGO worked with tribal community members, tribal school teachers, and Tribal-Hindi language experts and created multilingual books in two endangered oral Tribal languages: Sehariya and Kol. Upon the NGO's invitation, I became a supporting researcher on the project. The data comprise my participant observations, audio and video recordings of work sessions, conversational interviews, photoelicitations, and researcher fieldnotes, all collected during one summer of fieldwork. I document how different key actors in the project contributed our different onto-epistemologies, privileges, vulnerabilities, and expertise. I map how the NGO yielded control and supported extensive and strategic involvement of the tribal communities. This alternative collaborative methodology enabled Tribal agency and Tribal voices, thus leading to efficacious redistribution of power. The study has important implications for researchers interested in developing successful community-led research collaborations that foster appropriate representation and co-creation of knowledge in high-vulnerability contexts.

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Resource-Labelling and autochthonous multilinguals in teacher education

Authors:

Sandra Drumm [1] [*] [^] University of Kassel

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Learning groups have become more heterogeneous in all areas of the educational system (Putjata & Danilovic, 2019). As a result, multilingualism is increasingly becoming the norm instead of the exception. To approach multilingualism in education in a holistic way, a positive attitude towards all languages is fundamental (Herzog-Punzenberger et al., 2017). In achieving that, teachers play an essential role. The present study focuses on the perspective of allochthonous multilingual student-teachers toward language and heritage and their effect on their future role as teachers in multilingual classrooms. During their own previous school experience as well as their present educational pre-service training, multilingual student teachers often experience prejudice and assumptions towards their competences based on their perceived background (Syring et al.2019). Despite such experiences they are supposed to act as role models and mediators, just by being seen as belonging to a particular migration group (Rotter 2014). At the same time, the same multilingual teachers are supposed to take the perspective of the majority and consider children with a migration background as target group with deficits and in need of special support (Dirim & Mecheril 2017). What teacher education dynamics result from this when attributions are made due to the resource-labeling dilemma (Winter, Maahs & Goltsev, 2021)? Questions that should be answered here concern the role of language, how one's own experience frames the perspective on the future teacher role and what attitudes occur concerning pupils that are coded as in-need. Which roles do language, language competence and language awareness play in their understanding of their role as teachers in schools with growing numbers of multilingual pupils? What influence does this have on their identification as future teachers (Dirim & Heinemann 2016) and the usage of languages?

Biographically-focused interviews are used to gather perspectives on those issues of eight student teachers. By talking to students who belong to the constantly centered target group of multilinguals, rather than about them, a step can be taken towards language sensitivity and inclusion of multilingualism and a more holistic consideration of all linguistic resources.

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EL DISCURSO ECONÓMICO EN LA PRENSA ESPAÑOLA: LA CRISIS ECONÓMICA GRIEGA

Authors:

Ismael Ramos Ruiz [1] [*] [^] Université Paris Cité

Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

La crisis económica que tuvo lugar en Grecia a principios del siglo XXI constituye uno de los grandes acontecimientos de la historia política europea. Los altos niveles de deuda y el déficit del país, ligados a la mala gestión económica y a los efectos de la Gran Recesión de 2008, dieron lugar a que la Comisión Europea, el Banco Central Europeo y el Fondo Monetario Internacional (conocidos como La Troika) pactasen hasta tres rescates económicos para evitar la bancarrota del país heleno y su posible salida de la UE. Este suceso, sin precedentes en la historia europea, recibió un amplio seguimiento mediático en todo el continente, en especial, en los países mediterráneos, como es el caso de España.

Los medios de comunicación gozan de una posición destacada en la sociedad, ya que son los principales encargados de proporcionar información a la ciudadanía. Gracias al periodismo, los medios interpretan la realidad social con el fin de que la gente pueda entenderla. En el caso del ámbito económico, el discurso periodístico suele considerarse de naturaleza compleja, técnica y abstracta (Arrese & Vara-Miguel, 2016), por lo que se puede afirmar que es un discurso semiespecializado. Por consiguiente, el objetivo de este trabajo es conocer cuál ha sido la construcción discursiva de la prensa española sobre la crisis económica griega a través de un estudio léxico-semántico.

Para lograrlo, se ha creado un corpus para fines específicos compuesto por textos periodísticos económicos de la prensa española, tanto de periódicos específicos del ámbito económico (ej.: *El Economista*) como de las secciones económicas de los periódicos de tirada nacional *El País* y *El Mundo*, por lo que se compone tanto de textos periodísticos de información y opinión. Asimismo, el tratamiento de los datos del corpus se ha llevado a cabo con la ayuda del programa informático SketchEngine®. La metodología empleada en este estudio se basa en

otros trabajos previos (Á. Ramos Ruiz & Ramos Ruiz, 2018; Ramos Ruiz & Patin, 2020). Así pues, el análisis realizado consta de dos partes: por un lado, se han analizado tanto los términos más frecuentes como las colocaciones que dichos términos forman; y, por otro lado, se ha creado un evento conceptual (basado en la semántica de marcos de Fillmore, 1976) con el fin de relacionar y clasificar tanto los términos como las colocaciones extraídos del corpus.

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Abstract ID: AILA324

DIVERSITY IN ENGLISH TEACHING: DECOLONIZING PEDAGOGICAL PRACTICES

Authors:

Daniela Vendramini-Zanella [1] [*] [^] University of Sorocaba

Valdite Pereira Fuga [2] [^] Faculdade de Tecnologia de Mogi das Cruzes (Fatec - Mogi das Cruzes)

Abstract Topics: [SYMP32] English teaching in contemporary neoliberal framework: narratives that merge or split?

Abstract Summary:

Contemporary narratives, especially in social networks and in the discourse of some governments and institutions, dialogue with reductionist and oppressive conceptions in language teaching, since individualities are silenced by normative, dogmatic, and colonial standards. Moreover, racism, homophobia, misogyny, control, among other extremist or totalitarian ideologies, permeate much of contemporary social dynamics. As a counterpoint, interventionist and critical-collaborative educational actions, for example, in the teaching of English are central to problematize colonizing practices nowadays. Aligned with the theme of this symposium and, also, with an Applied Linguistics perspective focused on real-world problems, this study discusses more collective, equitable, transformative, and emancipatory issues (Freire, 1970) of teaching English in order to increase possibilities for a more democratic teaching.

Abstract ID: AILA326

Written language development of Turkish-German bilingual students – A comparison between bilingual and monolingual settings

Authors:

Esin Isil Gülbeyaz [1] [*] [^] Utrecht University

Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

This study investigates the development of academic writing skills in Turkish-German bilingual pupils with a focus on the pupils' syntactic complexity development in both languages. The influence of bilingual education on the academic writing skills in the pupils' first and second languages as well as the mutual influences of both languages on each other forms the central pillar of this work. In order to investigate the impact of bilingual vs. monolingual education for bilingual children two groups are compared to each other: Group A is made up of pupils from a bilingual school with Turkish and German as instruction languages from the first grade onwards, while Group B is made up of pupils in a German monolingual school offering Turkish as a second foreign language from the seventh grade on.

The analysed data was collected within the framework of the MULTILIT Project, funded by the German DFG and French ANR, and consists of texts written by pupils in their 7th, 10th and 12th grades. The study distinguishes itself from many other publications in the field of language acquisition through two main points: 1) by analysing the academic writing skills and language development of multilingual pupils in their first and second languages and 2) investigating the influence of multilingual vs. monolingual education settings on bilingual pupils' language development. One of the key findings of this study is that the bilingually educated pupils use comparatively more complex syntax more frequently than their peers from the monolingual school. Furthermore, bilingually educated pupils show less deviations from the norm (mistakes/errors) in morphology and syntax in both languages than their monolingually educated bilingual peers.

Abstract ID: AILA328

Real-world Problems & Queer Applied (Japanese) Linguistics

Authors:

Claire Maree [1] [*] [^] University of Melbourne

Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

In this presentation I argue for a queer applied linguistic approach to the study representations of sexual citizenship in contemporary media. Sexual citizenship refers to the rights and responsibilities of citizens which intersect with sexual orientation, gender identity, expression and sex characteristics (SOGIESC). Theories of sexual citizenship encompass not only on the legal and social discourses of sexual rights, but also representations in popular culture and the media.

Taking the explosion of newspaper and magazines articles, light entertainment and current affairs shows commonly referred to as an "LGBT boom" in pre-2020 Games Japan as an example, I explore how media technologies, such as infographics and impact captioning, and collaborative writing practices, such as transcription, editing and layout, are manipulated to mould the ideological parameters of diversity and inclusion of LGBTQIA+ individuals. I mobilse the concept of "language-labour" to refer to collaborative processes of writing that produce complex these complex multimodal texts.

"Language-labour" refers to multi-faceted and multi-functional linguistic practices that are employed at the governmental (or policy), commercial and civic (or personal) levels in the production of texts. Collaborative acts of writing such as the editing of magazine articles, the layering of captions onto audiovisual media, or the sharing of news items across social-media platforms are examples of work done by and through language. Looking towardslanguage-labour enables analysis of how public discourse situates social, cultural and political groups in relation to domestic and international affairs. Such writing occurs according to participatory norms that are embedded in local interactions and are in turn influenced by wider socio-political contexts.

The editorial manipulation of visual semiotics and language ideologies (Irvine and Gal 2000, Schieffelin et al. 1998, Silverstein 1979) shapes how national, cultural, social and personal identities are constituted, negotiated and contested in the media. Through collaborative processes enacted over multiple-sites, identities are constituted, negotiated and contested in ways that have real-world effects on the local, regional and global understandings of LGBTQIA+ rights.

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Promoting Second Language Development of English Modality Through Online Concept-Based Language Instruction: A Mixed Methods Study

Authors:

Jingyuan Zhuang [1] * ^ The Pennsylvania State University

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This study developed and examined the effectiveness of an online concept-based language instruction (C-BLI) platform on the second language (L2) development of English modality, using a sequential explanatory mixed methods design (Creswell & Plano Clark, 2018). The focus on modality was chosen because of its importance in communication, the difficulty it causes for L2 learners, and the lack of effective treatment in textbooks (Tyler, 2012). This online C-BLI platform is grounded in sociocultural theory (SCT; Lantolf & Poehner, 2014) and cognitive linguistic (CL) analysis of modality (Sweetser, 1990; Talmy, 1988), with the former providing a developmental framework and the latter offering a linguistic framework. C-BLI based on synergy between the two is known to facilitate L2 development, particularly of complex linguistic features (Lantolf et al., 2021). However, to date no C-BLI study has focused on modality or delivered instruction with a fully computerized system. E-tutors are promising for enabling access to effective instruction, especially since SCT and CL are often unfamiliar to instructors and because it is difficult to translate them into rigorous and accessible pedagogical materials (Tyler, 2012).

In Phase 1 (instructional intervention), 78 L2 English learners at a US university were randomly assigned to concept-based instruction, rule-based instruction, or a control group. Learners' language use and conceptual understanding were measured before, immediately after, and one week after online learning, using multiple-choice and language analysis tasks. Results showed that learners in the C-BLI group made statistically significant and large gains in their conceptual understanding over time, and also demonstrated a clear advantage over the other two groups. The gains in their language use scores, however, were less sizeable. In order to gain further insights into these quantitative results and better understand the effectiveness of online C-BLI, six learners were systematically selected for Phase 2 (longitudinal follow-up), based on a cluster analysis of Phase 1 data. Learners' observations, understanding, and use of modality in daily life, and the roles of in-person mediation, were documented by language journal, journal discussion, and interview.

Findings from this study offer further evidence on using SCT and CL to inform L2 instruction and understand learner development. Methodologically, the use and strengths of principled integration in mixed methods research are exemplified. Pedagogically, similar theoretically-motivated and empirically-tested e-tutors can be developed for other L2s and other complex linguistic features.

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Developing illustrative "can do" descriptors for L2 dictionary use

Authors:

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Dictionary use is one of the most basic strategies for promoting autonomous learning in foreign language learning. Japan is one of the most developed countries for English learner's dictionaries and has produced many user-friendly dictionaries in the field of paper and electronic dictionaries (cf. Cowie, 1999). The beauty of those pedagogical dictionaries was how to select the essential information for the target users and to provide in a limited space in a printed dictionary. With the recent development of online dictionaries, however, the space limitation is not a problem any more, and the type and amount of lexicographical information that was once clearly defined with a particular group of users in mind has been becoming increasingly less clear, and less proficient learners can only search for information superficially, not knowing what type of information is available and should be selected for solving lexical or grammatical problems they face in reception and production in L2.

User research on English dictionaries in the past was carried out extensively with paper-based dictionaries for very strong pedagogical perspectives in mind (Tono, 2001), but the subsequent research on online dictionaries has tended to emphasise the effectiveness of online dictionaries, with little reference to the types of dictionary information and search skills required at different levels.

For the last two decades, foreign language education has been strongly influenced by the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001; 2020). The setting of learning objectives and the development of teaching materials and language tests has been made based on the "can do" descriptors. The CEFR descriptors contain many aspects of communication strategies, but very little is written on the use of reference materials as learning strategies. On the other hand, some references to dictionary use in reading and writing skills are fragmentally made in the descriptors.

The present study proposes a set of "can do" descriptors by CEFR levels, based on the knowledge and retrieval skills that dictionary users should have, drawing on previous major surveys (cf. Müller-Spitzer, Koplenig & Töpel, 2012; Dziemianko, 2012; Lew, 2012; Töpel, 2014). The development of "can do" descriptors for dictionary use hopes to improve systematic redesign of dictionary interfaces and raise awareness of the search skills required for dictionary skills training, online dictionary searching, etc. In doing so, the use of online as well as paper dictionaries can focus on the types of information one needs in particular skill domains at a given level of proficiency. It is also possible that some items in the creation of descriptors will inevitably require training in paper dictionary search skills before moving onto online dictionaries. This part is related to the question of at what stage of the novice-beginner levels it is better to understand the overall structure of dictionary entries.

In the actual presentation, we would like to present a "can do" list of dictionary skills by CEFR levels and hope to contribute to further discussion on how such lists can be refined and utilised in actual teaching and learning.

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Abstract ID: AILA333

Speech sound learning in seniors: The effect of training on speech perception

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Birgitte Poulsen [2] Aarhus

Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

The view that old age is inevitably characterized by cognitive decline has been criticized both for its potential negative effects on public opinion and its uncertain empirical basis [3]. Recently, this negative view has been challenged by studies that have examined the general-cognitive and the specifically linguistic abilities of seniors [4].

Despite the growing number of seniors who enjoy their third age in relatively good physical and mental health [1], very little is known about the potentials and limitations of foreign language learning in seniors. To the best of our knowledge, no research exists on the speech learning ability of seniors, even though the ability to modify existing (over-)learned sound categories or even establish new sound categories is of great practical and theoretical interest. The practical interest in speech sound learning at any age relates, among many other things, to the ability to communicate effectively in a nonnative language. The theoretical interest is motivated by competing views on the role of biological age in nonnative speech learning. Current models of speech learning maintain that the same mechanisms which enable speech sound learning early in life are intact and accessible across the whole life span [2], but evidence supporting this claim comes almost exclusively from studies of young adult learners.

We present a research project which focuses on the speech learning abilities of seniors (age 60 plus) to address the glaring lacuna in research on perceptual flexibility in old age. Our project consists of a series of studies which examine the effect of perceptual training on the perception and production of foreign language speech sounds. Specifically, we examine Danish seniors' ability to perceive and to produce nonnative contrasts that are difficult for native Danish speakers: The English /s/-/z/ contrast, the English vowel contrast as in *hot-hut*, the English labiodental-dental contrast as in *fin-thin*, and the four lexical tones of Mandarin Chinese. Both

before and after perceptual training, the performance of the trained groups will be compared to the performance of control groups which don't receive training, and the seniors will be compared to young adult (experimental and control) groups. Our experiments will examine whether perceptual training transfers to speech production (without training), and they will examine the robustness of training through delayed post-tests. Results from our studies will provide the first detailed information on perceptual flexibility in old age.

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Abstract ID: AILA334

Following boardwork: robot-mediated remote participation during plenary teaching in hybrid language classes

Authors:

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Abstract Topics: [SYMP19] Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

Abstract Summary:

Over the past few years, the Covid-19 pandemic has increased the need to develop remote and hybrid education by identifying effective teaching practices and developing pedagogically meaningful technological infrastructures. Videoconferencing solutions are a key technological resource enabling so called synchronous hybrid education, i.e., teaching which simultaneously allows on-site and remote participation for students.However, new (educational) technologies have also been criticized for unsubstantiated hype and lack of impact on teaching practices (e.g. Selwyn, 2016). In this presentation, I investigate how one recent videoconferencing technology, the telepresence robot, is used as a tool in hybrid language education. Unlike autonomous or semi-autonomous social robots, the telepresence robot isa remotely controlled and moveable videoconferencing device,a kind of a material representation or 'proxy' of the remote participant in another location, such as the classroom.

The presentation is based on an on-going project, currently including 11 lessons of video-recorded language teaching interaction (Finnish, Swedish, English, German) taught at university-level in Finland. In these face-to-face lessons, a Double 2 or 3 robot is used to enable remote student participation. The robot is located in the classroom, and can be connected by a remote student via internet to set up a videocallwith the classroom-based teacher and students. Unlike with many other videoconferencing tools, the remote participant can control and shift visual attention by turning and moving the robot's position and orientation in the classroom space.

In this presentation, I address the research gap regarding multimodal practices of hybrid education (e.g. Rae et al., 2020) and focuson remote, robot-mediated participation in instructional activities involving the use of a classroom whiteboard or blackboard. Drawing on the methodological perspective of multimodal conversation analysis (e.g. Sidnell & Stivers, 2012),Iaim to show how the telepresence robot is managed by participants in ways that enable the remote student to follow, and participate in, board work. This includes practices for initiating board-centered interactions, identifying and navigating the robot into classroom locations that provide sufficient visibility to the board, attending to situationally-relevant text on the board, and closing board-centered instructional activities.

The findings are expected to shed light on asymmetries in multimodal participation between classroom-based and remote students in hybrid education, and social practices that participants deploy to overcome such asymmetries.More broadly, the findings will also illustrate how educational practices are shaped by new kinds of material and technological spaces. The

presentation will conclude by discussing the implications of the study's findings, and of telepresence robots more broadly, for hybrid teaching praxis.

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Instructional videos for skills development in doctor-patient communication

Authors:

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Instructional videos for skills development in doctor-patient communication

Simulated, i.e. to some extent pre-planned, enacted situations and video recordings thereof play an increasingly prominent role in research on, and skills development in, doctor-patient communication (Nestel et al. 2011; Henry–Fetters 2012).

In this context, the present talk offers a pragmatic analysis of eight Hungarian instructional videos aimed at medical students, compared with four authentic consultations in G.P. encounters. The eight videos portray four different scenarios, each enacted according to both the patient and the doctor-centred model of doctor behaviour. They are also designed to activate typical female and male role models (Bálint–Nagy–Csabai 2014). Their entire time span is 32 minutes (3.117 words, 176 conversation turns). Two scenarios (four consultations) unfold at a G.P. surgery, with the remaining two involving psychologists and their patients (four conversations). These videos are not real-life discourses. Instead, they present schematic interactional patterns which have been derived from research on doctor- and patient-centred modes of communication in healthcare. Additionally, four authentic, audio-recorded discourses are involved into the research (66 minutes, 7.174 words, 464 turns)

The research relies on MAXQDA (Kuckartz–Rädiker 2019) for a qualitative analysis of operations of social deixis, the roles and functioning of discourse participants' reflections on relationship building, the construal of participant roles and knowledge management. Moreover, it also touches on the frequency and classification of these reflections. Additionally, the talk reports on an attitude survey based on video analysis conducted with six German informants not speaking Hungarian with the aim of investigating features of nonverbal communication.

The research addresses the following questions.

1. To what extent are simulated situations well-suited for research and skills development in the area of doctor-patient communication?

2. Is it possible to describe doctor- and patient-centered modes of relationship building by feature cluster schemas (co-occurrence patterns) in the sample under study?
3. What role is played by nonverbal communication in the interpretation of video clips?
4. What similarities and differences can be detected between simulated and real-world interactions in terms of relationship building and knowledge management?
5. How can these results inform the use of situated videos in education and in trainings?

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Abstract ID: AILA338

DECOLONIAL PERSPECTIVES IN ENGLISH LANGUAGE TEACHING: ANALYSIS OF CONTEMPORARY TEACHING MATERIALS PRODUCTIONS

Authors:

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Adolfo Tanzi Neto [2] [^] Federal University of Rio de Janeiro - UFRJ

Abstract Topics: [SYMP32] English teaching in contemporary neoliberal framework: narratives that merge or split?

Abstract Summary:

In the field of language teaching imbued by colonial perspectives that affirm social segregation, exclude and silence underprivileged voices, shape consciousness to maintain social inequalities sponsored by colonising mechanisms that produce and normalise exclusion of the others, we enter into constant reflection and questioning about our critical-reflective role in the field of language teaching and its fundamental transformative contributions to the development of contemporary learners. Based on Decolonial studies in Applied Linguistics, the objective of this communication is to discuss and problematise theoretical-methodological perspectives for the use of didactic materials in English as a second language for application in the classroom, considering the possible relationships between decolonial conceptions and teaching-learning. In this direction, we address theoretical aspects of the Social-Cultural-Historical Activity Theory (TASHC) (VYGOSTSKY, 1934/2001; LEONTIEV, 1997; ENGESTRÖM, 1999), Applied Linguistics of Resistance (TANZI NETO, 2021), Decoloniality (WALSH, 2019; SANTOS, 2021; PENNYCOOK; MAKONI, 2020), Necropolitics (MBEMBE, 2011) and Necroeducation (LIBERALI, 2021). The methodological basis is the Critical Collaborative Research (PCCol) developed by Magalhães (2007; 2014) whose critical-interventionist basis finds its working method in collaboration. With preliminary results, we present possibilities for the analysis and production of contemporary teaching materials.

Keywords: Decoloniality, English Language Teaching; Didactics Materials.

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How to study language ideologies in recent history – retrospective interviews on French in post-war Saarland

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

In the post-war period from 1947 to 1956, the German-French border region of Saarland was an autonomous political entity with a strong orientation towards France. The government implemented measures to promote learning French from an early age onwards and to encourage adults to acquire or enhance their knowledge of the language. Since 2014, the regional government of Saarland has been intensifying efforts to promote multilingualism with a privileged position for French as part of its 'France strategy'. In current public debate, critics often refer back to the 1950s, drawing parallels to what they describe as 'forced Frenchification' (Krämer 2019, 59-65).

This paper investigates the population's language ideologies and views of language policy and multilingualism during this period of time, not merely from written historical sources but from first-hand experience (see Milroy 2012 for foundations of historical research on language ideologies): How did students perceive the teaching and learning of French at the time? How do they recall the development of their own multilingual repertoire in their youth and the political framework of educational policy? Did the political background influence their attitudes towards French? In order to retrace language ideologies in retrospect, qualitative semi-structured interviews were conducted with ten informants who went to school in Saarland in the early 1950s (today aged 80 years and over).

Along with findings and selected examples from the interview data, the paper addresses methodological issues related to an interview-based approach in this project: To what extent do language ideologies in the present reshape the interviewee's recollection of their metalinguistic experience several decades ago? (A question relevant to any historical work with contemporary witnesses, see Thießen 2011, and which deserves more discussion in sociolinguistics.) Are there any ethical limitations to this approach, for instance when the

interview situation takes informants back to memories from their youth in a period of political or social conflicts and uncertainty? Most of the interviews were conducted via video call during the pandemic, the project therefore also lends itself to reflections about this type of fieldwork with informants at an advanced age.

As a conclusion, the paper highlights potentials and limitations of interview data and fieldwork with contemporary witnesses for perspectives from recent history as an emerging aspect within the well-established framework of historical sociolinguistics ('zeithistorische Soziolinguistik', see e.g. Säily et al. 2017 for recent developments in the field).

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Abstract ID: AILA341

Polish words and European words of the year as keywords of the social discourse

Authors:

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Abstract Topics: [SYMP76] Word of the Year initiatives: language as mirror of dynamics in culture

Abstract Summary:

The paper describes the results of the project "Keywords" led at the University of Warsaw against the background of similar projects in other countries. The Polish project consists of several subprojects: 1) everyday monitoring of word frequency in Polish newspapers on a purely statistical basis, 2) monthly selection of words from the words of the highest keyness and comments on them written by the project team, 3) Polish words of the year by a jury of linguists, and 4) annual online poll for the   Polish word of the year and selection of WOTY by the panel of experts (see more in Polish: *Słowa*..., 2019).

If we take Polish words of the last couple of years, they divide into several lexical fields. Some referred to local disputes as:

- PREZYDENCJA (leadership in the EU) 2011,
- PARABANK (a shadow banking system) 2012,
- KILOMETRÓWKA ('mileage' in kilometres; some Polish MEP claimed unjustified mileage reimbursement), SEPARATYSTA (separatists in Eastern Ukraine) 2014,
- TRYBUNAŁ (constitutional court captured by the government) and 500+ (government's program providing families with 500 zloty benefit for children) 2016,
- 2016, PUSZCZA (wild forest, word reflecting the wasteful exploitation of the natural environment) and REZYDENT (protest od resident doctors) in 2017,
- KONSYTUCJA ("constitution" - written on banners during anti-government demonstrations) 2018.

Some words bring up a general border-crossing discourse as:

- GENDER 2013,
- UCHODŹCA' refugee' 2015,
- KLIMAT (climate) and LGBT+ 2019,
- KORONAWIRUS (coronavirus) 2020, or
- SZCZEPIENIE (vaccination) 2021.

These words and their cognates won polls in many countries. Besides various pandemic-related words (e.g. VAX, ANTIVAX, COVID, PANDEMIC), among universal words of the year in European polls were SELFIE in 2013 and 2014 and POST TRUTH in 2016.

After the project presentation a question will be asked which words or expressions are the most important for the speaking community at a given time. An approach to such words or expressions can be keywords. They can be defined and analyzed statistically (e.g. Guiraud 1954), lexically or pragmatically, based on the speech act's context (Wierzbicka 1997).

Polls and statistical computation can only serve as an approximate answer to this question. For example, statistic calculations report recurring events and feasts, such as school final exams or holidays. On the other hand, public opinion focuses on the most recent actions, often missing what happened earlier or has a long-lasting impact.

Online polls usually favour words for concrete objects and events or politicians' lapses and catchphrases. Expert juries bring out a more profound symbolism of long-lasting abstract keywords. However, pandemics and COVID-related words marked experts' choices and web polls recently. The war in Ukraine will probably be another topic that reflects in polls in the nearest future.

Classification of WOTY according to meaning and reference, assessment, sentiment, degree of adaptation, and word formation structure can select a prototype social keyword. Word of the year poll approach creates a new methodology or complements the existing methodology of describing the discourse.

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Abstract ID: AILA342

Understanding what matters. An interview study on preservice teachers' linguistic beliefs.

Authors:

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

The "construction of a globalized world in which respect for diversity [is] a basis for social cohesion" (see conference call) requires schools that see "the benefits of multilingualism and pursue [multilingual] conceptions and frameworks in their teaching" (see symposium call). Such schools in turn require teachers who are accordingly committed and equipped.

This paper presents results of the qualitative interview study BeliefsMatter, which aims to contribute to the education of preservice teachers for language diversity in the majority language classroom. Based on the COACTIV model of professional competence in the context of teaching, beliefs are understood as one aspect of professional competence alongside others such as professional knowledge (Baumert & Kunter 2013, p. 29). Beliefs guide actions and can be influenced through knowledge and reflection (Pajares 1992; Pettit 2011); hence teacher education should further the development of certain professional beliefs through the acquisition of relevant knowledge and targeted reflection. Lucas and Villegas curriculum Linguistically-Responsive-Teaching (LRT) is one example for a curriculum that includes linguistic beliefs and understands the value for linguistic diversity as an element of linguistically responsive pedagogy (Lucas & Villegas 2011, 2013).

In their pre- and posttest evaluation (N = 27) of a seminar Fischer and Lahmann (2020) find, that the particular seminar had a positive impact on preservice teachers´ linguistic beliefs. Following up on these results, this paper analyses the effects of working with case vignetteswhich aim at beliefs about multilingualism in a seminar for prospective teachers. The data – 30 individual interviews – was collected in the summer semester of 2020 at the University of Tübingen in an online seminar. The study confirms that seminars can have a somewhat desirable effect on preservice teachers´ beliefs. Furthermore, the analysis of the interviews conducted gives insight into the process and influencing factors that lead to the confirmation or change of certain beliefs.

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Abstract ID: AILA347

Images telling stories: Learners' perceptions of second language learning through multimodal language learning histories

Authors:

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

In this paper I explore the possibilities of using multimodal language learning histories (MLLHs) to understand the second language (L2) learning experiences of Japanese and international university students in Japan. It has been acknowledged that the multimodal approach is an effective way to understand L2 learning experiences. While we see a growing number of studies employing multimodal data in this arena, previous studies tended to focus on a single visual image rather than on how multiple images may be used to construct L2 learning histories. Also, as the focus has been on the learning of English, more research is needed on other target languages in order to understand the heterogeneity and commonalities of L2 learning experiences in various contexts.

In the present study, I aim to describe the types of visuals represented in the MLLHs of both Japanese students learning English and international students learning Japanese and identify characteristic patterns found in the ways they use the multiple visuals to construct their learning histories as well as compare the two groups to see if there are any differences. Description and classification of the images found in their MLLHs revealed that the elements of "language," "place," "person," "learning resource" and "self-analysis of learning process" are represented visually. These visuals are used to highlight and/or elaborate on certain aspects of their L2 learning process constituting the significant elements in their learning histories. I also identified characteristic patterns in the ways they constructed their MLLHs by using certain types of visuals more frequently than others. These patterns are defined as 'person-oriented', 'resource-oriented', 'place-oriented' and 'analysis-oriented' types respectively. Comparison of the MLLHs of the two learner groups further revealed that while the Japanese students tended to produce person-oriented MLLH more than other types, international students tended to produce resource-oriented type more frequently while also producing person-oriented types. In the former, visuals of people are used to focus on learners' actions and emotions involved whereas in the latter, resources used for learning (e.g. anime, Youtube videos) are given priority. Japanese students who had gone through learning of English for the entrance exams used the images of people to represent their own emotional states such as anxiety and fear for the exams, joy of accomplishing their goals, and strength of motivation maintained. On the other hand, international students who initially took up Japanese as a hobby due to the influence of pop culture focused on the images of resources to represent which anime or videos they watched to learn different aspects of Japanese. Thus, these patterns reflect the differing perspectives held by the two groups born out of their experiences in their respective contexts.

Based on these findings I argue that making use of both visual and verbal narratives in the MLLHs gives learners greater freedom to frame their own learning histories, allowing them to encapsulate their subjective perspectives more effectively than by verbal means alone, and to focus on the dynamics and individualities of their L2 learning.

Collocational processing as a measure of cognitive fluency: How is it linked to utterance fluency?

Authors:

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Second language oral fluency research has suggested that collocations in speech (e.g., *kill time*) are linked to efficient speech production, that is, utterance fluency (UF)(Tavakoli & Uchihara, 2019). Collocations appear to be processed as wholes, taking advantage of linguistic encoding in a speech production (Kormos, 2006). Since Segalowitz's (2010) framework of the subcomponents of oral fluency, scholars in this domain have sought the interrelationship between them. Recent studies highlight what underlying linguistic knowledge and processing (*cognitive fluency*: CF) lead to UF (e.g., Suzuki & Kormos, 2022), and found that vocabulary knowledge and processing speed greatly contribute to speed and breakdown fluency. What is missing, however, is the inclusion of collocational processing into CF measures. The only study examining the link between collocational processing and UF is Koizumi and In'nami (2013) but they did not examine breakdown fluency.

To examine the connection between collocational processing speed and UF, Japanese undergraduate students (N = 105) performed a phrasal acceptability judgement task where reaction times in judgement of collocations using binary responses were measured. The collocation items consisted of 42 critical stimuli with the three frequency bins (high, mid, and low) and 42 filler stimuli. The adjective + noun collocations were pooled from Ackermann and Chen's (2013) Academic Collocation List. The mutual information score, length, congruency, adjective and noun frequencies of items in the three frequency bins were all closely matched. Speech samples were elicited by an argumentative speech task, and UF measures were computed based on Tavakoli and Skehan's (2005) framework of speed (articulation rate), breakdown (mid/end-clause silent pause ratio/duration; filled pause ratio), and repair fluency (disfluency ratio). Correlation analyses were performed to examine the relationship between collocational processing speed (reaction times) and UF measures.

The result showed that reaction times in high-frequency collocations had the largest coefficient among the three frequency levels for articulation rate (rho = -.287), mid-clause silent pause ratio (rho = .345), and end-clause silent pause ratio (rho = .334). The result indicated a potential contribution of collocational processing speed to efficient speech production.

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Promoting teacher reflection and professional development in multilingual education: raising language awareness through use of a language input observation scheme

Authors:

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The South Tyrol border region in northern Italy represents a complex multilingual situation wherein a minoritized majority (Italian speakers) and a majoritized minority (German speakers) live side by side, with both Italian and German recognised as official languages. Moreover, Ladin, a Romance language which is spoken in the Dolomite region, enjoys an official minority status, English is taught in schools as a foreign language, and various heritage languages of migrant children are also present in classrooms. In this rich linguistic landscape, teachers require support in developing awareness about how to make language input comprehensible to young learners from diverse backgrounds. This is especially important in South Tyrol where a 'separate but equal' approach to language education in schooling has had a negative impact on students' L2 acquisition (Mastellotto & Zanin, 2022).

This paper examines the results of a small-scale study that develops a framework for multilingual language input to assist South Tyrolean teachers in supporting L2 skills of young learners, taking into account their wide variety of differences. It is based on participatory action research carried out with in-service preschool and primary school teachers of German and English L2, involving classroom observations and the use of a language input observation scheme (LIOS) to quantitively measure the quality of teachers' linguistic input in order to provide formative feedback to guide their continued professional development.

Drawing on previous research by Weitz (2010, 2015) and Kersten (2018) in the context of bilingual kindergartens in Germany, new elements were included in the design of the LIOS instrument, namely multilingualism rooted in the South Tyrolean context and a Universal Design for Learning (UDL) approach to ensure that all children can benefit from L2 input. Two research questions frame the study: (1) Does the use of the LIOS guide teachers to improve their language input strategies for inclusive learning? (2) Is peer observation using the LIOS a valid tool for encouraging teachers' language awareness, critical reflection, and continued professional development?

Results indicate that the instrument helps improve teachers' language input quality in L2 instruction in two interconnected ways: first, by guiding corrective feedback strategies through input-providing and output-promoting techniques to involve all children in classroom interactions and encourage their noticing (Nassaji & Kartchava, 2021); second, by raising language awareness and encouraging critical reflectivity among teachers on how to foster and manage language-rich episodes in L2 instructional contexts. The enhanced language awareness (Carter 2003; James & Garrett 1992) that emerges through peer

observation and use of the LIOS indicates that these instruments can help teachers become reflective practitioners through analysis and discussion of situated learning experiences (Lave & Wenger 1991; Wenger 1998).

Keywords: multilingual education; teacher training and professional development; language teacher reflectivity; language awareness; corrective feedback; inclusive language learning.

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English as language investment in family language policy: An ethnographic exploration of children's positioning, values and emotions in upwardly-mobile Catalan families

Authors:

Maria Rosa Garrido [1] [*] [^] Universitat Autònoma de Barcelona

Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

This paper explores language ideologies in Catalan families that have (partially) abandoned intergenerational transmission in favour of English as a choice. This parental language investment (Duchêne, 2016) in the home is partly grounded in the English deficit discourses that decry the low standards of foreign language teaching in Catalonia (Castanyer, 2016). Socioeconomic background shapes the potential investment in English outside school, through not only extracurricular and leisure activities but also family language choice, making English "the most unequal subject" in Catalan schools (Rodríguez, 2015). As a relatively recent phenomenon, speaking English to children for their future mobility, study and professional opportunities has not been explored from the children's viewpoints. From a critical sociolinguistic perspective, I will examine the strategies that children use to navigate this family language policy, the values they attach to the different languages in their lives and the family's positioning in the Catalan sociolinguistic context. This paper will focus on selected families in the Barcelona province and will analyse data obtained through observations of English-language leisure activities, children's language portraits (Busch, 2018) and interviews with parents and other adult relatives.

Through ethnographic participant observation, I will examine how children make sense of a multilingual environment in which parents plan family and leisure activities in English along the lines of immersion ideologies. How do children comply with, resist and adapt this family language policy in leisure activities such as playgroups and games? In parallel, I will analyse the biographical narratives that they tell to explain their language portraits, in which children reflect on and represent their linguistic repertoire by colouring a body silhouette. These situated language portraits provide a window onto the children's experiential perspectives, subject positioning and affective stances to the different language varieties in their repertoires (Busch, 2018). The analysis will also draw on the

parents' and other adult relatives' discourses in order to gauge the social positioning of families in the local language ideological debates. As Sunyol (2021) claimed in relation to an elite school, plurilingual policies with English can index a neutral stance towards the ongoing political struggles over Catalan immersion education. In addition, English might complement or even replace Catalan as a traditional means for social mobility for Castilian-speaking families. In line with the symposium goals, this paper will illuminate the articulation of parental future aspirations and kids' views of language as socially produced and distributed in upwardly mobile families.

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Lexical Language attrition among English speakers of Japanese

Authors:

Jenifer Larson-Hall [1] [*] [^] University of Kitakyushu

Abstract Topics: [SYMP39] Language Attrition in the Japanese Context from a CDST Perspective

Abstract Summary:

Hansen, Colver et al. (2012) was an impressively large study of lexical attrition among missionaries who had learned second languages as adults. The study also contributed strongly to our knowledge of lexical attrition by comparing results from languages that take less time to learn for native English speakers (Spanish, Portuguese and German) and from languages that take more time (Korean, Mandarin and Japanese). This study was important because the circumstances of learning most of the languages were quite similar but the incubation periods lasted up to 50 years, making this one of only two long-term lexical attrition studies. The other long-term study, Bahrick (1984a, b), was not nearly as precise as Hansen, Colver et al. (2012) in establishing the vocabulary that the attriters would certainly have known.

However, Hansen, Colver et al. (2012) perhaps raises more questions about lexical attrition than it answers. The study found that there was much greater attrition in Japanese, Korean and Mandarin than in the languages that are generally easier for English speakers to learn. This factor of language distance is an important consideration that has not hitherto been considered adequately in lexical attrition studies. This study also showed that what Larson-Hall (2019) termed *catastrophic loss* of L2 lexicon, defined as being unable to produce more than 50% of a list of words which are known to have been learned by a participant before their incubation period, could happen as early as three or four years after the onset of an incubation period. Such drastic and quick change has not been previously noted in any studies of lexical attrition.

The present study thus seeks to add to our knowledge of one language which was found to be one of the most difficult in the Hansen, Colver et al. (2012) study--Japanese. I tested 50 former English L1 Japanese L2 missionaries on their productive recall of 100 words. A semantic fluency and two 1-minute speaking tasks were added to ascertain whether those without regular exposure to Japanese retained an intact lexical system. Participants with incubation periods ranging from 1-50 years were tested. Preliminary results show that missionaries scoring less than 70% on productive tests lost their ability to do more than produce strings of formulaic sequences in spoken Japanese.

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Hungarian as a Heritage Language in Australia: A parental survey about family language policy and wellbeing

Authors:

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

This paper addresses family language policy and wellbeing in the context of the Hungarian diaspora in Australia. This study explored (i) what strategies parents used for teaching Hungarian to their children (ii) how they grappled with the challenges during the Covid-19 pandemic and (iii) how the intergenerational transmission of the heritage language contributes to family wellbeing and/or family conflict.

Despite the relatively strong language planning activities surrounding the Hungarian diaspora on the community and transnational levels, the success of intergenerational language maintenance largely lies with the families. Family language policies and the domain of home have been well-documented in the literature as the key bastions of intergenerational language maintenance. Therefore, it is of utmost importance to study the dynamics of language use, and language policy in families, and to explore how effective these policies are. While most studies have focused on educational and linguistic outcomes, relatively few studies have addressed the connections between harmonious bilingual development (successful intergenerational language maintenance) and its impact on the parents' well-being. This aspect is particularly relevant in the context of the Covid-19 pandemic, which had a major impact on families and heritage language learning. As a result of the Covid-19 pandemic, heritage language maintenance and language planning strategies shifted from face-to-face family interactions to new methods using digital technology and connecting with family members online, across geographical locations.

The discussion is based on an online survey (N=80) and parental semi-structured interviews (N=13) which explored family language planning and practices in Hungarian families living in Australia raising their children bilingually. Parents reported on language use in the family and in various public domains, strategies of engaging children in the heritage language, teaching

literacy skills in Hungarian, and the challenges they face while parenting bilingually, with a particular focus on family conflict and family wellbeing.

The findings of this study contribute to our understanding of the impact of the Covid-19 pandemic on the maintenance and intergenerational transmission of Hungarian as a heritage language in Australia and advance our understanding of the socio-affective factors in language maintenance, particularly the interconnectedness between heritage language maintenance and parental wellbeing.

Abstract ID: AILA355

Practicing thinking with new materialist theory: What animating storied objects can teach us

Authors:

Anastasia Badder [1] ^ University of Cambridge

Gabriele Budach [2] * Université du Luxembourg

Abstract Topics: [SYMP88] Practicing thinking with new materialist theory: What animating storied objects can teach us

Abstract Summary:

The workshop is inspired by new materialist and post-human perspectives on education and invites participants to reflect on research methodologies and pedagogical approaches engaging with new materialist thinking (Toohey et al., 2020). While the conceptual underpinnings of new materialist research often remain opaque and difficult to grasp for scholars and practitioners new to this field, this workshop attempts to provide a hands-on introduction to notions such as *assemblage* (agencement), (Deleuze/Guattari, 1987, Fox & Alldred, 2015), *becoming, rhizome*, *de- / re-territorialisation*, *affect* (Spinoza, 1985; Strom & Martin, 2013, Bangou et al., 2020) and *intra-action* (Barad, 2007). Working in small groups and with (material) objects and stop motion animation, we will explore the impact of materiality in an assemblage, including human and non-human parts, such as objects and technology in form of pieces of material equipment and a stop motion animation app.

The workshop will be divided into two parts, each session will be 1,5 h long. The first part can be chosen alone, or in combination with part two.

The first part is an exercise to explore the notion of 'assemblage' (*agencement* in French), exploring processes of assembling and arranging things by creating a display. Questions we will think about are: How do we make choices? How does lived experience and the materiality of objects inspire us, and how do they shape decisions we make? How do humans and objects collaborate in creating an assemblage? What do we learn from that process? The activity we propose includes fruit, storytelling, language work in different languages – depending on the repertoire of the participants – the assembling of material stuff, as well as the sharing and interweaving of storied life experiences. This part will be concluded by a discussion and feedback round on the activity, closing with some conceptual clarifications of key notions such as 'assemblage' and 'intra-action'.

Brief for participants :

1. Select one piece of fruit that appeals to you for whatever reason *(one piece of fruit per participant)*
2. Think of one word that you associate with your chosen piece of fruit – it can be a memory or an emotion. If possible, use a variety of languages and scripts available to participants within your group. Write it down on a post-it.
3. Share your thoughts with members of your group.
4. Create a display with your selected fruit with other members in your group.
5. Come up with a short story inspired by your fruit display.
6. Think of a title for your story.
7. Share your story with the other workshop participants.

Think about questions such as: How did I make my choice? What role played the storied materiality of objects in making these decisions? How did humans and objects collaborate in creating the assemblage? What did I learn from that process? How could it be useful in teaching?

The second part of the workshop (1,5 h long) is dedicated to animating this display using a smart phone and a stop motion animation app. We will use Stop Motion Studio which participants are invited to download on their phone before the workshop (We will work with the free version. There is also a paid version for 5.99€ which offers more options in terms of musique and sound effects. For the purpose of the workshop, the free version is fully sufficient). In this section of the workshop we will explore notions of affect – as the ability of bodies to affect other bodies – (Spinoza, 1985), and conceptual ideas such as *becoming*, the *rhizome* and again *intra-action*, as the joining of forces and collaboration between human and non-human elements, considered both as co-agentive entities in producing movement –a short animation film in our case. We will share our short films and feedback on the film production, discussing the possible impact of *affect* and the usefulness of the *rhizome* as a notion capturing the nature of the experienced process.

Abstract ID: AILA356

Essentialism in nineteenth- and twentieth-century linguistics

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

In stark contrast to the development of linguistic research during the nineteenth century, the *Cours de linguistique générale* promotes a primacy of synchronic linguistics and introduces the idea of language as an abstract concept (*langue*) next to the observable linguistic usage (*parole*). This distinction has shaped linguistic thinking since the early twentieth century. My main claim is that this view is not compatible with empirical language data, but is motivated by eighteenth and nineteenth-century discourses about language (and reproduces them in a modernized guise). More generally, I wish to show that varying and changing discourse about linguistic essentialism is an example of the way long-term change of ideologies is based on implicit continuations of some of its crucial tropes.

The discovery of the historicity of language(s) competes all through the nineteenth century with an essentialist stance on language which presupposes that languages are clearly definable entities and which is based on a conceptual unity both between 'language' and 'writing/literature' and between 'a language' and 'a nation'. As neither side argues completely isolated from the other, the two ideological strands eventually culminate in the claim that linguistics needs to take "deux routes absolument divergentes" (Saussure). While nobody would adhere to any such radical distinction nowadays, the distinctions between 'system' and 'usage' in linguistics still represents and reinforces that between languages as pre-given, natural (and, ultimately, political) entities and the underlying dynamics and fluidity of vernacular speaking practices.

In spite of the complete absence of claims such as 'one nation has one language' within linguistics, I will show that several prevailing tenets in present-day linguistics – rather than resulting from observation – are consequences of exactly that essentialist thinking which emerged in the context of the European nation-building process. Deconstructing these ideological foundations which helped shaping twentieth-century linguistics will enable us to deal with a number of so far unsolved (untackled) questions. Examples are the language/dialect distinction and the definition and operationalization of 'well-formedness', but also the commonly accepted distinction between 'system' and 'usage' (*langue / parole*). My contribution will therefore provide evidence that an analytic deconstruction of language ideologies and meta-linguistic discourses will directly contribute to an

enhanced understanding of the character and emergence of linguistic structures and should therefore be taken as an indispensable methodological tool in linguistic studies.

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Abstract ID: AILA357

Principles and pedagogical implications of a plurilingual and intercultural orientation to the learning of languages

Authors:

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Angela Scarino [2] [^] University of South Australia

Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

Our line of discussion pertains to the need for a principles pedagogy that does justice to the immense diversity of learners of languages and their lifeworlds in contemporary times. Learner knowledge and experience is frequently understood as 'background' whereas it is precisely this cultural knowledge and understandings that students necessarily draw upon to make sense of their learning. The shift in languages education is towards a plurilingual and intercultural orientation which is itself understood differently in diverse environments. The principles which we elaborate include language learning as multilingual, embodied, conceptual, interactive, reflective and reflexive, and developmental. Each principle and their interrelated nature is elaborated and exemplified through participatory action research case studies.

Byrd Clark, J. S., & Dervin, F. (2014). Introduction. In J. S. Byrd Clark & F. Dervin (Eds.), *Reflexivity in language and intercultural education. Re-thinking multilingualism and interculturality* (pp. 1-42). Routledge/Taylor & Francis. https://doi.org/https://doi.org/10.4324/9781315879604

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Abstract ID: AILA358

Subject positions in Arabic and Sámi language teaching in Norway

Authors:

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Abstract Topics: [SYMP71] Teaching and learning diasporic languages in post-pandemic era

Abstract Summary:

Due to migration across borders and urbanisation within borders, societies across the world have Indigenous and migrant communities living side-by-side in urban centres. In the education systems, the languages of Indigenous peoples and languages associated with recent migration are often treated quite differently. In Norway, the Indigenous Sámi people have a right to Sámi language education throughout primary and secondary education, while there are limited opportunities for learning languages associated with recent migration within mainstream education. Rather, communities organize language teaching in afternoons and weekends.

This paper reports on a linguistic ethnography in Sámi language teaching taking place within mainstream education in a larger city in southern Norway and Arabic language teaching taking place on Sundays in a mosque in the same city. Over the course of three months, I followed two ambulating teachers of Sámi working with 29 students at 15 different primary and lower secondary schools, as well as one teacher of Arabic in a Sunday class at a local mosque. This class was voluntary, and the number of students varied between 9 to 15 students. The classes were recorded, teaching material was collected, and students and teachers were interviewed. During the classes, I also took fieldnotes. The paper at hand investigates the following research question: How are teachers of Arabic and Sámi positioning their students and how do students respond to their teachers' positioning?

Drawing on a poststructuralist understanding of subjectivity, this paper will analyse how teachers attempted to call their students into being in particular ways. In addition, I will demonstrate how the students responded to this positioning. McNamara (2019) defines subject positions as "possibilities for subjectivity, possibilities for being recognized as a certain kind of subject" (p. 10). Furthermore, he describes how subjects are called into being whenever they are assigned a certain subject position by others. Consequently, we come to see ourselves as we are seen by others. That is why subjectivity is also the result of power, insofar as the way other people call us into being or how they assign us to particular subject positions is an exercise of power.

This analysis demonstrates that the Sámi teachers in mainstream education actively and explicitly call their students into being as "strong Sámi children" based on traditional customs associated with Sámi culture and society in northern Norway. Similarly, the Arabic teacher actively and explicitly calls her students into being as "good Muslims" based on transnational Islamic practices and teaching of central tenets of Islam as part of language education. Both the Sámi and Arabic students confirm the teachers' positioning of them as "Sámi" and "Muslim" respectively but are also hesitant and ambivalent about how their teachers call these subject positions into being. Thus, I will discuss how the teachers' attempts to call their students into being can potentially alienate their students and cause insecurities in the students' self-positioning. Finally, I consider implications for the organization of diasporic language teaching.

Abstract ID: AILA359

Onto-epistemological justice in higher education in Australia: discussing multilingual students

Authors:

Michelle Ocriciano [1] [*] [^] University of Queensland

Abstract Topics: [SYMP55] Onto-epistemological justice and language across the life-course: Transitioning through Australian education system

Abstract Summary:

For over 65,000 years, the continent now known as Australia has been home to highly linguistically and culturally diverse communities. The most recent census reported over 300 languages being spoken and signed in Australian homes and communities, including 159 Aboriginal and Torres Strait Islander languages that continue to be used and revitalised, and are among the oldest continuing languages anywhere in the world. With around one in five Australian residents using a language other than English at home (ABS, 2016), it's natural that this rich linguistic plurality is reflected in the students across each stage of the Australian education system. Clearly, monolingual Australia is a myth, yet despite the increasingly multilingual makeup of Australian society, recognition for language diversity in education has largely been ignored amid monolingualising policy and discourse.

It is necessary to intervene to transform representations and practices around language that reproduce inequality (Smit, 2018). The idea is to move beyond positivist views about things as they are and move to a poststructuralist perspective on how the state of affairs has come to be what it is and how situations of inequality and injustice can be modified. From this perspective, it is important to ask if an educational policy that promotes equal opportunities and the empowerment of subjects means only teaching the linguistic resources associated with power or, also, challenging the norms that designate a limited set of resources as the keys for mobility and social change.

Despite (mostly rhetorical) efforts to improve epistemic inclusivity in education, it is still heavily influenced by Eurocentrism. White European ethnocentrism can sustain the existing *status quo* as the almighty curriculum is rarely ontologically or epistemologically questioned (Ocriciano, 2022). When it comes to knowledge production, those who do not belong to the privileged group are unlikely to do so as their own ways of knowing and being do not often qualify as *valid* epistemologies under the scrutiny of the European Method. Mignolo (2008) explains that the epistemic advantage of modernity establishes and perpetuates the Colonialism of knowledge and being. Thus, being ignored and dismissed as well as not being heard because of one's ways of knowing and being are not even good enough to be recognised as *a* way of knowing and being is called an epistemic injustice.

This presentation will discuss the onto-epistemic injustices faced by culturally and linguistically diverse university students. Despite the (mostly rhetorical) efforts to improve epistemic inclusivity in Australian higher education, the university is still heavily influenced by Eurocentrism, with a curriculum that is rarely ontologically or epistemologically questioned. Knowledge production is limited to a privileged few, while culturally and linguistically diverse students are excluded, and their ways of knowing and being are invalidated. This presentation will conceptually explore the ways multilingual students in Australian higher education are dismissed and unheard as a form of epistemic injustice (Fricker, 2007).

"Bullshit, charlatanry, fraud, approximations. It's even worse than I thought": controversies around stylometry and issues for forensic linguistics in the French legal context

Authors:

Julien Longhi [1] [*] [^] CY Cergy Paris université

Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

The use of forensic linguistics in the French legal context is rare, and it is also controversial, on the rare occasions when it is employed. Although work in legal linguistics has been developed, particularly in the wake of Dominique Lagorgette's research, the use of forensic linguistics has met with reluctance (Renaut et al. 2017) and even oppositions. We will take as a starting point for this paper the case of the Petit Grégory affair, and its recent twists and turns following the introduction of stylometric expertise. This will allow us to detail precisely the use of a tool-based approach in the framework of linguistics applied to legal cases (stylometry, textometry, corpus linguistics). We will thus detail the criteria of validity of the results within the framework of a scientific discipline, and within the framework of a trial, in order to highlight the inadequacies, and the way forward, for forensic linguistics to be really able to provide an effective expertise in the French legal context.

From the corpus of newspaper articles, comments and reactions to this case, we will then analyse how forensic linguistics is mediated and discussed by lawyers and experts. Taking into account the arguments and objections will reveal what appears, in the field of application of linguistics, to be relevant, and scientific, to a non-specialist audience.

The presentation of the scientific stakes of forensic linguistics, in particular stylometry, and the perspective of the challenges and debates around its applications in the case of Petit Grégory, will allow us to synthesise the requirements and precautions to be taken in order to envisage a real relevant and efficient use. In addition to the scientific and legal dimensions, the institutional issues will also be highlighted, so that transparency and understanding of the results are made possible.

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Abstract ID: AILA364

Online Machine Translation in Teaching Romance Languages for Business Communication

Authors:

Magdalena Zehetgruber [1] [*] [^] Vienna University of Economics and Business

Johannes Schnitzer [2] [^] Vienna University of Economics and Business

Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Recent studies in the use of lexicographic devices for language learning and teaching have shown that, especially since the introduction of neural networks, online machine translation programmes are replacing more traditional forms of dictionaries or lexicographic resources which allow users to overcome linguistic problems in production and reception (Kölbl, Pérez Cañizares, und Schnitzer 2021).

At the Vienna University of Economics and Business, we conducted a survey as well as a performance test looking into the use of online machine translation by our students. The goal of our project was to find out which programmes the students find particularly helpful, how they are dealing with the different programmes, and how they judge the quality of the programmes' outputs. In our presentation, we would like to address the results of our study, but even more importantly, we draw conclusions for our teaching routines. How can we as teachers guide our students in the use of these programmes? What are the flaws of the programmes and how can we address them productively during our classes? Our focus lies on business language classes at an intermediate level (B1-B2) in the three Romance languages French, Italian and Spanish.

Students report making use of online machine translation particularly for short structures rather than for whole texts. They also report context-sensitive results and wish for better support and inclusion of how to use the programmes in class. In addition, they still like using online dictionaries whereas traditional dictionaries in print are used very rarely. Our results seem to emphasize the need of addressing the use and handling of these programmes in class. It would be wrong to assume that university students know how to deal with them anyway.

These findings also confirm the results of other studies (Jolley und Maimone 2022), especially the fact that we should use machine translation programmes as a "potentially valuable language learning tool" rather than prohibiting their use (Briggs 2018, 4). We also follow Ducar and Schocket's call for integration of the tools in our teaching and for the inclusion of them into research practices (Ducar und Schocket 2018).

Briggs, Neil. 2018. „Neural machine translation tools in the language learning classroom: Students' use, perceptions, and analyses". *JALT CALL Journal Vol. 14, No.1*, 3–24.

Ducar, Cynthia, und Deborah Houk Schocket. 2018. „Machine Translation and the L2 Classroom: Pedagogical Solutions for Making Peace with Google Translate". *Foreign Language Annals* 51 (4): 779–95.

Jolley, Jason R, und Luciane Maimone. 2022. „Thirty Years of Machine Translation in Language Teaching and Learning: A Review of the Literature". *L2 Journal* 14 (1).

Kölbl, Elisabeth, Pilar Pérez Cañizares, und Johannes Schnitzer. 2021. „Avances tecnológicos en las herramientas lexicográficas y sus repercusiones en la enseñanza del Español de los Negocios". *Revista Nebrija de Lingüística Aplicada a la Enseñanza de Lenguas* 15 (31): 161–78. https://doi.org/10.26378/rnlael1531464.

Abstract ID: AILA365

Playback interviews in research on language ideologies

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

Playback interviews were pioneered in the 1980s as a method in interactional sociolinguistics to elicit language users' retrospective commentary on linguistic practices (Gumperz 1982; Tannen 2005 [1984]). In the interview session, the researcher plays back sequences of audio or video recordings of interactions to the participants to ask them about their perceptions of the communicative moves that were made in these interactions. Research on language ideologies has hitherto neglected the potential that this form of interviewing bears in order to investigate how social actors position themselves vis-à-vis language use, different styles, and how they evaluate the various resources in their linguistic repertoire.

Drawing on theories that stem from linguistic anthropology, this contribution conceptualizes playback interviews as *explicit metapragmatic discourse* (Silverstein 1993) which allows participants to look back on and interpret their linguistic practices. In the course of the interview, participants may produce narratives in which they position themselves vis-à-vis their language use.

Playback interviews are therefore a promising method to build a bridge between interactional practices and social structures, a central effort of research into language ideologies (Spitzmüller et al. 2021).

On a theoretical level, I conceptualize playback interviews as a way to establish *interdiscursivity* between spatiotemporally separated interactional events, i.e., audio recordings of interactions and the interview. Performance and evaluation of communicative practices in the recordings are entextualized and socially enregistered, as social actors contextualize various indexical expressions in their interactions. In the next step, these expressions are de- and recontextualized within the interview. By giving a coherent account of how this interdiscursive process works, we can get an insight into how language ideologies emerge in interaction. Playback interviews, however, like any other form of interviewing, are also an interactional event and should be analyzed as such (Talmy 2010), to account for the researcher's own ideological positioning. Therefore, playback allows all participants in an interview setting to reflect on their linguistic behavior and may also be used in critical sociolinguistic research.

In my contribution, I want to briefly introduce the history of playback interviews and conceptualize them as a form of retrospection and reflection. By presenting examples of my own research on the co-construction of native speakers ideologies and ideologies of communicative competence in interactions of L1 and L2 users of Japanese, I demonstrate that playback interviews are a promising method to conduct research on language ideologies.

Specifically, I will analyze interactionally enregistered discursive elements in audio recordings and how the participants in these recordings reflect and interpret them in playback interview sessions. This contribution will therefore touch on methodological questions, such as how to conduct playback interviews, and develop a theoretical model to illustrate the process of contextualization and how interdiscursivity is established.

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Silverstein, Michael. 1993. Metapragmatic discourse and metapragmatic function. In John A. Lucy (ed.), *Reflexive language: Reported speech and metapragmatics*, 33–58. Cambridge: Cambridge University Press.

Spitzmüller, Jürgen, Brigitta Busch & Mi-Cha Flubacher. 2021. Language ideologies and social positioning: The restoration of a "much needed bridge". *International Journal of the Sociology of Language* 272. 1–12.

Talmy, Steven. 2010. Qualitative interviews in applied linguistics: From research instrument to social practice. *Annual Review of Applied Linguistics* 30. 128–148.

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Abstract ID: AILA367

"Please use CEFR levels (A1-C2) to describe your language skills" - Insights into the role of language certificates and assessment standards in recruitment processes

Authors:

Magdalena Zehetgruber [1] [*] [^] Vienna University of Economics and Business

Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

Evaluation standards for language proficiency are used in different settings, ranging from educational up to professional contexts. In getting access to universities for example, it is quite common in the European context to refer to the levels of the CEFR (Deygers et al. 2018; Harsch 2018). In entering the labour market after having finished education, however, these levels play only a marginal role. Employers do not really draw on them in recruitment processes (Cernicova-Buca 2020). The little use of these formal classifications in these gatekeeping encounters can be explained by the effort needed for HR managers to understand and effectively apply those standards (Beadle et al. 2015). It is not clear though which standards and forms of assessment really count for recruiters as gatekeepers in their decision-making processes. This is particularly true when it comes to plurilingual assessment and assessing linguistic competence of plurilingual individuals, an aspect that has been put forward though in the CEFR Companion Volume (Council of Europe 2020).

The study to be presented within this symposium addresses the following questions:

Do recruiters in Austria and France refer to official assessment standards like the CEFR (or other frameworks) when they need to evaluate linguistic skills in recruitment processes? Do they take certification or test results following these standards into consideration when making their decisions? Do they find frameworks like the CEFR helpful in their decision-making processes?

The study draws on survey data asking recruiters in France and Austria about their views of the CEFR and its role in language assessment for professional purposes. It is part of a PhD-project dealing with attitudes, representations, and conceptualizations of recruiters towards and concerning linguistic competence, or even more precisely, plurilingual competence. Therefore, the presentation also aims to shed light on the potential and the challenges of using evaluation standards for assessing language proficiency in professional settings in Europe.

Beadle, Shane, Patricia Vale, Martin Humburg, and Richard Smith. 2015. *Study on foreign language proficiency and employability. Final report.*

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Harsch, Claudia. 2018. 'How Suitable Is the CEFR for Setting University Entrance Standards?' *Language Assessment Quarterly* 15 (1): 102–8.

Abstract ID: AILA368

Nexus analysis as a change-oriented methodology – towards cross-curricular teaching approaches to writing in language classrooms

Authors:

Justyna Legutko [1] [*] [^] Linnaeus University

Abstract Topics: [SYMP87] Nexus analysis as a methodological framework for more engaged language studies

Abstract Summary:

Operationalising plurilingual teaching approaches is a common interest and goal of educational linguists (Dooly and Vallejo, 2020). It requires close collaboration with language teachers and is likely to call for a change in their current teaching practices, given the still prevailing monolingual habitus (Gogolin et al., 2019). Nexus analysis (Scollon and Scollon, 2004) presents itself as a particularly apt methodology to instigate that change.

This project's aim is to explore ways in which language teachers can develop a common teaching approach to writing in their language classrooms. Given that the context are two secondary schools in Berlin, Germany, those languages are German as the language of schooling as well as English, French and Spanish as foreign languages. Prior to developing a common teaching approach, it was necessary to gain a deeper understanding of the teachers' current approaches to writing through classroom observations, interviews and regular informal conversations. In nexus analytical terms, the researcher *engaged* and *navigated* the nexus of practice, i.e., teachers' language classrooms and their teaching methods, before *changing* it. The project resulted in two different approaches to teaching writing in a cross-curricular manner: the Gymnasium, an academically oriented school, developed in a genre-based (Ivanic, 2004) direction while the approach of the Integrierte Sekundarschule, a comprehensive school, was more skills-based.

These two differing approaches emerged thanks to the nexus analytical focus on *social action* and *entering a zone of identification*. As an ethnographic discourse analysis, nexus analysis requires the researcher to enter a zone of identification, i.e., to become a legitimate part of the nexus of practice under scrutiny. Once accepted, the researcher engages and navigates the context with an ethnographic stance (Copland and Creese, 2015) which creates space for identifying, documenting and tracking the discourses circulating in the nexus. In combination with using social action as the unit of analysis, that space makes it possible to discern which discourses facilitate or hinder meaningful change. In the case of the study at hand, the change involved various language teachers negotiating a customised, cross-curricular teaching approach among each other and the researcher. Even though this study also uses nexus analysis as an analytical framework, the proposed presentation will focus on its methodological aspects and argue that nexus analysis is particularly effective in instigating meaningful change because it requires an understanding of the local and active collaboration with individuals engaging in the social actions of interest.

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DOOLY, M. & VALLEJO, C. 2020. Bringing plurilingualism into teaching practice: a quixotic quest? *International Journal of Bilingual Education and Bilingualism,* 23**,** 81-97.

GOGOLIN, I., MCMONAGLE, S. & SALEM, T. 2019. Germany: Systemic, Sociocultural and Linguistic Perspectives on Educational Inequality. *The Palgrave Handbook of Race and Ethnic Inequalities in Education.*

IVANIC, R. 2004. Discourses of Writing and Learning to Write. *Language and Education,* 18**,** 220-245.

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Abstract ID: AILA369

Developing a plurilingual perspective in language assessment

Authors:

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Angela Scarino [2] [^] University of South Australia

Abstract Summary:

Recently proposals have begun to be made for a plurilingual perspective on assessment but the idea of what constitutes plurilingualism in assessment remains under-developed. For some authors, it is simply a recognition that language assessment takes place in multilingual contexts; such a view however, does not draw on or develop learners' multilingualism in the assessment process. For Shohamy (2011), there are at least two senses: (1) enabling learners to use all the languages in their repertoire to demonstrate their knowledge and (2) the notion of 'multilingual functioning', which suggests an understanding of the students' capability to mediate/function successfully in the actual exchange of meanings across languages and cultures. We argue that learners in the context of learning and using additional languages are developing specific capabilities that we call multilingual and 'intercultural', seeking to reference the reality of moving between languages and cultures. In doing this we will consider the reality of plurilinguality in educational, and life environments and the need for plurilinguality and interculturality to be captured in assessment through an elaborated conceptualisation of the nature of plurilingual and intercultural practices in the interpretation, creation and exchange of meanings. In thinking through plurilingual assessment in the context of additional language learning it becomes clear that a plurilingual orientation to assessment is a pluralistic endeavour that attends to the contextualisation of students, their languages, and their language learning. What assessment looks like will vary according to which languages are in play, for which purposes they are being assessed, and for which purposes they are being learned. It involves an ecological understanding of the languages that students bring to their learning and to the assessment and how these languages are understood and valued within local linguistic ecologies of society and schooling. This ecology establishes the setting in which the assessment is undertaken and in which the students' work is assessed. Plurilingual assessment therefore depends on the type of program and the purposes of assessment; it is not a unitary phenomenon with a single assessment architecture. It also becomes clear that the conceptualisation of the construct needs to be revisited to

tease out the implications of the diversity of assessment and how plurilingual capabilities are best understood in the context in which the assessment occurs. This conceptualisation needs to go beyond questions of plurilingual 'performance' to include how the processes of communicating in and through languages is recognised, understood, and mediated by learners in their learning and in their communication. This requires a more expansive view of assessment that dislodges long-established assessment practices to open spaces for new ways of understanding both the what and the how of plurilingual and intercultural assessment.

Shohamy, E. (2011). Assessing multilingual competencies: Adopting construct valid assessment policies. *95*(3), 418-429. doi:doi:10.1111/j.1540-4781.2011.01210.x

Abstract ID: AILA371

Religious and political ramifications of Ancient Greek pedagogical approaches

Authors:

Cressida Ryan [1] [*] [^] University of Oxford

Abstract Topics: [SYMP07] AILA ReN - Ideology in the History of Language Learning and Teaching

Abstract Summary:

As the authors of the Koine Greek blog recently wrote, "Grammars are immensely useful resources, but they are not gospel. They are contextually bounded by the priorities and interests and awareness of their authors". In terms of learning to read the New Testament, there is a dynamic tension between theology and philology, with authors such as Basil Atkinson in his *The Theology of Prepositions* (1944) noting how theology should not drive philology. When a textbook-writer plans out the order of their topics, the kinds of examples they will include, the ways in which they explain materials, the paratextual choices, and what indeed they leave out, they make a series of politically-charged choices. Some of these are conscious, others are an inescapable consequence of one's intellectual heritage, be it native language, method of teaching, or the resources one has available. In this paper, I trace elements of this from Philip Melanchthon's *Grammatica Graeca* and its engagement with Reformation thought, through to the production of Greek textbooks in the twenty-first century. I examine the impact of the disciplinary split between Classics and Theology, and the ways in which this split has real world exegetical consequences. I also consider the impact of the COVID-19 pandemic on the ideology of education, specifically in terms of the ways in which remote and hybrid teaching has challenged our concept of what language learning looks like. These topics have been considered in terms of historical language learning, but are less often carried through as a trajectory demonstrating repeated patterns of engagement between pedagogy, religion, and politics in particular. How do we use our understanding of the pedagogy of the past to inform the learning of the future, and what does this mean for the linear textbook as a concept? How does ancient language teaching inform, or become informed by modern language teaching? This paper will be both analytical and creative in bringing together the different aspects of the topic, considering the role of grammar, grammar-translation, comprehensible input, and communicative approaches to ancient language teaching.

Alfons, Wouters, Luhtala Anneli, Quijada van den Berghe Carmen, Simon Coffey, Weber Corinne, Chapman Don, Kislova Ekaterina, et al. *The History of Grammar in Foreign Language Teaching*. Languages and Culture in History. Amsterdam: Amsterdam University Press, 2021.

Atkinson, Basil Ferris Campbell. *The Theology of Prepositions*. Tyndale New Testament Lecture. London: Tyndale Press, 1944.

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Koine Greek: https://koine-greek.com/2022/05/21/you-dont-need-to-trust-your-grammar/ (last accessed 26th June 2022).

Abstract ID: AILA372

What can we do and say in L2 classes to foster an inclusive linguistic ideology?

Authors:

Francesco Screti [1] [*] [^] Université de Fribourg-Université de Lausanne

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

In this presentation I reflect on the role of L2-teachers-with-critical-(socio)linguistic-background on practices that can help challenge exclusive linguistic ideologies (native-speakerism, monolingualism, etc.) and adopt approaches that favour social justice and inclusiveness within and outside L2 classes. From a methodological point of view, this contribution is based on a self-ethnography (Adams et al. 2014): by reporting personal practices based on 15 years of pedagogical experience, I will discuss the strategies adopted to make a L2 class not only a fairer space, but also a place where exclusive language ideologies can be challenged, and fairer ideologies promoted/spread. The presentation briefly discusses 5 points which I consider as key for the introduction and implementation of inclusive and democratic linguistic ideologies: 1) The self-awareness of L2 teachers and conscience about their role in the spread and *de facto* implementation of linguistic ideologies, be they exclusive or inclusive. 2. The linguistic practice(s) in the target language or in the language medium of instruction (which variety is used and why?). 3. The language taught or target language (which variety/varieties?). 4. The metalinguistic or metadiscursive practices surrounding the target language and/or other languages, as instances of linguistic ideologies and as opportunities to explicitly refer to them. 5. The teaching methodology or pedagogical approach adopted (in the present case, plurilingual, communicative-functional, and action-oriented). The ultimate goal of the presentation is to share experiences and best practices as to spark discussion and contribute to the ongoing conversation about (in)justice in L2 classes.

Schooling in Kazakh as medium : "Shut up and other words for reprimanding"

Authors:

Juldyz Smagulova [1] [*] [^] KIMEP University

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

This paper attempt to examine how explicitly supported top-down language discourses of nation-state promoting Kazakh as a sole national language are supported and challenged by language practices in Russian-speaking homes. The focus on spontaneous meta-commentary in everyday family talk allows us to tap into 'everyday' language ideologies -- mesa-level between explicit state ideologies and implicit home language practices. The meta-commentary highlights the conflict between drive for language revival of Kazakh and power struggle between Russian and Kazakh speakers in a new linguistic market. The paper adds to the discussion of power and language revival in post-colonial contexts at the backdrop of growing social equality, globalization and transforming linguistic market.

Abstract ID: AILA375

Promoting Diversity, Inclusion, and Critical Language Awareness Through the Sociolinguistic Exploration of L2 Identities in French

Authors:

Marylise Rilliard [1] [*] [^] University of Vienna

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

As Norton (2013) stated, "language teaching is not a neutral practice, but a highly political one" (p. 47). One such politicized practice is the teaching of the target language's 'standard' variety, which often promotes language practices valued by the dominant group but does not reflect speaker diversity and linguistic reality (Blyth & Dalola, 2019). Focusing on the prescribed 'standard' and the monolingual native speaker model also limits the acceptable outcome of L2 learning (Kramsch, 2009; van Compernolle, 2016). This presentation explores how a multiliteracies-inspired (Cope & Kalantzis, 2015; New London Group, 1996) and sociolinguistically-oriented advanced French course confronted this process of normalization in the L2 classroom by emphasizing the sociolinguistic diversity of the French-speaking world and encouraging students to explore their own diversity as L2 and multilingual speakers of French.

The course, which was taught at a large American university, drew on the concept of indexicality in language. It was designed to have students experiment with sociolinguistic variation in French through self-inspired fictional characters in order to develop their L2 identities. Exploring these identities through written and oral semi-autobiographical narratives, the learners reflected on the process in two metapragmatic reflections. Content and thematic analysis of the reflections reveals that students benefitted from this approach that highlights linguistic variation and speaker identity. First, presenting non-standard and non-native varieties of French provided them with relatable models and relevant linguistic tools that helped them express their L2 selves. Second, they greatly appreciated the freedom to explore their languacultural identities in ways they had never experienced before in an instructed environment. Lastly, they reframed their understanding of legitimate L2 speakership to be inclusive of more voices, including their own. In these ways, the

course promoted diversity and inclusion by (re)habilitating silenced voices in traditional L2 education and encouraging learners to explore and cultivate their diversity and uniqueness as legitimate members of the French-speaking world. In doing so, the course also supported the development of students' critical language awareness (Alim, 2010).

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Creatively hateful verbal abuse in Lithuanian internet comments

Authors:

Jurate Ruzaite [1] [*] [^] Vytautas Magnus University, Kaunas

Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

By intentionally challenging social diversity and thus disrupting social cohesion, hate speech (HS) remains an issue that poses practical problems such as detecting, monitoring, reporting it, and deciding when it is legally punishable. Despite the current upsurge in research on HS, some questions remain unanswered, one of which concerns the optimal linguistic criteria indicative of HS.

HS is generally defined as verbal aggression that (a) targets a specific social group (defined by law) and (2) is intentional. The target can be defined arguably more easily; however, determining intentionality is more intricate. One important linguistic feature of intentionality and thus a possible indicator of HS is lexical creativity, which manifests best in the use of neologisms (Vasilaki 2014:103; cf. Ruzaitė 2021). Hence, the aim of this study is to examine neologisms in Lithuanian internet comments and assess how much they are indicative of HS.

The data consists of 10,662 online comments (totalling 284,226 tokens) posted in response to 24 news reports on controversial issues related to one of the possible target groups of HS as defined by Lithuanian law. To determine how much creativity relates to HS, the data includes neutral, offensive comments, and comments containing HS. The analysis addresses three research questions: (1) What is the distribution of neologisms in the three types of comments?; (2) What morphological, syntactic, and lexical resources are used to create novel forms?; and (3) What are the themes of creative name-calling?

The analysis takes a primarily qualitative approach and applies the framework of pragmatics. It resorts to Vasilaki's (2014) and Culpeper's (2009) definitions of creativity and creative insults, and Martínez and Jus's (2013) perception of conventional and unconventional insults. To account for the themes of creative name-calling, Ljung's (2010: 35) categorization is applied.

The preliminary results show that neologisms clearly dominate in offensive and hateful comments but are not characteristic of neutral ones. They often appear in vocatives as insults and are part of discriminatory referential strategies used to refer to vulnerable groups. The most common way of derivation used to coin novel forms is that of affixation, and predominantly Russian suffixes are used when creating derogatory terms. The dominating themes include the sex-organ and sexual activities theme, the animal theme, and the filth theme.

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Ruzaitė, Jūratė. (2021) How do haters hate? Verbal aggression in Lithuanian online comments. In I. Chiluwa (ed.), *Discourse and Conflict: Analysing Text and Talk of Conflict, Hate and Peace-Building.* London: Palgrave Macmillan. https://doi.org/10.1007/978-3-030-76485-2_5

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Conceptualising disciplinary literacies in CLIL: insights from researcher-teacher collaboration

Authors:

Tarja Nikula [1][*][^] University of Jyväskylä

Leila Kääntä [2][^] University of Jyväskylä

Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

Meyer and Coyle (2021: 9–16), when discussing developments in CLIL research, point out a clear shift in focus which has meant growing attention to the inherent integration of content and language and its role in subject-specific knowledge building and display, i.e. disciplinary literacies. Accordingly, theoretical frameworks that address the nature of content and language interface and academic language across subjects have started to emerge, such as the construct of *Cognitive Discourse Functions* (CDFs, Dalton-Puffer 2013) or that of *semantic waves* from the Legitimation Code Theory (Maton 2013). However, less is known of the mutual relationship between theoretical frameworks and teachers' experiences and actual classroom practices. This is partly due to research often assuming a stance of unidirectional knowledge transfer from researchers to practitioners, which may render invisible the contribution of practitioner insights to the evaluation and revision of theoretical frameworks. There is thus need for research orientations that see theory and practice as interrelated and mutually informative and that are based on teacher-researcher partnerships (e.g., Poehner & Inbar-Lourie 2020).

This paper introduces ongoing research from the context of Finland on subject-specific knowledge building practices, with specific focus on exploring how the theoretical frameworks of CDFs and semantic waves resonate with CLIL teacher perceptions and experiences, and how those help revise theory. The participants in the study are two researchers and seven teachers of different school subjects from a secondary school offering CLIL. They are involved in a year-long process, during which collaborative workshops are organized to discuss and explore the focal frameworks. The joint ideas emanating from the workshops are then applied to practice by the teachers who will try out novel pedagogical approaches that will help steer explicit attention to matters of subject-specific knowledge building.

The data for the study comprise audio and/or video recordings of the workshops and the lessons during which the teachers try out the new pedagogical approaches. This paper reports on the preliminary findings from the workshop data, which is analysed by using discourse analytic methods. In essence, the analysis focuses on how researchers and teachers jointly negotiate and construct their understandings of the role of language in subject-specific knowledge-building and of the focal frameworks. We are interested in convergences and tensions that emerge, and will discuss and reflect on their potential to increase understanding of how theories can contribute to practice and how practice can speak back to theory.

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Abstract ID: AILA382

The Special Commitment of Peace Linguists and Directions for Peace Linguistic Research and Action

Authors:

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Abstract Topics: [SYMP82] Teachers as agents of change: Language Education for Peace and Social Responsibility

Abstract Summary:

Despite over 30 years since the groundbreaking 1987 LinguaPax Conference on "Teaching foreign languages for peace and understanding," the inclusion of 'Peace Linguistics' (PL) in Crystal's (1999) dictionary, and, more recently, months of war between Russia and Ukraine, peace still does not figure among the keywords in the AILA open call subthemes. Yet applied linguistics (AL) should be more than marginally interested in this very real world challenge. The theme of AILA 2023 is 'Diversity and social cohesion in a globalized world: Towards more committed language sciences', and AL has areas that focus more on one or the other. A branch of AL that brings both dimensions together, through both description and application, is PL, recently defined as "an interdisciplinary field guided by the goal of promoting peace and peacebuilding through systematic study, deliberate teaching/learning, and conscious use of languages spoken, written, and signed" (Wright, 2021). Despite the notable efforts of pioneers such as Gomes de Matos and Friedrich and some peaceworking applied linguists who did not use the term explicitly in early years but were intentionally committed to peace, until now, not enough has been written or said about this emerging field at "the intersection of peace, language, communication and power" (Friedrich, 2009, p. 23). As PL remains somewhat invisible and little developed, it is not yet contributing to AL to its full potential. However, applied linguists can be agents of and for peace (Friedrich, 2007; Gomes de Matos, 2018). Indeed, numerous scholars have argued that they should be! There are multiple ways that the field can contribute to a better world and more relevant sciences, and the goal of this presentation focused on peace language education is to discuss the special commitment of peace linguists and directions for peace linguistic research and action based on a selection of recent studies specifically at the levels of curriculum, programs, and courses. In Gomes de Matos's (2006) view, "An emphasis on peaceful communication ... would reflect the assumption of the need for transformative communicative change leading to the preparation of citizens as peaceful users of languages" (p. 170). There is no time like the present to integrate peace into language education.

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A public staircase for Marielle Franco: Memory, montage and spectrality in a semiotic landscape

Authors:

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Daniel Silva [2] [^] Universidade Estadual de Campinas

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

In 2018, following the murder of Marielle Franco, a Black councilwoman from Complexo da Maré favelas in Rio de Janeiro, a public staircase in São Paulo city dawned with one of its walls covered by a large portrait of her. Since then, further iconic and verbal inscriptions have been collectively added to it, referencing this yet unsolved crime. Our proposal is to interpret semiotic practices of appropriating this public space as emplacing (Scollon & Scollon 2003) the periphery in the urban center through mourning and hope.

We draw from our project "Peripheral life trajectories: Violence between the ordinary and the extraordinary in (auto)biographical narratives and poetics" (grant 2021/02618-8, São Paulo Research Foundation/FAPESP). Methodologically, we turn to a collection of pictures taken by activists and by ourselves documenting the stairs as a landscape in the making. We also draw from social and institutional media materials.

Analytically, we first look to the poetics of memory-space. The memory-space fusion is framed using the concept of landscape (Zukin, 1991), understood as a product of society in a non-reified way. As a grassroots monument for Marielle, the stairway is a vernacular practice of memory that partakes in producing urban landscapes. Appropriation, uses, and symbolic disputes over the staircase are treated as biographical practices providing narrative frameworks not only for Marielle's trajectory, but also for multiple stories. We look to the poetics of these practices, alongside performers' reflexivity and dynamics of (de/re)contextualization (Bauman & Briggs, 1990).

Memory "in place" will be thought of in terms of recognizing its semiotic and social complexity, rather than a sense of plurality per se. We study the stairs as semiotic landscape (Jaworski &

Thurlow, 2010), paying attention to their compositional arrangement and entextualization. We consider the "pragmatic montage" through assembling, juxtaposing and layering different modalities of visual languages (photographs, painting, verbal utterances) and street art (poster, graffiti, stencil). The *paratax* regime of montage (Pignatari & Mundy, 1981) makes possible ever-changing arrangements: the vernacular monument is alive through social uses and frequent erasures and additions.

We conclude that the montage potentiates political performances of hope and worship but also of "assault" (e.g., aggressive tagging over her portrait). Our analysis leads to an understanding of the production of spectral presences (Derrida, 1993): Marielle's face on the stairs is an appearance, indexing that "the world is out of joint." Through her "absent presence" in the city center, Marielle is a reminder that, like a specter, the periphery returns and emplaces its denial of invisibility.

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Abstract ID: AILA385

French/German Phraseodidactics: (Re)defining the Role of the Dictionary

Authors:

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

French/German phraseodidactics can be defined as a discipline aiming at ways of systematic teaching of phraseological units (PU) within a contrastive framework. Focusing on French first language speakers learning German as a foreign language, we ask the question of which role dictionaries can play in the development of "phraseological competence". The definition of this concept is complex insofar as it is generally perceived as part of the overall *communicative competence* (see Ehrhardt 2014:1). According to the CEFR, this competence can be analyzed using a *plurilingual* approach based on the idea that the individual person "does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact" (CEFR 2001: Section 1.3).

The CEFR's definition of communicative competence, then, combined with a plurilingual approach, provides a strong argument in favour of contrastive studies when dealing with phraseological competence. The reflections and observations developed in this contribution are based on teaching experiences of German as a foreign language mainly carried out in situations of teaching students at university and teachers in a teacher training institution, both 'non specialists'.

Using dictionaries for teaching PUs is not necessarily self-evident: non-specialist students rarely ask themselves whether the type of dictionary they use is appropriate for the task. The mistakes which can be frequently observed in their productions confirm a widely shared diagnostic: their competence regarding the use of dictionaries is considered widely insufficient (see, for example, Nied Curcio 2015: 449-450). Hence, the question of how dictionaries can be used to improve phraseological competence is intimately connected to another question: which teaching strategies will have to be deployed in order to raise not just the learner's *language awareness* but also their *dictionary awareness*?

One major hypothesis of the present study is that working on phraseological units with students using contrastive methods can be a particularly fruitful way to enhance both language and dictionary awareness, ultimately leading to an improvement of the competencies involved. Phraseological competence does not merely imply being able to recognize, interpret and (re)produce phraseological

expressions. Thus, Ehrhardt (2014) insists on the importance of what he calls a "linguistic sense" ("Sprachgefühl", ibid.: 17) as part of the "idiomatic competence" ("idiomatische Kompetenz", ibid.) of the speaker.

The current study will present the findings of a number of observations and experiences carried out in class in combination with a questionnaire and suggest a (re-)definition of the role of the dictionary in foreign language teaching as well as a critical discussion of what a modern phraseological dictionary is or could be.

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Hegemonic discourses of assimilation in multilingual educational policy: Educators as negotiators for social justice

Authors:

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Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

In recent years, multilingual education has expanded in K-12 contexts throughout the United States. Paradoxically, this expansion of pluralist language policy has been linked to neoliberal aims that often result in the gentrification of multilingual education by white, English-dominant communities (Flores, 2016). At the same time, the potential of multilingual policies to center and support the empowerment of the linguistically, racially, and culturally minoritized students they were meant to serve remains prominent (Heiman & Yanes, 2018). Given this tension between often superficial discourses of plurality in multilingual education and its transformative potential, it is crucial to interrogate the policy processes through which practices and discourses that reproduce oppression persist in conjunction with social justice efforts.

Drawing on a conceptualization of language policy as heterogeneously resourced and scaled (Mortimer & Wortham, 2015), this study investigated how educators negotiate dialectical discourses of multilingual education and perceive its implementation across the state of Massachusetts, where recent policy change has enabled the growth of multilingual programming. Data were collected using a survey measuring educators' beliefs about language (Fitzsimmons-Doolan et al., 2017) and specifically about language policy in Massachusetts, as well as through interviews conducted with educators working with multilingual populations. To better understand which and how educators were taking up multilingual discourses, practices, and policies, qualitative data from the survey and interviews were analyzed using critical discourse analysis (Wodak & Fairclough, 2010), and quantitative data were analyzed using factor analysis (Brown, 2015).

Findings suggest that while educators who serve multilingual students in their professional roles support the critical aims of multilingual education and attempt to implement policies that center minoritized communities, several barriers impede its full realization within the ideological and policy context of Massachusetts. Educators identified specific affordances of state-level support of multilingual education, such as the symbolic recognition of multilingualism as an asset and the enactment of more inclusive practices locally. However, they also described a lack of resources and guidance, as well as assimilationist forms of resistance through competing policies and underlying beliefs, community discourses, and accountability linked to monolingual curricula and assessment.

Discussion will focus on connections between specific discourses of assimilation and plurality and oppressive as compared with transformative policies in multilingual education and will suggest means for disrupting barriers therein.

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Abstract ID: AILA391

Plurilingual and pluricultural approaches to teaching of Japanese ideophones (mimetics): Translating recipes of favourite foods into Japanese

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

'Japanese ideophones (mimetics)' are sound-symbolic words which encode sensory (auditory, visual, emotional, tactile) meanings. Auditory mimetics that imitate sounds are called 'onomatopoeias'. Some languages, including Japanese, have large inventories of such words. They offer vivid descriptions and help the reader/listener have a richer understanding of what is being described. Because their forms, such as reduplicates, are peculiar, students learning Japanese as a second language may get interested in them; yet students often report difficulty in learning and/or using them. One reason for this difficulty is the fact that mimetics are frequently introduced with their meanings, but without much attention to the role they play and the effects they create in their frequently appearing genres, such as TV commercials and recipes (Gyogi & Iwasaki, 2019).

This paper reports on plurilingual and pluricultural approaches to teaching mimetics in a Japanese language classroom at an English-medium instruction university in Japan. Fourteen higher-intermediate to advanced learners of Japanese with diverse linguistic and cultural backgrounds participated in this study. In this class, the students were given a task of preparing a recipe in Japanese to be handed in for a local international food event in which they would supposedly participate. They first compared recipes available on the web in Japanese, English and their familiar languages in terms of their content and structure. Next, they analysed Japanese recipes to understand how mimetics are used as well as the effect they create. The students then discussed whether and how words like mimetics are used in recipes in different languages and considered how to translate mimetics in Japanese recipes into their familiar languages. After that, each student individually looked for a recipe they wanted to present at a local international food event in his/her familiar language (other than Japanese) and created a recipe handout in Japanese.

We analysed the students' handouts, recordings of the class discussions, commentaries and their responses to the post-session questionnaire. Students' commentaries showed their increasing awareness of the differences and similarities between languages as well as the effects of Japanese mimetics in recipes. For example, the majority of the students used mimetics, especially in the title of their recipe, in order to 'make audience imagine the texture and appearance of the food' (Kelly) or 'make the food taste good' (Vivian). Furthermore, the plurilingual and pluricultural approach is also effective in bringing students' linguistic and cultural resources to the foreground, which would otherwise remain invisible. Through analysing the use of mimetics in different languages, students could expand their knowledge of different languages as a means of enriching their learning and expanding their perspectives. While the results of this study demonstrate students' heightened awareness of the effects of mimetics, further studies would be needed to facilitate and/or encourage students' use of mimetics in different contexts. Some plurilingual-pluricultural strategies to do so are suggested.

Gyogi, E., & Iwasaki, N. (2019). Genre-based teaching of mimetics in the beginner-level classroom: Translating TV commercials. Journal of Japanese Language Teaching, 174, 71-85.

Abstract ID: AILA392

Decolonial English Language Teaching: Tackling Race-Making through Critical Literacies

Authors:

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Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

This paper relies on the assumption that so-called "inclusive" approaches are not enough to decolonize English Language Teaching. Since racism has played a powerful structuring role in the craft of our societies (Almeida, 2009), permeating the cultural, literary and ideological worlds we inhabit, "sprinkling in" diversity into the mainstream curriculum may ultimately contribute to camouflage the racist and eurocentric system of beliefs and knowledge upon which schools have been traditionally built. In Brazil, for instance, the widespread focus on epistemologies from the North has helped obliterate over the centuries the narratives voiced by Black and Indigenous populations. In addition, the privilege and prestige granted to the British and North American linguistic varieties have reinforced a long history of colonization, naturalizing hegemonic accents and social discourses as the only legitimate sources for English Language Teaching. Promoted at a Brazilian public school, this research has aimed to confront such colonized approaches through the construction of a set of didactic materials purposely designed to pursue three main objectives: decenter epistemologies from the North, decolonize scholarly experience and submit settled knowledge to critical analysis (Jansen, 2017). Rooted on the premises of critical race literacy, this study has counted on reading resources anchored on a diverse and representative literary repertoire, expanding students' literary horizons as they encountered English versions of texts written by Black and Indigenous peoples. Our seventh graders were invited by non-white protagonists and narrators to learn about the world and the English language from Southern perspectives, from

viewpoints that defy the power asymmetries that have molded the conventional literary canon as well as the *status quo* of the social world we live in. Drawing upon an Indisciplinary approach to Applied Linguistics (Moita-Lopes, 2006) and upon dialogical and social-historical stances (Volóchinov, 1929/ 2017; Bakhtin, 1981, 1986) towards language and learning, this research analyzes some of the didactic activities designed to invite students to respond to race-making within the traditional literary canon and to expand their reading literacy and lexical-grammatical repertoire. The theoretical and methodological approach utilized is the "Dialogical Discourse Analysis" (Brait, 2006/ 2014), which acknowledges and foregrounds the social-historical construction of language researchers, their objects of investigation and their scientific productions, insofar as utterances are constituted within a permanent chain of social interactions.

Abstract ID: AILA393

Language learners' creative uses of TikTok in informal spaces: an emic approach to a complex systems perspective and spatial views on informal second language learning

Authors:

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

This presentation shows how narrative data from journal diaries and stimulated recall interviews were used to understand learning in informal spaces in a case study of five international students in Australia. It discusses students' creative uses of emerging image-based social media as resources for informal second language learning. Drawing on a complex systems perspective on learning (Larsen-Freeman & Cameron, 2008) and spatial views on digital technology and learning (Benson, 2021; Ciolfi, 2013; Kuure, 2011), the study examined how students incorporate the use of TikTok into their language learning and lives. The findings revealed how they adapted their multimodal experience of learning into technological innovations in TikTok's features. The findings also revealed how they utilised those features as their linguistic resources in response to the afforances that emerged in everyday communicative situations and spaces. The individual language learning consisted of numerous spaces and resources that an individual used and created in the course of unique learning journey. Using narrative data, this study provides deep insights into innovative and creative ways of informal second language learning for three main reasons. Firstly, it highlights how learners made use of audio-visual learning in the latest technological innovations of the 2020s. Secondly, it reflects the current reality of informal second language learning that occurs in daily life spaces where students access social media with devices and mobilities. Adding to Sockett (2013), lastly, it shows how the data collection of emic data can best fit into the informal learning that may create the emergence of unexpected outcome and behaviours, which are not easy to collect data from the private sphere without understanding students' own perspectives and learning process.

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Language students' understanding of the significance of ecological, social, cultural and economic sustainability

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Abstract Topics: [SYMP69] Sustainability in Language Teaching

Abstract Summary:

The world has changed rapidly during the last decades, prompting language teachers to provide their students with multiple skills needed in the future (Kramsch 2014; Kubanyiova & Feryok 2015). The integration of sustainability education in language classes has become mandatory in many UN member countries through curricular changes, and this raises a need for research on how language students understand sustainability and its relevance in language education. Language students may find it challenging to find a connection between sustainability education and language learning and teaching, especially due to its interdisciplinary character (Abbonizio & Ho 2020). Prior research has shown that language students generally have a positive attitude toward sustainability, but they often lack professional training and skills to implement sustainability education in their future teacher profession (Sinakou, Boeve-de Pauw, Goossens & van Petegem 2018).

Language students' views provide valuable information for assessing the needs for developing language teacher education to meet the new requirements of sustainability education. This study analyses language students' understanding of the significance of sustainability dimensions and their sub-themes through a questionnaire conducted to 55 students at a Finnish University. The dimensions were introduced at the beginning of the questionnaire and under each dimension and the students had to decide on the priority order of sub-themes that varied from local to global in their scope. We investigated the order of priority the students organised the sub-themes into and the justifications they gave for these decisions. We also studied whether their justification differed between the four sustainability dimensions.

Our preliminary results show that there are clear differences between students in how they understand and prioritise different sustainability dimensions and their sub-themes. This should be taken into consideration when training teachers in sustainability education to provide language teachers with adequate skills to integrate it in their classes. Based on our results, it might be beneficial to incorporate a more holistic approach to sustainability in language education, which enables a better understanding of the interconnectedness of different sustainability dimensions and their sub-themes.

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CLIL teachers' perceptions and practices of assessment: Implications for CLIL teachers' assessment literacy

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Abstract Topics: [SYMP02] AILA ReN - Assessment in CLIL

Abstract Summary:

In Content and Language Integrated Learning (CLIL) programmes, non-linguistic content knowledge is taught, learned and assessed in an additional language. Assessment in CLIL is arguably as important as teaching and learning, because CLIL assessment can reveal students' achievements in both content and language and can provide feedback to inform teachers' instruction and students' learning. However, it is challenging to design valid assessment tasks in CLIL, considering the inseparable relationship between content and language. Existing studies of CLIL seem to focus largely on teachers' pedagogical practices, without paying much attention to how they perceive and carry out assessment in CLIL. The current study aims to address this gap. Through conducting individual in-depth interviews with 10 purposefully sampled CLIL teachers in Asian contexts and examining their assessment materials, this study investigates the teachers' perceptions and practices of assessment in CLIL. The findings report teachers' views of the role that language plays in CLIL assessment, such as L2 being as important as content, but posing a challenge to students' comprehension and ideas expression. The findings also highlight some good CLIL assessment practices before, during and after assessment. For example, with regard to assessment task design, teachers incorporated CLIL 4C elements into assessment tasks based on the syllabus and learning objectives, promoted students' various skills development, made assessment tasks interesting and engaging; with regard to assessment implementation, teachers showed attentiveness to students' language use, offered scaffolding to help students perform better in assessment, sought intra- and inter-disciplinary collaboration in CLIL assessment; with regard to assessment result interpretation and action-taking, teachers diagnosed students' strengths and weaknesses (with students) and provided suggestions for students to make improvement. Yet, the findings also reveal some potential issues and challenges regarding CLIL assessment, such as teachers overusing L1 and overlooking the need to support students' language when assessing students' content knowledge, teachers having divergent views with colleagues on how to mark and give feedback due to different beliefs as CLIL teachers. By comparing the perceptions and practices of CLIL teachers with different backgrounds, the findings of this study shed light on how CLIL teachers' assessment knowledge, their identity as CLIL teachers, as well as contextual factors (e.g. students' ability, school policy, exam-oriented culture in the educational context) influence their assessment practices. Insights into what constitutes good CLIL assessment and implications for promoting CLIL teachers' assessment literacy (Lo & Leung, 2022) will also be discussed.

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Abstract ID: AILA398

Les représentations du vieillissement dans de la société chinoise à travers des discours dans l'application Wechat.

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Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

Le monde connaît actuellement un vieillissement sans précédent sur le plan démographique. Selon le document "World Population Prospects: The 2017 Revision", le nombre de personnes âgées de 60 ans ou plus passera au niveau mondial de 962 millions en 2017 à 2,1 milliards en 2050 et 3,1 milliards en 2100. Le vieillissement de la population devrait avoir un impact profond sur la société. Les soins de santé, les pensions de retraite et les systèmes de protection sociale seront soumis à une pression énorme au cours des prochaines décennies. En Chine, le nombre de personnes âgées passera de 241 millions en 2017 à plus de 400 millions en 2050. Le problème du vieillissement rapide de la population chinoise dans son ensemble semble encore plus grave. Les individus et la société, ainsi que les gouvernements et les politiques publiques, sont-ils prêts à relever ce défi ? Les préoccupations sont-elles différentes selon les zones urbaines et rurales, les zones géographiques et le sexe ? Les préoccupations sont-elles influencées par le niveau de développement de la population vieillissante de la Chine, et par le Covid ? Y a-t-il des phénomènes sociaux qui se démarquent ?

L'étude des représentations sociales est particulièrement pertinente pour appréhender les enjeux sociaux face à la situation actuelle du vieillissement de la population chinoise. La présente recherche a pour objet d'étudier les représentations sociales de la vieillesse et du vieillissement auprès de la société chinoise, via l'application Wechat. Cette application est, depuis 2016, la plus grande plateforme d'informations en Chine. Elle est à l'heure actuelle une plateforme indispensable de communication et de média des Chinois. C'est un amalgame de WhatsApp, Facebook, Tiktok et Paypal en Chine. La dépendance des gens à l'égard de cette application permet aujourd'hui l'accès à une énorme quantité d'informations, et également de montrer les préoccupations majeures de la société chinoise par le biais du nombre de visites d'articles sur le sujet. Le recueil des données a ainsi été effectué à partir des articles publiés dans les "comptes d'abonnement (公众号) " du Wechat de 2012 à 2021. Le corpus rassemble les articles sur le thème de la vieillesse et du vieillissement provenant des 10 comptes d'abonnement les plus visités dans les catégories "vie quotidienne", "culture" et "information".

Nous avons tout d'abord choisi une approche d'analyse lexicale pour savoir comment les Chinois perçoivent la question du vieillissement, des personnes âgées et de la vieillesse à une époque où la société chinoise vieillit de plus en plus. Quelles sont les préoccupations de la population ? En nous basant sur les résultats de cette analyse lexicale, nous adopterons ensuite une recherche par analyse thématique, pour interpréter les contenus exprimés dans le cadre de ces préoccupations, et pour appréhender les impressions, les croyances, et les opinions présentes dans ces comptes d'abonnement du Wechat. Les résultats de l'analyse lexicale seront présentés lors de la communication.

Abstract ID: AILA399

Assessing Basic Literacy Skills in a Second Language using the LASLLIAM-Scales

Authors:

Martina Franz Dos Santos [1] * ^ Philipps-Universität Marburg

Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

Low-literate learners of German as a foreign language are often characterized by a very uneven profile of language competences (vgl. Lemke-Ghafir et. al. 2021) and their competences often lie (partly) below the levels described by the CEFR. To date, such profiles cannot be mapped (or assessed) using conventional assessment tools. Furthermore, assessment tools for emerging literacy competences usually focus mainly on technical reading and writing skills (cf e.g. Perlmann-Balme et al. 2007) and usually fail to take functional literacy competences into account. At the same time, the need for an instrument that is able to map the individual competence profiles in the technical and functional area below the CEFR levels is clear: for teachers as a basis for learner- and action-oriented lesson planning and for the identification of required support measures, for learners as a small-scale and competence-oriented feedback on their own learning progress and for researchers as an instrument for the empirical evaluation of methodological approaches in literacy teaching.

The LASLLIAM scales developed by the Council of Europe (cf. Schramm 2021) allow for the development of such an assessment tool, as they describe technical reading and writing skills as well as communicative written and oral skills of low literate learners of a second language below the A1 level according to the CEFR.

While developing such an assessment tool, the specific requirements for the deployment of a test in this particularly vulnerable target group must be considered. Thus, to prevent negative emotional reactions (like fear of failure or feelings of being overwhelmed) to the test tasks, the tasks should avoid excessive use of written language. Furthermore, the task should be designed in a way that allows the participants to relate to them and draw parallels to their daily lives, and not require abstract task knowledge (cf. Heinemann 2008).

In my contribution to the Symposium *Adult Migrants Acquiring Basic Literacy Skills in a Second Language* at the 2023 AILA Congress, I'll outline the exact requirements for a tool that is suitable to map emerging literacy competences of low literate learners of a second language and describe the process of developing such a test based on Bachman/Palmer (2010), as well as present an example for measuring emerging literacy competences in German as a second language.

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Abstract ID: AILA400

Fluency across modes: towards a more comprehensive analysis of L2 fluency

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Fluency is a multifaceted concept used in cognitive sciences and second language (L2) teaching and learning research. Spoken fluency is considered to have cognitive, utterance and perceived fluency dimensions (Segalowitz, 2010; see also Lintunen et al., 2020a), corresponding in written fluency studies to different measures for the writing process and the final product (Cislaru & Olive, 2018; Kowal, 2014; Mutta, 2020). Recently, L2 fluency studies have been frequent, but researchers have called for more comprehensive analyses, for instance, by combining different data sets to examine fluency profiles across spoken and written modes (Lintunen et al., 2020b). Moreover, comparing the L2 learner's fluency profile in their native language (L1) and L2 has been found important to reveal idiosyncratic patterns that are more user-specific rather than part of L2 development.

This presentation combines multimodal analyses of spoken and written fluency and contributes to increasing our knowledge of individual language users' and learners' spoken and written fluency profiles in their L1 and L2. Our data were combined from two larger research projects on spoken and written fluency. We identified 11 university students, who participated in both projects. They performed the tasks in both L1 (Finnish) and L2 (English). The spoken tasks consisted of monologue picture description tasks, and the written tasks were short essays. To collect the written data, we used the graph theory based keystroke logging software GGXLog with a visualization function. To compare the fluency profiles, we analyzed the spoken (e.g. pause lengths, repairs, mean length of runs) and written data measures (e.g. pause times, corrections, length of bursts). Six participants also verbalized on their L1 and L2 writing process and explained their strategic choices. During the presentation, we will present some fluency profiles based on the learners' spoken and written productions.

The preliminary results show that some students are fluent writers both in L1 and L2, which is related to their high proficiency level in L2; they seem to be exposed to English in informal and formal contexts in many ways. The spoken data revealed fluent speech in two languages, with some links in speed, breakdown and repair fluency measures across languages and modes.

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Parents' agency in interaction with the child's agency in home language strategies and practices

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

In this presentation, I will focus on how parents and children interact as agents through realization of home language strategies and practices. Home language strategies and practices are inevitably related to the family's language ideology (Spolsky, 2004). Parents' language beliefs may play a critical role in designing their home language strategies and practices; those in turn play a powerful role in the children's language learning and use at home and other close environments such as playgrounds and pre-schools, as well as in their general linguistic development (Nandi, 2018; Schwartz, 2018).

In this talk, I will distinguish between home language strategies and practices and then I will present key strategies and practices that have been identified and described in the literature. I defined home language strategies as deliberate strategies aimed to manage "language input, and to control its quality and quantity in each family context and practice" (Schwartz, 2020, p. 196), while language practices can be defined as patterns of authentic use of languages in the family by the parents, grandparents, siblings, and other family members, as well as their daily spontaneous or intended language activities.

In addition, I will address how parents and other family members' agency use diverse language strategies and practices. Importantly, most recent research shows growing tendency to attune this proactive language management to the child's agency and languages around, namely, to apply a bilingual or multilingual developmental perspective (Kopeliovich, 2013).

Specifically, as agents, family members can use diverse home language management strategies that I will discuss on a continuum between *maximal engagement with the minority language* and the *Happylingual approach,* to promote flexible home language practices. Understanding the child's agency seems to be a critical factor enabling a positive motivational relationship between the child and the home language learning environment. As recent longitudinal projects in FLP show, family members search for creative ways "helping to avoid or minimize anxiety and tensions" (Kopelivich, 2013; p. 269) among young children, to color all their languages in positive emotional colors. By doing so, these agents may provide harmonious bilingual development for their children.

Finally, I will show that during home language and literacy activities, family members as agents may interact in a bidirectional way. They may act via synergies and mutually exchange family funds of knowledge

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Abstract ID: AILA404

Age is an issue of mind over matter, if you don't mind, it doesn't matter.

Authors:

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Theoretical background: From a sociocultural perspective, learning arises from processes of meaning making in collaborative activity with other members of a given culture (Vygotsky, 1978). When SCT is applied to SLA, language learning is facilitated by social interaction. Illeris's (2003) 'three dimensions of learning' approach also stresses that the human being is a social creature and all learning must therefore come from the interaction with others in different kinds of scenarios.

OALLs use of technology: Digital Language Learning (DLL) refers to digital technology-based or technology-enhanced language learning platforms or tools, or the practices of learning using such platforms or tools (Li and Lan, 2021). In an increasingly ageing, multilingual, and digitalised society, there is still a lack of research on older adults' adoption and use of technologies for supporting language learning (Puebla *et al.*, 2022).

Rewards of using technology for OALLs: DLL can offer numerous benefits to OALLs. The social dimension of learning acknowledges the benefits of personal interaction in a society; this interacts with the two other dimensions of learning: the cognitive dimension and the affective dimension. The cognitive dimension concerns 'what is learned', which lays a basic foundation for learners to perceive the world. The affective dimension comprises elements such as motivation, emotion and volition, which provides the necessary mental energy for learning.

Conclusion: Maturational constraints operate in conjunction with a number of affective and social factors so the teaching of foreign languages should not be based on preconceptions about possible shortcomings in older adult learners. Technology can compensate for such deficits and contribute to both linguistic and non-linguistic outcomes for all learners.

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Abstract ID: AILA405

Towards conceptualizing 'demographic agency' in language maintenance scholarship: The case of family language policy in Arabic-Persian bilingual families in Iran

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

In this paper, we apply Archer's (1995, 2000, 2003) realist social theory in which human practice is viewed as the source and origin of social life and social world. Cultural practices such as language use is thus taken to emerge from human action. However, human action, or agency, is taken neither as 'free will' nor 'totally determined and formed' by social structure. Rather, agency emerges in response to and interaction with social structure. Advocating an analytical separation of structure and agency, agency and structure are both considered to have real, distinct, and emergent properties that are irreducible to one another. Working within this school of thought, we seek to argue how under certain circumstances where minority languages are not institutionally supported, and thus, families alone have to shoulder the responsibility of raising their children bilingually, patterns of family formation and settlement could have a real impact on language use at home. Drawing upon Sealy and Carter's (2004) "demographic agency," we illustrate here how such an agency could be of an influence giving families a competitive edge against home-external detrimental forces such as monolingual educational policies. As Sealey and Carter (2004, p. 11) argue, "people collectively can exert an influence simply by virtue of their numbers," and "this cardinal power of agency" does not necessarily depend on only "the property of self-consciousness." In other words, in such communities, language ideologies and practices can just take a specific form because, rather than being a conscious decisions, they have been "accumulated and learned during biographically phased processes of socialization" (Blommaert, 2019, p. 5).

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Abstract ID: AILA407

A Dialectical Approach to Intercultural Communication in Virtual Exchange

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

1. **Introduction**

In this research, I seek to explore how the similarities-differences and privilege-disadvantage dialectics inform the dynamics of teamwork and collaboration in a virtual exchange (VE) with university-level participants from Finland and Iran. The results of this study will add to the knowledge on the VE experiences of university students, in particular English language majors, and inform about how interculturality develops through the negotiation of identity and discourse in VEs.

1. **Dialectics**

Martin and Nakayama (1999) have proposed six dialectics that coexist in intercultural encounters, two of which are similarities-differences and privilege-disadvantage. The former dialectic runs counter to the traditional intercultural communication research, which overemphasizes differences, and acknowledges the coexistence of similarities and differences, and the latter indicates that an individual can be privileged and disadvantaged depending on the context (Martin, 2017).

1.2 Virtual exchange as a context for intercultural contact

Virtual exchange is a pedagogical method and learning arrangement used to provide a platform for developing linguistic and intercultural competencies (O'Dowd, 2018).

Research Questions

1. How do the similarities-differences and privilege-disadvantage dialectics become visible in the dynamics of teamwork and collaboration in a virtual exchange program using English as a lingua franca?

2. **Methods**

2.1 **Participants**

This study will be performed among participants from Finland and Iran. Specifically, 14-17 undergraduate students of English Literature/Teaching English as a Foreign Language from Ferdowsi University of Mashhad (FUM), Iran, and 14-17 undergraduate students of English from the University of Jyväskylä will be recruited. The project will be run from 20 October to 20 December 2022 with

recruitment facilitated by teachers from both universities.

2.2 Procedure

I will design the VE tasks on the general themes of equity, the role of media in creating representations of countries, and how identity is constructed. The VE will be run for eight weeks, and the tasks will be completed in small groups comprising students from Finland and Iran. At the end of the program, semi-structured interviews will be conducted with six students separately.

2.3 Data analysis

To understand the role of the similarities-differences and privilege-disadvantage dialectics in the dynamics of teamwork and collaboration in the VE, I will leverage the data obtained from participants' learning diaries and semi-structured interviews. Data analysis will be based on thematic analysis, which involves data familiarization, data coding, theme development, and revision (Clarke & Braun, 2014).

Significance of the Study

The research fills an important gap because there are scarce opportunities for intercultural teaching projects through virtual exchange between the Nordics and the Middle East.

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Abstract ID: AILA408

Operationalising subject literacy in a lesson planning tool for vocational CLIL teachers

Authors:

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

While researchers agree that the integration of content and language goals is the operative principle behind any successful CLIL programme (Mehisto et al. 2008; Nikula et al. 2016; Coyle & Meyer 2021), there is an ongoing debate over how we can best conceptualise this integration for practical use. A promising way of doing this is to incorporate subject literacy education into CLIL teaching and pedagogical design. An understanding of subject literacy as a social practice embedded in the use of "literacy skills and knowledge, for socially constructed purposes, within specific sociocultural contexts" (Green 2020: 13) integrates both the procedural knowledge that constitutes content matter as well as the discipline-specific academic language that will represent this content. Yet the content teachers that are typically involved in CLIL programmes are hardly ever trained in subject literacy education or foreign language teaching methodology (Hüttner et al. 2013), which makes the task of translating a content and language integrated model into CLIL practice especially demanding. This becomes even more challenging at Austrian technical colleges, where CLIL programmes typically focus on highly-specialised technical content subjects in which cognitive demand is high in terms of both content and language. To support teachers at this school type in implementing an integrated CLIL model in practice, this dissertation project aims to develop a CLIL lesson planning tool that operationalises subject literacy for the context of technical colleges. Following a design-based research (DBR) approach, the tool is designed in close collaboration with two novice CLIL teachers and tested in their respective subjects recycling technology and control engineering. Both the process and the outcome of this collaborative project offer new insights into CLIL teacher professional development, CLIL lesson planning, and vocational CLIL. The lesson planning tool itself holds the potential to improve CLIL practice in the often neglected context of vocational CLIL, thus effectively bridging the gap between theory and practice.

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Abstract ID: AILA409

Older adults' perceptions of a monolingual vs. a multilingual approach to language learning in beginner-level foreign language classes

Authors:

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Research into instructed third-age language learning has shown that older adults are as capable as their younger counterparts to learn a new language (see, e.g., Gabryś-Barker, 2018; Ramírez Gómez, 2016). A logical next step is to establish the merits of specific approaches to teaching and learning. Moreover, given that cognitive abilities do not operate in a vacuum (Kliesch & Pfenninger, 2021), it is desirable to look beyond experimental outcome measures and take into account participants' views of their learning experience.

In the field of second language (L2) learning and teaching, there is ongoing controversy about whether a monolingual context that makes exclusive use of the target L2 or a multilingual context that draws on all languages known to learners is most beneficial. Existing studies with younger participants which compared a monolingual with a multilingual approach found either superior performance by groups taught multilingually (Brown, 2021), or no differences between groups (Hopp & Thoma, 2021).

No study to date has addressed the question of whether one or the other approach might be more advantageous for third-age learners while also adding learners' own views into the equation. We will report the perceptions of 10 older adults who are a sub-sample from a larger project which compares a monolingual with a multilingual approach to teaching beginners' Italian to L1 speakers of German and English (N = 46, age range 60-81) via a 10-week online course with the first author as their teacher. The participants were pre- and post-tested for L2 proficiency and metalinguistic awareness, completed a test of language learning aptitude and a questionnaire about their language learning beliefs.

The sub-sample took part in think-aloud and stimulated-recall protocols aimed at eliciting their thought processes while resolving a small number of multiple-choice tasks. Subsequently, the participants were interviewed about their views and perceptions of the language course they experienced (either monolingual or multilingual), with a focus on perceived advantages and disadvantages as well as the strategies they drew on to handle the learning tasks.

Data collection is currently underway. Analysis of the qualitative data arising form the interviews and verbal protocols will allow us to triangulate complementary evidence from participants' actual performance and their reflections on that performance. We expect this to yield novel insights into the benefits and drawbacks of the two approaches used in the study while at the same time doing justice to inter-individual differences.

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Language teachers' perceptions on plurilingualism in bilingual and monolingual areas: comparative study in Galicia (Spain) and northern Portugal.

Authors:

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The consolidation of the European Union and the social necessity to meet the mobility demands of globalization, particularly in the labour market and the academic education, has prompted to the promotion of plurilingualism at all levels. The Common European Framework of Reference (CEFR) published by the Council of Europe (CoE) in 2001 has been a key instrument in this change of paradigm. The CEFR has consolidated the standarization of levels of language proficiency and has had an undeniable impact on the teaching-learning processes of foreing language.

The appreciation of the rich heritage of diverse languages and cultures is an essential objective of the CoE (2001, p.2). Hence, it recommends the use of the CEFR as a tool for the effective implementation of plurilingual education (p. 27). Besides making a distinction between the concepts of multilingualism and plurilingualism, the CEFR encourages people not to keep languages in isolation, but instead treat them as cultural elements that interrelate and interact (CoE, 2001, p. 4) In 2020, the promotion of a quality plurilingual education through the development of the plurilingual and pluricultural competences was restated and reaffirmed (p. 11).

Bearing in mind that teachers are key agents in the promotion of plurilingualism among students in the education centres, this study intends to make a comparative analyse of the perceptions of secondary language teachers related to plurilingualism and their own teaching practice in two close but different scenarios: the autonomous community of Galicia (Spain) where there are two co-official national languages (Galician and Spanish) and in the north of Portugal with only one national language (Portuguese). Despite their geographical proximity, the countries selected also present differences in terms of the general level of proficiency in a foreign language. For instance, the EFL English Proficiency Index (EF Education First, 2020) ranks global countries according to their levels of proficiency in English. Spain has been ranked 34th with an average level of proficiency whereas Portugal is the 7th position with a top level of proficiency.

For the purpose of this study, language teachers at secondary schools in Galicia and Portugal have answered a survey on their views on plurilingualism and their teaching practices related to it. Preliminary results show positive conceptualizations on plurilingualism and the need of fostering it in the classroom. Translanguaging seems to be the most common practice related to plurilingualism in both countries. Nevertheless, claims about the scarcity of plurilingual projects between different departments have been made, together with curricular and time constraints as the main obstacles for

the implementation and development of a quality plurilingual education.

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Abstract ID: AILA411

Social/pragmatic functions of gestures by teachers in L2 language classroom

Authors:

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Abstract Topics: [SYMP11] AILA ReN - Perspectives on Gesture in Second Language Teaching and Learning

Abstract Summary:

This exploratory study examines the pragmatic functions of gestures employed by teachers in a foreign language classroom. We focus on Open Hand gestures and their variations. This paper is grounded in the work on pragmatic gestures (e.g., Kendon 2004, 2017; Müller 2004) and the social semiotic perspective on embodied meaning making (e.g., Holland, 2011).

There has been a growing body of research about the role of gesture in foreign language teaching/learning practices in domains such as comprehension (e.g., Sueyoshi & Hardison, 2005), vocabulary learning (e.g., Tellier, 2008) and grammar (Matsumoto & Dobs, 2016). These studies mainly analyze the referential (semantic) meanings carried by representational gestures (McNeill 1992). Gestures also carry pragmatic meanings (Kendon 2004). However, compared to the studies of the efficacy of teachers' gestures in L2 learning, those investigating the social/pragmatic functions of such gestures are fairly limited.

According to Kendon (2017), four pragmatic functions can be ascribed to gestures (modal, performative, parsing and operational functions). As a language classroom abounds with social interactions, and Open Hand gestures are very widely used (Kendon, 2004), we would expect these gestures to be also used by teachers. The questions we address are: what kind of functions do these gestures mostly carry, and are there any language classroom-specific patterns ?

The data for the study were drawn from the recorded class sessions of Japanese as L2 available on YouTube as well as those recorded by the author. The analysis followed the methodological procedure used by Müller (2004). The results show that Open Hand gestures are frequently used by language teachers. However, in some cases, their functions may not be so straightforward. Furthermore, the timing of the teacher's gesture in relation to the interlocutor's utterance (i.e. before vs. after) may reflect different pragmatic functions. We will discuss the applicability of Kendon's classification in language classroom discourse and the implications of the findings for the notion of embodied meaning-making in a classroom setting.

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Abstract ID: AILA412

The didactic effectiveness of English language acquisition through drama

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

The possibility of improving language acquisition through literature has been underlined by various authors, even though, lately, theorists' attention shifted to the empirical investigation of these advantages, underlying the lack of studies which could confirm the positive effects of using literature in language classes, especially in high school contexts. In fact, theorists have dealt with literature in the FL classroom as logically and intuitively valuable but have rarely empirically demonstrated its value. Taking into account this research gap, we demonstrate that the teaching of literature can be both enjoyable and beneficial in enabling students to better identify meanings in texts as well as to develop their linguistic competences. Through textual analysis, we want to provide a model aimed at integrating language and literature effectively using a motivating method that can enrich students' understanding of literature and develop their linguistic and socio-cultural competences.
Considering the educational field and the intent of our work, we aim at appraising the advantages of the theoretical studies that have purported the teaching of the foreign language through literature into practice by designing a lesson plan dealing with topics that could be interesting and compelling for students attending high school, and that could motivate them, such as bullying and cyberbullying. Moreover, we will discuss the outcomes of the survey where we collected and analysed students' opinions before and after presenting a lesson plan focused on some passages from a drama. The paradigm of the investigation draws on a qualitative enquiry, in fact, we administer pre-tests and post-tests based on a 5-points Likert-type scale to gather students' opinions. The obtained data are analysed statistically. Through our analysis, we will also indicate how students' views towards the use of plays in EFL classes changed so that they could perceive this genre as beneficial.
Through the empirical analysis of the advantages of using literary texts for foreign language learning, our findings suggest that the use of plays for foreign language learning represents a source of motivation and a useful tool for developing interpretative skills and linguistic competences. Through an integrated approach, that mainly considers the precepts of the communicative approach and the affective-humanistic approach, our intent is also to show that language teaching should be regularly scheduled through learning units that have a direct functional application through authentic tasks

and task-oriented activities.

Bloemert, Paran, Jansen, & van de Grift. (2019). Students' perspective on the benefits of EFL literature education. *Language Learning Journal*, *47*(3).

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Paran. (2008). The Role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, *41*(4), 465-496.

Paran & Robinson. (2016). *Literature*. Oxford University Press.

Abstract ID: AILA413

Rating across multiple languages: Perceptions of training and operational rating

Authors:

Margaret Malone [1] [*] [^] ACTFL

Celia Zamora [2] [^] ACTFL

Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

A great deal of research (for example, Pill & Smart, 2020; Attali, 2016; Kuiken, & Vedder, 2014) examines language test rater behavior and consistency, while complementary research (for example, Davis, 2016; Sato, 2014) focuses on rater perceptions of both their training activities, their operational rating processes, and how the two interrelate. However, most of this research focuses on raters working in a single language, often English. Far less research investigates rater perceptions of rater training and operational rating processes, including both challenges and successes, for raters working with a shared scale and a similar test across languages. Borger (2016) and Harsch & Malone (2020) also suggest that raters and other stakeholders can provide critical information not only about how a scale or scales are applied but also the difficulties in applying scales. Thus, this study asks: do raters using the same scale have similar or different experiences with rater training and rating across languages? How can such information support training, operational testing and even changes made to rating scales?

This current study examines research conducted with raters of constructed response tasks from a multi-language, large-scale assessment administered to over 100,000 learners annually in 11 languages (Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese, Russian and Spanish). The study first analyzes the results of a short questionnaire sent to speaking and writing raters (N=65) to examine their perceptions of rater training as well as what they attend to in operational rating, including task level and task function. The study also analyzes the outcomes of short interviews with a sub-set of raters (N=25) to shed light on the challenges of rating both generally according to the scale and specifically applying the training and the scale to different languages.

The presentation will specifically focus on how rater perceptions can inform and improve rater training approaches, exercises and activities. It will also show connections between rater training and operational rating. Additionally, the presentation will identify ways that rater perceptions and recommendations across languages can help rating approaches globally and within each language.

Beyond applications to rating and rater training, the study and its results will provide an opportunity to reflect on how raters interpret the scale and how it can be improved for clarity and accessibility across languages.

Attali, Y. (2016). A comparison of newly-trained and experienced raters on a standardized writing assessment. *Language Testing*, *33*(1), 99-115.

Borger, L. (2019). Assessing interactional skills in a paired speaking test: Raters' interpretation of the construct. *Apples-Journal*

of Applied Language Studies, *13*(1), 151-174.

Davis, L. (2016). The influence of training and experience on rater performance in scoring spoken language. *Language Testing*, *33*(1), 117-135.

Harsch, C., & Malone, M. E. (2020). Language proficiency frameworks and scales. In *The Routledge handbook of second language acquisition and language testing* (pp. 33-44). Routledge.

Kuiken, F., & Vedder, I. (2014). Raters' decisions, rating procedures and rating scales. *Language testing*, *31*(3), 279-284.

Pill, J., & Smart, C. (2020). Raters: Behavior and training. In *The Routledge Handbook of Second Language Acquisition and Language Testing* (pp. 135-144). Routledge.

Sato, M. (2014). Exploring the construct of interactional oral fluency: Second language acquisition and language testing approaches. *Syst*

Abstract ID: AILA415

Researching the role of digital media and materials in early language learning

Authors:

Sonja Brunsmeier [1] [*] [^] University of Passau

Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

This talk presents the results of the first task cycle of the action research project 'EMMa'. The study explores the opportunities and challenges of communicative and interactive approaches to learning and teaching English as a foreign language (EFL) in digital learning environments in the young language learners classroom.

Digitalisation remains to be one of the hot and much debated topics in these days and continues to receive a significant amount of attention in teaching and learning foreign languages (Luetge & Merse 2021). Already young learners need both - foreign language skills and media competences - to participate in the digitalised global discourse. Thereby, digital media and materials are of great interest, but equally noteworthy are the teaching scenarios in which they are implemented. Appropriate classroom tasks and activities are needed to fully exploit the learning potential of digital media and materials. Nevertheless, research is still scare on how to best implement and use digital media and materials to develop beginners' foreign language and media competences. Tasks and activities need to developed and undergo empirical verification. The action research (Burns 2010) project 'EMMa' investigates how tasks and activities may structure, guide and support the development of foreign language competences in digital learning environments. Over a period of five months different data (lessons video recordings, students' products, questionnaires) was gathered in a German primary EFL classroom to provide evidence-based insights into digitally supported EFL lessons. The data were analysed using Qualitative Content Analysis (Mayring & Fenzl, 2019) and the Critical Incident Technique (Gruenewald 2012) to determine how digital materials and media can be used communicatively and in a way that supports foreign language learning and teaching processes. From these outcomes consequences – for further research as well as communicative and interactive approaches to learning and teaching foreign languages – will be presented and discussed.

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Luetge, Christiane / Merse, Thorsten (eds.) (2021): Digital Teaching and Learning: Perspectives for English Language Education. Tuebingen: Narr.

Mayring, Philipp / Fenzl, Thomas (2019): Qualitative Inhaltsanalyse. In: Baur, Nina / Blasius, Joerg (eds.): Handbuch Methoden der empirischen Sozialforschung. Wiesbaden: Springer VS. P. 633-647.

Abstract ID: AILA416

The Ideal Multilingual Self and Language Learning Strategies for Learning Languages other than English in Conflict-affected Situations

Authors:

ANAS HAJAR [1] [*] [^] Nazarbayev University

Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

As the world is becoming increasingly more multilingual and with the advent of the "multilingual turn" (May 2014), learning languages other than English (LOTEs) has recently caught the attention of some language learning researchers. However, almost all of the studies of the experiences of individuals learning LOTEs have been carried out in the context of stable or peaceful states. Also, there is still a dearth of research exploring the challenges and strategic language learning efforts of individuals learning a LOTE in conflict-affected and war-related situations. Therefore, the qualitative study reported in this talk explored six internally displaced Syrians' experiences of learning Turkish as L3 or L4 during their stay in Afrin on the Syria-Turkey border. Particular attention was paid to their underlying language learning motivation, learning goals and associated strategy use across different settings. Language learning strategies (LLSs) here refer to "an individual's active engagement in the learning process within a particular situated setting to accomplish their proximal goals (i.e. to learn a language for immediate gains) or/and ultimate ones (i.e. master language for academic/professional/national advancement)" (Hajar 2019, p. 33).

The findings illustrate how the participants viewed their Turkish language experiences as not only an opportunity to expand their linguistic repertoires, but also represent a major turning point in their lives that impacted their self-identity. That is, learning and mastering Turkish for most participants tended to be conceived of as a bridge to escape from the inferno of the civil war, a way to secure better, safer lives for themselves and their family members and an opportunity to create a more advantageous identity for themselves by helping them accomplish their academic and professional advancement in Turkey. Related to this, some participants used a number of voluntary (i.e. essentially internalised within the self) strategies in an attempt to accomplish their ideal end state and desired identity. In addition to LLSs using technology-mediated language resources, such as watching Turkish programs with subtitles and joining WhatsApp learning groups, they sought out alternative mediating paths by strengthening their relationship with Turkish people working in one of the humanitarian organizations in Afrin. This study demonstrates the importance of SLA research to serve all multilingual people, not just the privileged, by conducting empirical studies in non-affluent geographies. LLS researchers also need to uncover the situated and dynamic uses of LLSs used by individuals to learn LOTEs.

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May, Stephen. 2014. *The Multilingual Turn: Implications for SLA, TESOL and Bilingual Education*. New York: Routledge/Taylor & Francis.

Abstract ID: AILA417

Navigating politics and activism in teacher education

Authors:

Katy Highet [1] [*] [^] University of the West of Scotland

Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Calls for a more explicitly politicised teacher education sit alongside a wider push for socially transformative engagement within language research (Bucholtz, 2018; Ladegaard and Phipps, 2020) that have emerged in response to the increasing dispossession, marginalisation and inequality that we are witnessing across the globe. Teachers are often identified as having a key role to play in these processes, and much current research declares a commitment to the incorporation of social justice into the classroom (Avineri *et al.*, 2019) At the same time, critical scholars have warned us of the inadvertent harm that can be enacted through well-meaning attempts to 'give voice' or 'empower' students, which often reinscribe unequal power dynamics and reproduce the structures they purport to disavow (Kraft and Flubacher, 2020).

What this draws attention to is the need for critical reflection on the politics and ethics of engagement between researchers and educators. In this paper, I draw on a collaborative project with teachers in an English-teaching NGO in Delhi, India, in order to raise several challenges that emerge when engaging in practices that are undergirded by a will to transform. I take as my point of departure data from a series of workshops that I conducted with teachers at the NGO in which we discussed and analysed the findings from my ethnographic study undertaken in 2018-2019 at the same NGO in order to reflect upon potential implications for NGO policy and their practice. Grounded in the framework of generative critique – that is, "an analytical project that aims to be generative of potentially transformative thought, affect, and action" (Urla, 2021) – I demonstrate the tensions that we had to navigate when attempting to explicitly politicise their roles and their practice, and how this was rendered particularly challenging by the competing ideological and political economic interests and agendas at play between myself, the teachers, management and students. Laying bare the anxieties and discomfort that emerged through this project, I trace the ethical and political contours of these encounters, asking what this can tell us about the (tense) relationship between education, research and activism, and the consequences of this for how we, as researchers, design and understand our engagement with teachers and educational institutions for the purposes of social transformation.

Avineri, N. *et al.* (eds) (2019) *Language and social justice in practice*. New York, NY: Routledge.

Bucholtz, M. (2018) 'White affects and sociolinguistic activism', *Language in Society*, 47(3), pp. 350–354. doi:10.1017/S0047404518000271.

Kraft, K. and Flubacher, M.-C. (2020) 'The promise of language: Betwixt empowerment and the reproduction of inequality', *International Journal of the Sociology of Language*, 2020(264), pp. 1–23. doi:10.1515/ijsl-2020-2091.

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Abstract ID: AILA418

Story-telling as a method of elicitation in field work

Authors:

Hans-Jörg Döhla [1] [*] [^] Universität Regensburg

Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

In this paper, a set of field work methods will be presented and discussed which I used for my postdoc project "Differential Object Marking in Language Contact Situations between Romance and Non-Romance Languages". Field work languages were Spanish, Portuguese, Aymara, Guaraní, Maltese, Sicilian, Papia Kristang and Chabacano.

The core field work method was story-telling out of different perspectives. On the one hand, I asked the interviewees to tell a story which contains an event that happened to themselves and (at least) one other story which talks about what happened to someone else or a legend or fairy tale. On the other hand, I designed a picture story of forty images, called „the three hunters" which had to be verbalized by the interviewees (in most cases with two run-throughs). The picture story was designed for the purpose of making the speakers utter a high number of transitive sentences with changing agents and patients in order to analyze the marking patterns of the direct object.

Both elicitation methods have advantages as well as disadvantages which will be discussed in the presentation. Concrete examples will also provide insight into the possibilities and limits of cross-linguistic comparison by means of a parallel corpus based on the picture story method.

Multilingual Subjectivities, Monolingual Institutions, and Language Equity

Authors:

Mariana Bono [1] [*] [^] Princeton University

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

In our multicultural, pan-ethnic states, issues of subjectivity, positionality, and equity in relation to language are central to our pedagogical practices and institutional settings. These issues are particularly salient in higher education, where knowledge of and experience with language shape the academic and life trajectories of an increasingly diverse student body. In this presentation, I rely on theoretical developments from multilingual studies, linguistic anthropology, post-structural and postcolonial theory, combined with my own experience teaching multilingual students, to perform a critical exploration of current efforts to embrace linguistic diversity and promote language learning, against a backdrop of monolingual and monolingualizing practices that remain ubiquitous in our cultures of scholarship and epistemological apparatuses (Gramling 2016).

I share the results of a multiyear study focusing on the personal narratives of multilingual first-year students at Princeton University. The overall purpose of the research is to understand how their subjectivities are negotiated in and through language, and the impact that language education has had on their personhood. The paths by which these speakers come to feel at home in a language are complex, subtle, and intimately connected to the experience of mobility. I pay special attention to the emergent dynamics between tongues and bodies in the semiotic practices of racialized subjects, who may not "look the way they sound" or "sound the way they look" (Rosa 2019), and I argue that monolingualizing forces undermine even the most progressive universities, which purport to promote and protect linguistic diversity while remaining a key cog in a system that constructs language as something which is a natural possession and towards which certain individuals can claim proprietary rights.

Multilingual students do not (and should not) fit into an idealized, institutionally palatable version of multilingualism. An analysis of their modes of identification and linguistic encounters with others shows that, while a multilingual repertoire can afford opportunities for radical

reinvention, the essentialist linkage of linguistic nativism with authenticity, authority, and ownership functions as an othering device, devaluing and pushing to the margins the language practices of those who find themselves outside of the matrix of the monolingual establishment (Yildiz 2012; Chow 2014).

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Chow, Rey (2014). *Not like a native speaker. On languaging as a postcolonial experience*. New York: Columbia University Press.

Gramling, David (2016). *The invention of monolingualism.* New York: Bloomsbury.

Rosa, Jonathan (2019). *Looking like a language, sounding like a race: Raciolinguistic ideologies and the learning of Latinidad.* New York: Oxford University Press.

Shuck, Gail (2006). Racializing the nonnative English speaker. *Journal of Language, Identity, and Education* 5(4),259–276.

Yildiz, Yasemin (2012). *Beyond the mother tongue: The postmonolingual condition*. New York: Fordham University.

Abstract ID: AILA422

Using Dictionaries in Teaching (and Learning) English as a Foreign Language – a Longitudinal Research Project

Authors:

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Ida Dringó-Horváth [2] [^] Károli Gáspár University of the Reformed Church in Hungary

Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Generally, there is a huge gap between classroom learning and autonomous learning. English teachers are not available continuously, so students need to find reliable information on their own when they face difficulties related to English. That has never been truer than during the COVID-19 pandemic. Dictionaries can fill this gap if students learn how to use dictionaries properly. However, dictionary user surveys conducted from the 1960's onwards have revealed that there is a huge gap between the user and the dictionary (e.g., Barnhart 1962; Atkins & Varantola 1997) as users do not possess the reference skills required to find information in a sophisticated entry. There may be two possible ways to bridge this gap. Firstly, lexicographers strive to develop methods that match the linguistic knowledge of ordinary users and make dictionaries more user-friendly; secondly, users should also be trained to be more skilful in using dictionaries (Rundell 1999). Those findings have significantly changed the lexicographic practice and made dictionaries more user-friendly. Sadly, the same cannot be seen in the field of dictionary didactics concerned with the education of users. No extensive teaching of dictionary use is provided in schools and universities.

The proposed paper demonstrates the dictionary use skills of foreign language teacher trainees as well as their attitudes towards teaching and learning reference skills in the classroom. The first section offers a historical overview of research on dictionary use and dictionary didactics in Hungary (e.g., Dringó-Horváth 2017, 2021; P. Márkus 2020). This is followed by a detailed description of the quantitative research, which aims to investigate the preferences and attitudes concerning dictionary use, dictionary consultation behaviour, and the role of dictionaries as an aid to language learning. The paper is the second step of a longitudinal study (see previous results: e.g., Dringó-Horváth – P. Márkus & Fajt 2020).

In Hungary 'dictionary awareness' is generally rather low, more attention to the teaching of dictionary skills would be needed in the curricula for English language learning. In order to develop a

method and improve the existing situation, the current situation must be assessed by identifying the special needs of the student and the teacher. A more distant goal is to design a core "reference skill" (= dictionary training module) module, which could be incorporated into different courses at the university (e.g., study skills, language practice, patterns of English).

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Barnhart, C. (1962): Problems in editing commercial monolingual dictionaries. In: Householder, F. W. – Saporta, S. (eds.) *Problems in Lexicography*. Bloomington: Indiana Research Centre for Language and Semiotic Studies.

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Dringó-Horváth, I./P. Márkus, K./Fajt, B. (2020): Szótárhasználati ismeretek vizsgálata német és angol szakot végzettek körében. Modern Nyelvoktatás 26:4 pp. 16–38.

P. Márkus, K. (2020): A szótárhasználat jelene és jövője a közoktatásban – a nyelvoktatást szabályozó dokumentumok és segédanyagok tükrében. (Dictionary Use in Public Education – Present and Future) In: Modern Nyelvoktatás 26 (1–2), pp. 59–79.

Rundell, M. 1999*. 'Dictionary use in production'. International Journal of Lexicography* 12.1: 35–53.

"Delving deeper": Affordances, constraints, and supports for implementing critical inquiry in language education

Authors:

Lauren Goodspeed [1] [*] [^] University of Minnesota

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Menke Mandy [3] University of Minnesota

Paesani Kate [4] University of Minnesota

Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Critical inquiry is at the heart of critical pedagogies such as multiliteracies and social justice approaches (Hackman, 2005; New London Group 1996). Although many language teachers have embraced such approaches, implementing critical inquiry in the classroom can be difficult. For example, Wassell, Wesely & Glynn (2019) reported that multiple factors inhibit K-16 language teachers' ability to engage students in challenging conversations including fear of backlash, students' linguistic proficiency, and lack of time for curricular innovation. Additionally, Rowland et al. (2014) and Menke and Paesani (2019) reported that multiliteracies instructional materials underemphasized the framework's critical components, though the reason why remained unclear. This present study aims to deepen our understanding of how critical inquiry is carried out in language classes by answering the following research questions: What facilitates and constrains the implementation of critical inquiry? What experiences and resources support teachers' understanding of critical pedagogies?

This qualitative study examines the experiences of 4 postsecondary language instructors developing curricular units grounded in multiliteracies and social justice pedagogies. Data collected at various points of the curriculum development process include questionnaires, interviews, consultation meetings, group work sessions, and classroom observations. Using the lens of Sociocultural Theory (van Lier, 2004; Vygotsky, 1978) and multicycle descriptive coding (Saldaña, 2016), we analyze the mediational and environmental affordances and constraints that influence how instructors planned for critical inquiry in instruction as well as the tools and systems that supported their understanding of critical pedagogies and how to implement them. Preliminary findings suggest that multiple factors afford and constrain the implementation of critical inquiry in language education that are both individual (e.g., the instructors' interest in the topic, their [dis]comfort with conflict, pedagogical strategies, etc.) and contextual (e.g., adequate linguistic and conceptual scaffolding, institutional context, time, etc.). Among the tools and systems that supported instructors' conceptual understanding and implementation of critical inquiry are workshops and consultations with pedagogical experts, an iterative, reflective planning process, and peer collaboration. Implications for teacher professional development to support critical inquiry in language education will be discussed.

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classrooms through social justice education. Journal of Curriculum and Pedagogy, 16(3), 263–284. https://doi.org/10.1080/15505170.2019.1570399

Abstract ID: AILA426

Exploring changes in activity systems before, during, and after study abroad: A case of Japanese international students

Authors:

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Masatoshi Sato [2] [^] Universidad Andrés Bello

Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

This study examined how international students experience their sojourn from the perspective of activity theory (AT). While AT has been employed in previous study abroad (SA) research to investigate specific variables (e.g., Brown, 2021; Lee & Kinginger, 2018), holistic trajectories of learners' SA experiences have not been explored. Specifically, the current study explored two objectives: (a) how the six elements in Engeström's (2001) activity model are interconnected to explain Japanese international students' experience, and (b) how their activity systems change over time-before, during, and after SA. While, in the larger study, factor analyses were conducted on the questionnaire data, the current presentation focuses on the qualitative data pertaining to interviews with 23 participants.

Among the participants, 17 had completed their SA, and 6 were at their SA destination at the time of the interviews. Interview prompts were guided by the principles of the AT model's six elements (i.e., subject, object, mediating artifacts, rules, community, and division of labor). The interview data, which was approximately 22 hours in total, was transcribed and qualitatively analyzed. While the analysis was guided by the AT model first, grounded theory was employed to explore the participants' accounts within each of six elements. Finally, 12 subthemes emerged for each time period. Subsequently, three activity systems were modeled to illustrate commonalities found in participants' experiences.

Overall, before SA, the participants reported a variety of factors that positively mediated their English learning (e.g., family). Also, the efforts to achieve their long-term linguistic and career-oriented goals mirrored their perceived responsibilities as English learners. However, English classes at home that prioritized university entrance exam preparations negatively mediated their English learning experience. During SA, their sojourn lives mainly revolved around the community within the SA institution where resources and tools that mediated their English learning were realized. Furthermore, course requirements, cultural differences, relationships, and the sense of responsibilities influenced different elements within their activity systems. After SA, along with gains in English skills, personal development was frequently reported as a perceived outcome of SA. Despite their desire to further their English learning, many had put their English learning on the back burner, due to cultural and societal factors and changes in life priorities. We conclude with implications for improving students' SA experience and language learning, by focusing on ensuring a supportive community both at the home and host institutions and making the learners aware of their expectations and setting realistic goals at each time period-before, during, and after SA.

Brown, L. (2021). "Sorry, I don't speak any English": An activity-theoretic account of language choice in study abroad in South Korea. In W. Diao & E. Trentman (Eds.), *Language learning in study abroad: The multilingual turn* (pp. 145-169). Multilingual Matters.

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Multilingualism, conflict, and identity: Scaling analysis of the conflictual interactions of a community of practice in cyberspace

Authors:

Mengdi Liu [1] [*] [^] Xi'an Jiaotong-Liverpool University

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Online conflict informs new social facts in cyberspace and beyond. This study aims to investigate the discursive construction of polylogal conflict (Garcés-Conejos Blitvich, 2018) and identity (Blommaert & de Fina, 2017; Bucholtz & Hall, 2005) and the underexplored role of multilingualism therein in an online community of practice (Lave & Wenger, 1991) through scaling analysis (Blommaert, 2007; 2010; 2015; 2021) based on a case study of Li Ziqi's YouTube channel. Differing from the current interactionist and CDA studies on online conflict and identity (e.g., Cosper, 2022; Sagredos & Nikolova, 2022), this study adopts sociolinguistics scales to both interactionally and critically delineate the complexity, polycentricity (Blommaert, 2010, p. 39), and dynamics of online conflict and identity in multilingual cyberspace. Screen-based data were collected from popular comments below two controversial videos arousing cultural spats over certain fermented vegetables through observation and archiving as cyberethnographic approaches. Moment Analysis (Li, 2011) is adopted to examine prominent conflictual discourse involving scaling moves illuminating stance-making and identification. Special attention was paid to metalinguistic comments as a source of a more emic perspective of the interactions. It is found that online CoP members draw on scaling resources to make social meanings, position themselves, and discursively construct identities in online conflicts. They flexibly downscale, upscale, or outscale to anchor authority and authenticity, legitimize "us", delegitimize "others", handle conflicts, and construct individual or collective identities. Multilingualism, in forms of truncated repertoire or grassroots literacy enabled by technological affordances, is utilized to upscale and reach a wider readership, either for winning more allies or for further humiliation of the "other". Metalinguistic comments on code choices further demonstrate language ideologies and power struggles among interactants. These findings

indicate that the seemingly flattened internet offers another arena for conflicts, deep-rooted identity-related language ideologies, and the invisible boundaries extended from offline geopolitics in cyberspace.

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Abstract ID: AILA429

Promoting sustainability through linguistic equity – pre-service language teachers' beliefs on linguistically responsive teaching

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Abstract Topics: [SYMP69] Sustainability in Language Teaching

Abstract Summary:

During the last decades, migration has changed realities in schools world-wide. This has also been reflected in research on multilingualism, although most studies have been done in North America. To gain a wider understanding, other countries and contexts should be investigated. Finland presents an interesting context for two reasons. First, compared to many other European countries, the proportion of migrant background inhabitants in Finland is relatively low (7%, Statistics Finland, 2019). Second, as a response to the growing number of migrant-background children in Finnish schools, the current Finnish National Core Curriculum for Basic education (EDUFI, 2016) is very progressive and promotes language awareness (van Lier, 2010). Language-awareness can be considered a key value within sustainability because it promotes equity and democracy. The language-aware approach can be understood as linguistically responsive teaching (LRT), which requires linguistic knowledge, as well as an understanding and willingness to interact and communicate responsibly (Lucas & Villegas, 2010).

The aim of the study was to examine the beliefs and competences pre-service language teachers have in LRT and their skills to promote linguistic equity in education. These beliefs and competences were investigated through responses to an online survey including 35 Likert scale statements and several open-ended questions. 48 language students participated in the survey. The responses to the Likert scale statements were analyzed statistically. The students' responses were compared based on three dichotomous background variables: 1) teacher's pedagogical studies, 2) living abroad and 3) studying in another language besides Finnish. The responses to two open-ended questions regarding LRT were analyzed by using theory-driven content analysis. The study is part of the EKKO project (Ethically Sustainable Language Teaching).

Based on the results, the development of linguistically responsive pedagogy takes time. The pre-service teacher's pedagogical training lasting one year is not long enough to prepare future language teachers to holistically include linguistically responsiveness in their teaching. Living abroad and studying in other languages besides first language can develop language students' beliefs regarding linguistically responsive pedagogy and their understanding about how language can promote equity. Teacher education should focus on offering pre-service teachers more information and practical skills in the role of language in all teaching and learning and in promoting linguistic equity. Also, students' possibilities to study abroad and to study in other languages besides their first languages should be supported even more than is currently done.

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Abstract ID: AILA430

"Natives" Wanted: Looking Beyond Native Speakerism as the Catalyst for Employment Discrimination in TESOL

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This paper examines how language and identity inform educational practices and hiring policies. It builds on prior research highlighting nuances within the discussion of native speakerism in TESOL (e.g., Houghton, & Rivers, 2013; Lawrence & Nagashima, 2020) and responds to calls for a better understanding of why "native English speakers" are sought within the current professional landscape (Ahn et al., 2021).

Native speakerism has become the default rational for language-related discrimination within the mainstream TESOL discourse and central to discussions on identity and status drawn from language-based categorization (Rivers, 2017; 2018). This broad application of native speakerism is critiqued and the rationale for "native speaker only" hiring policies is reframed through the introduction of social identity theory (SIT).

The paper begins outlining SIT and its various components. The theory's socio-structural parameters are then put forward. These variables can be applied by researchers to understand and effectively predict when bias will be employed as a status improvement strategy. Specifically, two forms of intergroup bias not directly addressed by native speakerism are introduced: realistic competition and social competition. While the existence of native speakerism is not disputed, claims that it has been largely denied and accounts for hiring discrimination (e.g., Holliday & Aboshiha, 2009) are problematized. This novel approach works within the current climate of "nonnative English speaker" advocacy to provide researchers a social psychological model to interpret professional discrimination as not solely evidence of a consensually accepted status system, but as one in a series of strategies currently being adopted to challenge the legitimacy of the intergroup status hierarchy within TESOL.

While the yeoman's work of Holliday (2005) has elevated the discourse on political inequalities embedded within TESOL, if "native speaker only" preferences are explained solely through the prism of native speakerism those on the periphery are presumed complicit in their marginalization (see Kumaravadivelu, 2016). The doctrine of native speakerism critiques a juxtaposition between "native speakers" as independent, original, and creative and "nonnative speakers" as uncritical, passive, and lacking self-esteem (Holliday, 2005, p.19-20). Consequently, native speakerism as *the* explanation for hiring discrimination risks countering that which it proports to combat by patronizingly suggesting that "nonnative English speakers" have internalized, accepted, and are actively furthering the imperialistic ideology of the English-speaking West.

SIT provides a theoretical lens to look beyond native speakerism as the catalyst for hiring discrimination within TESOL. The theory proposes that the need for self-esteem motivates group members to seek favorable intergroup comparisons. When hierarchical group relations are perceived as unstable, impermeable, and illegitimate, those with a strong ingroup identification are likely to resist the intergroup status system suggesting hiring discrimination as not solely a symptom of native speakerism, but (within the context of outer and expanding circle countries) an active form of resistance against the ideology.

Multilingual education for multilingual learners: a project for primary schools

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

This contribution aims to present the first results of a project carried out in a bilingual area on the enhancement of language skills and metalinguistic awareness. The project is inspired by the "Éveil aux langues" approach of CARAP (Candelier, et al. 2012) and the studies and experiments of Andorno and Sordella (Andorno & Sordella 2018, Andorno 2020).

The project took place in 2022 in three classes of primary school in the province of Bolzano (Italy). The study showed how, learners as young as 7-9, were able to reflect on languages and their functioning starting from a narrative input in several languages. Children were stimulated through the common thread of storytelling and were asked to reflect on the meaning of lexical items and the morphology of the name. The narrative text, used to introduce geometrical concepts such as square, angle, etc. is the book by Anna Cerasoli, La Geometria del faraone (2019) and the languages in which the story was told are:

- Official school languages, i.e. Italian and German,
- Home languages in the class, such as Arabic and Punjabi,
- and languages of linguistic decentralization, that is languages that were not spoken by any of the children in the class, such as Romanian and Albanian.

The interaction between teachers, pupils and the community is never neutral (Cummins 2021): learners are part of an educational structure that proposes patterns of linguistic interaction and these may reflect the communicative experiences and practices of the society in which they are integrated (Hélot 2014). The choice of those languages had therefore the aim of redefining the boundaries imposed by the schools' curricula to make room for all the linguistic repertoires spoken in the class (home languages) and also to open reflection on languages that are not known to all pupils, putting everyone on an equal footing in learning.

The project consisted of a total of eight video-recorded meetings of two hours each. Results will be presented and discussed, mainly showing how children at this age were able to show metalinguistic awareness and cognition throughout each step of the project. Results therefore show that even at this age, kids are able to have linguist's eyes, as older kids studied by Andorno & Sordella (2020).

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Abstract ID: AILA433

The Readabilty of Books for Immersion Schools: Understanding the Role of Text Complexity, Context and Literary Aspects

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Children in elementary (full or partial) immersion programs learn to read in the target language, but teachers usually draw from the reading instruction pedagogy of the country in which they work. This situation creates challenges for the selection of appropriate books when, as in the case of German, reading instruction pedagogy in Germany still relies heavily on the reading primer (*Fibel*), whereas North American reading instruction is supported by a variety of books for choice, interest, and scaffolding of difficulty. Those familiar with the context of English point to readily-available open source websites, corpora and book catalogues of easy readers that do not exist to the same extent in other languages. Until now, immersion teachers have had to resort to creating or adapting their own materials, networking, or spending hours online or in bookstores. We argue that this deficit can be remedied using an interdisciplinary approach drawing from corpus and computational linguistics and educational research. To conceptualize this research, we conducted a literature review in English and German following Jesson et al.'s (2011) key phases of a systematic review: map the field through a scoping review, do a comprehensive search, do quality assessment, extract data, and synthesise data before the write up. Through this review, we have conceptualized a framework for understanding the role of text complexity, context, and literary features. Using this conceptual framework and using German as the specific case, we propose a research program for investigating readability of books for immersion schools. We recognize the implications of this design for bringing together previous disparate efforts to determine appropriate books for immersion schools thereby facilitating the selection of such books for students, parents, teachers and librarians.

Jesson, J., Matheson, L., & Lacey, F. M. (2011). *Doing your literature review: Traditional and systematic techniques*. Sage.

Abstract ID: AILA436

Variation in (second) language use and development across retirement age (VARIAGE)

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

The linguists collaborating in the VARIAGE project (2022-) investigate the language development of individual speakers across retirement. This includes the entire linguistic spectrum of the individuals' language use, i.e. not only dialects and standard languages but also additional languages such as English as a foreign language (EFL).

In line with Coupland (2009), we consider retirement as a socially determined and linguistically constructed concept that is shaped by changing cultural meanings and individuals' lived experiences. While effects of occupation on cognitive functioning and the association between retirement and mental/physical health are well-documented across the social and behavioral sciences (e.g. Adam et al. 2013; Bonsang et al. 2012; Meng et al. 2017; Mosca & Wright 2018; Roberts et al. 2011; Rohwedder & Willis 2010; Zacher & Schmitt 2016), there are no studies in SLA and sociolinguistics to date that have set out to analyze if and how this socially constructed threshold may impact individuals' language development and use (and vice versa). In order to identify dis/continuity patterns of the entire linguistic spectrum as well as cognitive functioning across retirement, we bring together a range of perspectives regarding (1) original research agendas and (2) innovative methodological approaches, notably from the fields of second language acquisition, psycho-, socio- and neurolinguistics. In this talk, we intend to critically discuss the method and procedure employed in the VARIAGE project.

The study is designed as an observational micro-development study including approx. 30 older L1 German learners of EFL in Switzerland, each of them observed in 30 consecutive waves before and after retirement over a period of 24 months, amounting to 900 data points per task. Participants are tested every three weeks on a range of L1 (Swiss German dialects and standard German), L2

(English), cognitive, socio-affective and electrophysiological parameters, with the aim of identifying pre- and post-retirement activities, critical life events, and emotional, cognitive, linguistic and motivational resources that mediate effects of retirement on language acquisition and use and help explain inter- and intra-individual speaker differences.

From a methodological perspective, this study sets out a new direction of longitudinal SLA and sociolinguistic research (group studies based on intensive data), which it approaches in an innovative way through the use of generalized additive mixed modeling (GAMM, Wood 2006) and timeseries cluster analysis (Peng et al. 2022), combined with qualitative content analyses. In this mixed-methods design, the primary (quantitative) method is used to identify (a) developmental language patterns shared by different individuals and (b) rapid L2 developmental phases and cut-off points (i.e. a potential bend in the age-L1/L2 performance function), while the secondary (qualitative) method is supposed to help identify stimuli for change and capture subjective dis/continuity.

Because the needs of speakers/learners vary, the outcomes from this study should be beneficial for modelling older adults planning and preparing for retirement, facilitate sensitivity to intervention analysis and help refine and tailor future language-based interventions for older individuals.

Abstract ID: AILA438

How can we reconceptualize teachers' ideas of a homogeneous learner group?

Authors:

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

"Imagining multilingual schools - How come we don't deliver?" - This is how the state of multilingualism in educational contexts was summarized in 2006 (Shohamy 2006). Today, more than a decade later, a number of psycholinguistic and socio-political arguments are available, supported by the findings of empirical teaching and school development research (Poarch/Bialystok 2017; Melo-Pfeifer/Helmchen 2018). Yet despite normative-theoretical discourses, scientific arguments and effective methods, teachers in many countries, continue to follow a monolingual norm (Fürstenau 2017; Young 2017; Pulinx/vanAvermaet 2015). Their expectations of a the homogenous monolingual learner group not only shape children's language development, but also their participation in educational processes (Morek/Heller 2012, Meier 2017).

How can we reconceptualise teachers' ideas of a homogeneous learner group? The paper presents several research projects that approach the topic from different perspectives: the perspective on language policies in politics, on educational institutions of teacher professionalization and the micro level of interaction. Theoretically, they build on concepts of linguistic market, language awareness and language education policy. The contextual framework is provided by studies in Israel and Germany, which I will present, including the underlying research questions.

The results allow deep insights into the how teachers' notions of a language norm emerge and develop, and illustrate the importance of a) binding professionalization in regular teacher training, which b) includes migration-related multilingual practices and c) reflection of those practices.

Short: How can we reconceptualize teachers' ideas of a homogeneous learner group? The paper presents several international research projects that approach the topic on three levels: the macro level of language policy, the meso level of educational institutions and the micro level of classroom interaction.

Abstract ID: AILA439

"I will spare you from a long reading": Language students' "talk" to the teacher in their written reflections of learning

Authors:

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

Language learning journals are a popular method to study language learning in beyond the classroom contexts, providing access "into the internal, largely private world of the language learners." (Bailey, 2022, p. 355). However, as students write them with the teacher-researcher as the intended audience, journals reveal only glimpses of students' conceptions of what is "reportable" learning. Thus, it is important to assess the instructor's role in the students' responses.

This paper explores and analyzes how students perform their learning and "talk" to their instructor in their written reflections of learning. The data came from an electronic portfolio task in which students in an American university-level Finnish Studies program reported and reflected on their independent Finnish language use beyond the class. I engaged in exploratory practice (Hanks, 2017), in the study that followed the process of nexus analysis (Scollon & Scollon, 2004). The data were analyzed using discourse analysis and the central concepts of nexus analysis: historical body, interaction order and discourses in place.

In their reflections, following the discourses in place of the portfolio task that directed for structured reflection, the students explicitly explained their choices to their instructor (see Gee, 2014, p. 3-6), positioning their activities as learning activities. In the interaction order, the students oriented to the task and to the instructor as recipient (see Gee, 2014, p. 20), sometimes explicitly addressing the instructor, asking questions, or posing requests. Students also performed their role as non-experts of the language (Hauser, 2018), positioning the instructor or their interlocutor as the expert. They made salient their historical bodies as language learners – their beliefs of language learning and 'being' a good language learner (Scollon & Scollon, 2004).

The study informs teacher-researchers about what students perceive as the most prominent examples of their learning. The results can be used to adapt pedagogical practices that shape

students' conceptions of language learning. The study will also inform teacher-researchers about how to enhance self-reflection about their own role in practitioner research.

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Demonstrating competence in study circle discussions of practical nursing

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This presentation deals with narratives told by students of practical nursing in a weekly held study circle. Our aim is to discover the interactional devices that students use to construct themselves as morally and ethical integer actors. For that purpose, we use conversation analysis (Sidnell and Stivers 2013) as the method to analyze videotaped materials gathered during a three-year period. All students in our data are already working as nurses during their training time. In the practical professional life, the trainee nurses regularly confront interactions where they balance between two different and conflicting moral obligations: on the one hand, they have to maintain the goals of caregiving. On the other hand, they have to stick to the rules of ethically and morally correct caregiving taking into account the patients' right to self-determination, which may contradict the general goal of care.

We are interested in sequences of talk, namely narratives, as interactional devices to share and contextualize daily experiences through them (Ochs and Capps 2001), in which the students topicalize care situations that tackle the borders of ethically and morally adequate caregiving. We focus on the way the students describe their agency and how they justify actions (Enfield 2011). We found that in reporting challenging situations, the students' narratives can make the voice of a resisting person audible, yet they have their own caretaking voice available for demonstrating their capacity for good caretaking.

The students were observed to use different ways of making knowledge claims (Ryle 1945; Arminen and Simonen 2021) in the context of storytelling. The claims in the evaluation sequence of storytelling were found to summarize the motives and reasons for their actions in two ways. On one side, the students refer to institutional rules derived from their nursing education: the *knowing-that*. In these cases, the students mention a generally accepted necessity of caregiving in order to justify their way of acting. On the other side, students refer to their own understanding of procedural rules of nursing as they present themselves as integer and competent actors: the *knowing-how.*

To conclude, we observed that the experience of crossing boundaries differently depends on the moral load of the reporting context (Buttney 1998). The narratives serve the students to demonstrate competence and to position themselves as good workers and caregivers.

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Abstract ID: AILA443

Developing Lexis: A Dynamic Investigation of Sojourners

Authors:

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Carmen Perez-Vidal [2] [^] Pompeu Fabra University

Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

Development of different dimensions of L2 performance has been well-documented in the literature (Housen et al., 2012). Among these, L2 learners' performance considering lexical complexity, word choice and formulaicity might hugely differ in terms of the amount and type of exposure in a certain context. Operationalizing formulaicity as conventionalized ways of saying things, this study assumes that learning contexts are a crucial part of the picture as only some could provide a wealth of examples, such as the study abroad context.

The current study draws on the tenets of a dynamic usage-based approached to L2 development (Verspoor et al., 2021) in an attempt to understand the interplay between the study abroad context and lexical development. It aims to investigate the learning trajectories of a group of sojourners with regard to written lexical diversity, variation, sophistication, and formulaicity. A subgroup of (n = 26) Catalan/Spanish bilingual participants from the Study Abroad and Language Acquisition (SALA) project (Pérez-Vidal, 2014) volunteered to provide a weekly diary entry about their experiences related to language use, interaction, and host culture over the course of their semester abroad (12-17 weeks). The authors compiled the SALA diary corpus (a total of 383 weekly entries including around ~250K words) and analyzed this dataset in terms of lexical complexity via CLAN (MacWhinney, 2000) and TAALES (Kyle et al., 2018). To determine how formulaic each weekly entry is, the dataset is also analyzed through IdiomSearch (Colson, 2016). In response to the recent discussion around using indices that are not sensitive towards text length (Zenker & Kyle, 2021), the authors also coded and analyzed the written samples using indices sensitive to text length, such as like moving average TTR, hypergeometric distribution diversity index and the measure of textual lexical diversity (Zenker & Kyle, 2021). Following Verspoor et al. (2020), a series of generalized additive mixed modes was developed to examine the relationship between time, formulaicity, and lexical indices. The first results yielded a significant effect for random (participant behavior) and fixed factors (time) confirming the DUB argument for nonlinear and highly variable individual trajectories for lexical development, as well, significantly informing language classroom pedagogy.

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Writing plurilingual poetry as a reflexive task in foreign language teacher education programs

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

In this talk, I delve into the potential of adopting arts-based approaches(ABA) (Barone & Eisner, 2012; Leavy, 2015) to explore the constitution and dynamics of plurilingual repertoires in foreign language teacher education programs. I claim that the use of ABA in language teacher education, particularly the writing of plurilingual poetry (Moore et al, 2022), can give us new insights into how student teachers reflect on their linguistic repertoires and how they construct specific didactic and pedagogical knowledge (Baumert & Kunter, 2013): the first type of knowledge relates to the methodologies of and knowledge about teaching and learning processes; and the second relates to learning motivation, evaluation processes or how to manage classroom activities. After reviewing the epistemological and didactic foundations of current research around the use of ABA as data generation tools, I present the potential of plurilingual poetry writing to explore plurilingualism as lived (Kalaja & Pitkänen-Huhta, 2020) and as constitutive of student teachers' didactic and pedagogical knowledge.

The data was collected in 2021/2022 in Germany, among future teachers of French (N = 15) and Spanish (N = 22), in two phases: a productive and a reflexive phase. In the productive phase, students produced a plurilingual poem, under the theme "living together". The instruction stated that they should write a poem using the languages from their linguistic repertoires. In the reflexive phase, students reflected on their plurilingual writing strategies and on the potential of the task for the foreign language classroom.

Results point towards three gains attached to reflexivity and the construction of pedagogical knowledge: i) the ability to reflect on their own plurilingualism and decenter from the "I"-dimension to the student sphere; ii) the ability to reflect on patterns of plurilingualism and seeing "plurilingual

students" beyond a homogenized categorization; iii) the ability to envisage plurilingual pedagogies more attuned to meet plurilingual students' repertoires. To conclude I discuss how ABA support a more responsive foreign language teacher education, offering opportunities to professional development that challenges a monolingual mind-set and recognizes plurilingualism as an inescapable reality in foreign language (teacher) education (Melo-Pfeifer, 2021).

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Ethical dialogue and well-being for sustainable development: Practicing Bohmian dialogue in ELF on a university English course

Authors:

Mirja Hämäläinen [1] [*] [^] University of Jyväskylä

Abstract Topics: [SYMP69] Sustainability in Language Teaching

Abstract Summary:

The events during the past few years have made it drastically clear that sustainable development cannot happen without a common agreement of values. The United Nations Agenda for Sustainable Development 2030 with its 17 goals is an ethical statement which was adopted by all the Member States in 2015. The goals may work as guidelines but to transform the thinking in the world, education for sustainable development (ESD) is needed. Interaction through language is in a key role when humanity tries to solve the problems of the world. Language education has been awakening to sustainability education in various ways (Maijala et al., 2021). It has been acknowledged that there is a need to consider ethics and linguistic equality in ESD.

In this presentation, I will discuss and describe the potential of practicing Bohmian dialogue through English as a lingua franca to contribute to transformative learning and well-being (cf. UN Agenda 2030, goal 3) in the context of a higher education (HE) English course. Practicing ethical dialogue concepts in a shared foreign language may raise students' awareness of ethical communication and contribute to their well-being. This is needed when working for the ethical goals on the Agenda 2030. Without ethical communication and well-being reaching the goals of Agenda 2030 is difficult if not impossible.

I will report a theory-based content analysis of a reflection data collected from 100 students who took the course *Dialogue: Constructive Talk at Work* at Tampere University, Finland, in 2018-2020.   Dialogue can be a way to promote well-being starting from the individual participating in ethical dialogue, thinking together, and becoming part of a whole (cf. Bohm, 1996; Kakkuri-Knuuttila, 2015). The course was based on David Bohm's (1996) and his followers' (e.g., Ellinor and Gerard, 1998; Isaacs, 1999) approach to dialogue. I will show how Bohm's holistic and ethical dialogue philosophy is in line with the Agenda 2030 goals and will report results from the content analysis of students' course reflections.

Raising awareness of ethical dialogue through English as the shared language, lingua franca, has potential to contribute to sustainable development in a way that could be considered in all language education. As dialogue skills are transferrable, the dialogue approach could have far-reaching effects in education.

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Abstract ID: AILA452

Translanguaging in classes with low-educated adult migrant learners: Teachers' attitudes and practices

Authors:

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Ina-Maria Maahs [2] [^] Cologne

Marco Triulzi [3] [^] Sapienza University

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

The shift toward learner-centered pedagogy has been a moving force in changing how learning and teaching are viewed in many regions of the world, with international organizations such as the Council of Europe (2018) promoting learner-centered pedagogy in the quest to deliver quality language education.Despite this emphasis on individual students and their needs, we argue here that when teachers are confronted with a significantly different population of language learners, what they *think* students need and want, however well-intentioned, is not necessarily correct. Instead, it is often the case that teachers are viewing these students through a particular paradigm of learning, i.e., that of formal education. This learning paradigm, however, is not that of students with limited or interrupted prior formal education who have not been able to engage in age-appropriate formal education, leading to the development of a vastly different learning paradigm. Thus, these learners experience considerable challenges when confronted with Western-style formal educational models based on academic ways of learning, reading, and writing (e.g., Hopkins et al., 2013).

Nevertheless, these learners, while not accustomed to literacy-based ways of learning and meaning-making, do possess strong oral skills, often in multiple languages and/or dialect (Vinogradov, 2010; Watson, 2019). By leveraging these oral skills, teachers move away from a deficit approach to asset-based learning to build these learners' literacy skills as well as foster successful second language learning. Yet, despite a growing body of work on the benefits of translanguaging, significant hurdles remain in effective implementation.

In this presentation, we explore the results of our interview study of instructors of German as a Second Language integration courses for adult migrants (n=11). Our goal was to investigate the beliefs and self-reported practices of the teachers toward translanguaging in their classrooms. We examine how while some spontaneous translanguaging takes place, pedagogical translanguaging is not embedded in the classroom, thereby leaving the multilingual oral assets of SLIFE mostly overlooked and underutilized. We explore the explicit and implicit assumptions expressed by participants, including beliefs about second language acquisition and questions of power and identity, as well as systemic top-down constraints of curriculum, learning materials, and assessment requirements.

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Abstract ID: AILA453

Re-thinking conceptualizations of gender in lay usage and academic inquiry: What applied linguistics has to offer current debates in queer linguistics

Authors:

Joelle Loew [1] [*] [^] Lucerne School of Business

Stephanie Schnurr [2] [^] University of Warwick

Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

In research on language and gender in the workplace in applied linguistics, performative approaches to gender focusing on how gender is discursively constructed and enacted in interactions have been dominating the scene. However, academic notions of the performance of gender in applied and queer linguistics have not yet translated into lay mainstream understandings of gender, which often refer to more homogenized binary masculine-feminine dichotomies (Meyerhoff & Ehrlich, 2019). This presentation aims to contribute to the aim of the symposium to discuss links between applied linguistics and queer linguistics with a special focus on how theoretical constructs and academic views are linked to the everyday experience of "lay people." Drawing on insights from politeness and intercultural communication research in applied linguistics (Schnurr & Zayts, 2017) we propose that a systematic differentiation between first- and second-order gender may add to these debates. First order notions of gender hereby capture lay usage of the term, often conceptualized as something that people *have* or *are,* based on masculine-feminine dichotomies. Second order notions of gender, by contrast, refer to the ways in which researchers conceptualize and operationalize gender in academic inquiry to make sense of participants' linguistic and behavioral practices, including the dynamics of the interactional and discursive achievement of the (un)doing of gender (e.g. Butler, 1990).

Drawing on interviews and audio-recordings of workplace interactions in different IT companies in New Zealand, the UK, Switzerland and the US, we illustrate how lay and academic views differ by way of the example of the concept of "gender" to show how a systematic differentiation of gender orders can be operationalized. In our analyses, we explore how participants explicitly make gender (as a first order construct) relevant, for example by orienting to gender stereotypes about what it means to be a woman in the largely masculine IT industry. We differentiate this from the more hidden processes of (un)doing gender (as a second order construct), which are more difficult to capture empirically. Applying our own second-order lens of interactional sociolinguistics, we show how participants both reject and endorse the cis-heteronormative gender order in intricate ways when drawing on first-order notions of gender. We discuss some of the ways in which a differentiation between first- and second-order gender in our analyses can help provide a more nuanced perspective on the application of complex theoretical concepts to real world problems, and the discrepancy between lay and academic conceptualizations of gender. We end our talk by outlining some questions for future research we hope language and gender scholars in applied and queer linguistics may find useful in their research endeavors.

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The Imperative for the Decolonization of Language Teacher Education

Authors:

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Abstract Topics: [SYMP78] Innovations in Language Teacher Education in Times of Decolonization and Antiracism

Abstract Summary:

This session is intended to lay the foundation for the symposium titled "Innovations in Language Teacher Education in Times of Decolonization and Antiracism." The presenter will discuss why this decolonization work constitutes an imperative for the field of applied linguistics and the language teaching profession in general. It will offer participants the opportunity to build background knowledge on key topics/terms necessary to participate in this important project and, ideally, help advance this ongoing professional discussion. Therefore, the discussion of the following key terms will be at the center of this presentation: positionality, decolonization, decoloniality, hegemonic epistemologies (i.e., epistemologies from the North), epistemologies from the South, etc. The presenter will also address the following questions: Why does it matter that we work on decolonizing our field? How does this work support antiracist initiatives in applied linguistics? What role do we, applied linguistics professionals, play in this process? What can we do to legitimize other ways of knowing? How do we go about decolonizing our own research, educational, and leadership praxis? How does this work contribute to the preparation of antiracist language educators? How does this work impact our society at a time we face so many global challenges, such as the COVID-19 pandemic, climate change, water and food shortages, energy crisis, and so forth)?

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Abstract ID: AILA457

Moving towards understanding how working contexts matter in Exploratory Practice

Authors:

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Miller Ines [2] * ^ Pontifical Catholic University of Rio de Janeiro

Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

This paper attempts to understand the role played by the diverse working contexts in the professional lives of a group of in-service teachers, who graduated from two universities (PUC-Rio and FFP/UERJ) in Rio de Janeiro, Brazil. These teachers were familiarized with Exploratory Practice (EP), a critical-reflexive modality of Practitioner Research, included in their undergraduate curricula. Within the EP framework (Allwright & Hanks, 2009), space was made available to reflect upon the need to understand the quality of life – both personal and professional – experienced by students and teachers inside and outside their EFL classrooms. As exploratory teacher educators, we claim that (future) teachers' professional development depends on going beyond the technicalities of teaching methods and raising teachers' awareness of the social and institutional contexts where teaching and learning occur. The focus of this paper is to investigate how the collaborating teachers discursively relate their professional contexts (Sarangi and Roberts, 1999) to their understandings of the basic ideas of EP and its role in the everydayness of their classroom lives. The data were gathered through exploratory conversations held with the participating teachers during a British Council-funded project, which focused on the 'delayed impact' of EP as experienced by 44 Brazilian teachers. Working within a qualitative research paradigm, we, as part of the research team, analyzed the teachers' discourse, collaboratively seeking to identify emerging themes associated with the primary purpose of the project – understanding the sustainability of EP in these teachers' professional practices. We adopted an emic perspective to data analysis and worked from the participants' perceptions and understandings of their own teaching. This procedure evoked (i) the teachers' comprehension of what EP means to them, (ii) how it is part of their daily classroom routine, (iii) how these teachers have been surviving in the profession, and (iv) whether EP has offered them a viable alternative to professional pressures. Our overall understandings are that, for the participating teachers, in their diverse specific contexts, EP is a sustainable approach, not only within teacher education but also within language teaching and learning. We also came to understand that, on account of institutional limitations, some of these teachers have to follow guidelines and school curricula and do not engage in Potentially Exploitable Pedagogic Activities, which would characterize canonic EP classes. They acknowledge that their way of surviving in their local professional contexts is by agentively profiting from the learning opportunities generated during classroom interaction. These practitoner perceptions enabled us to understand that, for these teachers, adopting such an exploratory attitude towards issues brought about by their students has offered them a viable and inclusive alternative to classroom management and lesson design, which are generally imposed by globalized educational institutions. Allwright, D. (2003). Exploratory practice: Rethinking practitioner research in language teaching. Language Teaching Research, 7(2), 113–141. Allwright, D., & Hanks, J. (2009). The developing language learner: An introduction to Exploratory Practice. Palgrave Macmillan Sarangi, S., and C. Roberts, eds. 1999. Talk, work, and institutional order. Berlin: Mouton de Gruyter.

Abstract ID: AILA458

Learning Content and Language Integration: Assessing the Effectiveness of an Immersion Teacher Professional Development Program

Authors:

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Scholars maintain that, due to the documented linguistic shortcomings of immersion students, teachers must attend to students' language learning needs as they learn academic content through an L2 (e.g., Cammarata & Haley, 2018; Lyster, 2007; Ó Duibhir, 2018; Tedick & Lyster, 2020). Professional development (PD) programs have been designed to address this issue by incorporating instruction on content and language integration (C/LI), which intentionally draws students' attention to language within the context of meaningful content (Lyster, 2007; Tedick & Lyster, 2020). Yet little is known about the effectiveness of such programs. Most previous research has used observational and interview data (e.g., Cammarata & Haley, 2017; Ó Ceallaigh et al., 2018). In contrast, this presentation will report on a quasi-experimental study involving one such PD program for immersion teachers in the U.S. Quasi-experimental studies may help clarify, extend, or add nuance to findings revealed in qualitative studies. Moreover, their findings may be generalizable to other similar programs.

The PD program at the center of this study followed Lyster's (2007) "counterbalanced approach" to C/LI. The study examined whether the PD program was effective at improving teachers' knowledge and pedagogical skills related to C/LI (e.g., Lyster, 2007; Morton, 2018). Fifteen teachers from the PD program (treatment group) and 15 others representing the same immersion schools (control group) participated. They completed the same online questionnaire twice – at the start and the end of the PD program. The questionnaire included rating-scale and open-ended items. Eight of the 18 rating-scale and two of the four open-ended items focused specifically on C/LI and are thus the focus of this study.

Because there was interest in analyzing the effect of the PD program on each item, an ordinal regression model was fitted to each. The results showed that for all eight rating-scale items and one of the two open-ended items the treatment-control variable was statistically significant, favoring the treatment group. These results suggest that the PD program is effective at improving practicing immersion teachers' knowledge and pedagogical skills related to C/LI. Limitations of the study as well as implications for research and future PD programs will be discussed.

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Enacting Translingual Writing in English-Medium Higher Education: A Digital Ethnographic Exploration

Authors:

Qianqian Zhang-Wu [1] [*] [^] Northeastern University

Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

Translingual writing allows multilingual students to draw upon all their linguistic resources to engage in meaningful written communication (Canagarajah, 2011). Because communication is a product of social practices and "languages are not something that human beings *have* but what human beings *are*" (Tiostanova & Mignolo, 2012, p. 61), it is important to understand multilingual students' lived experiences and sense-making in their everyday written communication before rethinking the implementation of translingual writing in American college composition classrooms. To unpack multilinguals' written communication across social and academic contexts, this exploratory qualitative study integrates digital ethnographic (Pink et al., 2016) and interview methods to explore the first-semester communication experiences of ten Chinese international students in a private research institution in the United States. The research questions are: (1) How did the participants engage in translingual writing in academic contexts? (2) How did they engage in translingual written communication in social contexts?

Data sources of the study included (1) two 45-minute semi-structured interviews with each participant and (2) a four-month digital ethnography of participants' written communication via a multilingual and multimodal digital platform *WeChat*. Data were analyzed following the coding procedures of applied thematic analysis (Guest, MacQueen, & Namey, 2012). Constant member-checking was conducted to reduce biases (Creswell & Miller, 2000).

The findings indicate participants creatively tapped into their rich multilingual communicative repertoires and engaged in translingual written communication as part of their lived experiences in social contexts. However, they were reluctant to draw upon their home language in English-medium academic settings. Based on the findings, I discuss the pedagogical implications on supporting multilingual students in English-medium college composition classrooms. I argue that instructors must reposition themselves as co-learners together with their multilingual students to enact a translingual stance (Horner et al., 2011) in academic settings and reimagine meaningful written communication beyond English-only. This study sheds light on rethinking the pedagogical practices around implementing translingualism in English-medium higher education. It contributes to the scarce literature which adopts digital ethnography (Pink et al., 2016) to explore multilingual students' lived experiences in translingual writing and provides a preliminary investigation of an under-researched territory of "whether codemeshed writing would serve the students well in contexts outside the classroom" (Canagarajah, 2011, p. 416).

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Disobeying Monolingualism through Family Language Policy During COVID Lockdowns: Opportunities and Challenges

Authors:

Qianqian Zhang-Wu [1] [*] [^] Northeastern University

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

Although English is not the official language of the U.S., English-only ideologies are constantly reinforced by national and state-level educational policies (e.g., No Child Left Behind Act, Proposition 227 in California). Such top-down educational policies often pose challenges to heritage language maintenance and family language management (e.g., Curdt-Christiansen, 2016; Kaveh, 2018). Recent COVID-19 lockdowns, however, have offered unique opportunities to heritage language maintenance in multilingual households where children spend significantly more time with their parents (Li Sheng et al, 2021). How has the COVID-19 lockdown affected existing family language policies? What are some challenges and successes in negotiating family language policies to balance English development and heritage language maintenance?

Informed by these questions, I adopt autoethnographic methods (Ellis & Bochner, 2006) to investigate the lived languaging experiences in a Chinese American multilingual household during COVID-19 lockdowns. Different from many previous studies on this topic where researchers often examine family language policies from outsider perspectives (e.g., Curdt-Christiansen, 2016; Kaveh, 2018), autoethnography provides a unique opportunity to enact an inward perspective.

In this autoethnographic exploration, I drew upon my insider-outsider positionality as a researcher specialized in multilingualism and a first-generation immigrant mother of a 4-year-old Chinese American child, Zixuan, to examine how our family language policies are shaped by the COVID-19 lockdown. Data sources included (1) bilingual language logs documenting Zixuan's languaging practices over 96 hours; (2) my personal diaries from August 2019 to December 2021; and (3) multilingual and multiliteracy artifacts. Data were analyzed following the coding procedures of applied thematic analysis (Guest et al., 2012).

The findings of this study indicate that the COVID-19 lockdown has substantially altered our family language policies which benefited Zixuan's heritage language maintenance. However, despite my resistance to the strong grip of English-only ideologies, I developed "multilingual guilt," worrying that Zixuan's Chinese development may come at the cost of her English skills. This has led to constant challenges and shifts in our family language policies which eventually regulated multilingual practices based on academic and social contexts. Through its unique insider-outsider lens, this autoethnographic study illustrates the constant dilemma in multilingual households, striving to balance English acquisition and heritage language maintenance.

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Abstract ID: AILA461

The Ibero-American Association of Applied Linguists (AIALA) AILA regional organization: Inclusive multilingual research initiatives for increasing diversity, equity, inclusion, and access

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

The Ibero-American Association of Applied Linguists (AIALA, by its abbreviations in both Spanish and Portuguese) is a regional organization of AILA. Launched in 2020, AIALA exists to support and amplify Spanish, Portuguese, and affiliated minoritized and indigenous languages, both in supporting applied linguistics research foci, as well as the applied linguists who speak these languages worldwide.

Our presentation at the 2023 AILA World Congress in Lyon will spotlight ongoing efforts by the AIALA collaborative community, including but not limited to our creation of a membership and resource database, commitments to present at each World Congress and all national organization, as well as a social media presence. These ongoing efforts will be contextualized by our motivation to form this AILA regional organization based on shared languages, rather than geopolitical boundaries.

Finally, while officially endorsed by founding national organizations AAAL (North America), ALAB (Brazil), AMLA (Mexico), and AESLA (Spain), all members of AILA are invited to join and participate actively in AIALA. We will end the talk with a call to action for all colleagues to join us in our efforts to make AILA and our applied linguistics work to promote diversity, equity, inclusion, and access. Specifically, we will challenge our audience to adopt at least one practice of AIALA in their own applied linguistics research, whether it be examining a reference section of their latest paper and intentionally making it more diverse and inclusive, translating an abstract into another language, or more ideas, we will have concrete, tangible suggestions that can be implemented immediately to impact positive change. We will also discuss our ongoing collaborations with the Multilingual Abstract and Open Applied Linguistics initiatives.

On the challenges of (early) multilingual education in complex minority contexts

Authors:

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

This contribution shines light on the challenges of multilingual pedagogies in the complex minority setting of South Tyrol, a trilingual province in Northern Italy, where three autochtonous language communities – each with their own school system and language education policies coexist.

The paper first sketches the politico-historical context and examines the impact that different politico-ideological perspectives have on language policies and teaching practices in German, Italian and Ladin schools in the region. It addresses issues like cultural pride and identity loss in the face of a (purportedly) threatening majority language and the resultant preoccupation with language(s) separation and linguistic purity in the classroom. The paradoxon of holding on to a monolingual-based ideology and at the same time seeking to promote multilingualism is spotlighted. We will look at how this plays out in the classroom, and how top-down policies and bottom-up inititives are implemented for the three language communities. Examples are provided for successful multilingual classroom approaches. Particular attention is given to the primary school level. Finally, the paper reports on research into the development of early multi-competence carried out in variously multilingual contexts in the region. The results point to significant effects of multilingual socialisation and formal multilingual education. Findings will be discussed against the background of persisting misconceptions vis-á-vis multilingualism in general and the implementation of multilingual schooling in particular.

The theoretical framework for this contribution is provided by Dynamic Systems Theory and more specifically by the Dynamic Model of Multilingualism (Herdina & Jessner 2002) and the recently proposed Complexity Framework for Multilingual Competence, short CFMC (Hofer submitted). Accordingly, the author's understanding of (multiple) language competence is informed by a holistic multilingualism-oriented epistemology.

The paper closes with an outlook and suggestions for a multilingual pedagogy for complex sociolinguistic contexts as constituted by the trilingual region of South Tyrol.

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Abstract ID: AILA463

Playing with gestures and memory: Evidence of L2 grammatical morpheme learning

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

For about one third of children and adolescents in Germany, the language of schooling is not their first or only first language (Bryant & Rinker, 2021). This generates a particular need to understand practice activities which balance demands and support for learning (Muñoz, 2007). When perceiving a sequence of events, it is often possible to predict the next item (Grisoni et al., 2017). Given that many young L2 learners of English struggle with using grammatical morphemes, such as the plural {-s} and possessive {-s}, and that predictive processes play an important role in learning, it is unsurprising that researchers have called for experiments to determine which gestures help, and have mentioned linguistic units as relevant (Gullberg, 2013, p. 1872). Since instructional gestures can be independent of any given first language, teaching gestures may be particularly useful when teaching multilingual students.

The current study (N = 19) was conducted to ask whether gestures which embody grammatical morphemes during group instruction can contribute to procedural learning. To explore this issue, the speeded fragment completion task (Heyman et al., 2015) was adapted for gesture and used to assess response time before and after learning. In week 1 and 3 in a self-paced task, children completed 32 phrases such as *the car's wind_w* (window) or *the cars cr_sh* (crash). All phrases were completed in both a two-gesture condition (which visually distinguished between the plural and possessive "s") and a one-gesture condition (with a single "s" gesture). In week 2 training consisted of four hours of classroom activities aimed at encouraging learners to work together to create multisensory mental representations of these same L2 constructions. Some activities, such as performing gestures for word-picture pairs, took place in one large group. Other games such as "Gesture Memory" were played in small groups (see Figure 1).

Gesture Memory

Figure 1: *Sample Gesture Memory items* (images adapted from Unsplash)

A linear mixed effects model fit to participants' button press latencies shows a decrease in mean response times after instruction in the two-gesture test condition (p = .039*). This increase in procedural learning suggests that diverse learners can benefit from embodied L2 group instruction visually distinguishing between grammatical morphemes which differ in meaning but sound the same.

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Abstract ID: AILA464

Beyond anti-school? About researching gendered and classed meanings in the context of literacy study in vocational education and training (VET) in Finland

Authors:

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Abstract Topics: [SYMP85] Do no harm? – Researchers, their practices, and their role(s)

Abstract Summary:

This paper reflects ethnographic fieldwork (2018–2020) conducted in the context of the school subject of literacy in vocational education and training (VET) in Finland. I explore some troubling situations and discuss social hierarchies produced within.

VET technical field male students are often seen through stereotypes of anti-school masculinity, for instance not interested in studying core subjects such as literacy but longing for labour (Rosvall 2015; Pietilä et al. 2021; Nylund et al. 2018). School subject of literacy is culturally understood as feminine and academic (Jackson 2006; Sulkunen & Kauppinen 2018). However, in the VET technical fields, literacy contextualises in working-class and male setting (Nylund et al. 2018; Education Statistics Finland 2022).

This presentation addresses to the need to detail and diversify interpretations on VET students (Rosvall 2015) and not to settle for the anti-school diagnosis. The paper stems from ethnographic PhD project with the aim of exploring social meanings and relations that are constructed during literacy lessons in VET. The overall methodology was feminist ethnography (Skeggs 2001), meaning a commitment in social justice and norm criticism.

The analysis draws from regarding language use indexical, reproducing hierarchies and discourses (Blommaert 2007). The paper presents examples and analysis on troubling situations from the fieldwork and research process. I reflect the social dynamics and social hierarchies by focusing on indexical language use within these troubling situations. I aim in exploring how indexical language use analysis might help in interpreting intensive and important local meanings drawing from a body of ethnographic fieldwork in which the researcher is personally intertwined. From a social justice perspective, locating discourses and their reproduction in subtle moments of indexical language use

enables to reveal, discuss and subvert social hierarchies – hierarchies in which a researcher is part of whether she liked it or not.

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Abstract ID: AILA466

The Role of English as a Lingua Franca in Intercultural Competence Development

Authors:

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Zeynep Köylü [2] [^] University of Basel

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Studying or residing abroad is many times seen as the most favourable option when it comes to learning or developing a second language (L2). Given the social and cultural variables involved in the study abroad (SA) realm, additional aspects such as intercultural competence (IC) and communicative skills also seem to take advantage of such stays (Heinzmann et al., 2015). Nonetheless, when reviewing the SA literature it is easy to notice that research on aspects other than linguistic development have only received little attention. Furthermore, the traditional SA context (i.e. going abroad to a country where the L2 is the official language) has been the focus of most SA research, whereas other contexts such as the English as a Lingua Franca one (i.e. going abroad to a country where the L2 is not the official language but used for means of communication) have only been overlooked (Köylü, 2021).

The present study qualitatively explores IC development, and how this construct evolves after a semester-long ELFSA experience in light of using English as a lingua franca. The participants of the study (n = 7) are tertiary level credit and degree seeking students from two different national and native tongue (L1) backgrounds, a group of Catalan/Spanish bilinguals (n= 3) and a group of Turkish L1s peakers (n = 4) ERASMUS exchange students and English was their L2. Following a stimulated-recall protocol, semi-structured interviews were performed to elicit information from the participants. All the participants were reminded of their previous performances and/or interview data, elicited years ago by the same researchers for different projects. Apart from individual interviews conducted in the participants' L1, two focus group interviews were administered to collect data: an L1 focus group interview conducted with the speakers of the same L1s and another focus group interview where English was used as a lingua franca among the participants, who are from different L1 backgrounds. The data from these interviews were first transcribed verbatim and later coded and analysed for emergent themes in light of conceptualizations of IC (Byram, 1997). Results suggest that participating in an ELFSA experience within the ERASMUS framework contributes to IC development in terms of cultural empathy and flexibility, among others. The social and pedagogical aspects of ELF, on the other hand, were highly valued among the participants who considered ELF to be a major reason to end up with raised IC awareness and communicative skills, along with gains in English.

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Teachers' views on grammar instruction in Swedish immersion in Finland

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Immersion aims toward functional bilingualism-the ability to use the first and target languages effectively and appropriately for different purposes (Genesee 2004). Immersion students achieve a higher level of proficiency than non-immersion students (Lyster 2007; Bergroth 2015). However, Canadian, Irish, and Finnish studies (Swain 1998; Harley 1993; Ó Duibhir 2009; Nyqvist 2018) have shown problems with grammatical accuracy. Pedagogical interventions appear essential to help immersion students develop their interlanguage towards more target-like representations (Doughty & Williams 1998; R. Ellis 2002; Lyster 2007). In the case of explicit knowledge, pedagogical interventions have given promising results in immersion (Nì Dhiorbháin & Ó Duibhir 2016), and both students and teachers have been shown to value grammar instruction (Simard & Jean 2011).

Our study aims to explore immersion teachers' views on grammar instruction in Swedish immersion in Finland-a theme unstudied thus far. Our data consists of the responses from 54 Finnish immersion teachers on a Webropol questionnaire with 18 multiple-choice questions comprising three sections: the informants' background as teachers, their views on the role of grammar in immersion, and their views on correcting grammatical inaccuracies. The informants were also allowed complete their answers with comments. The central research questions are as follows:

1. Do Swedish immersion teachers integrate language aims into their teaching practices? If so, in what ways?
2. How do teachers position grammatical accuracy in Swedish immersion teaching?

3. How frequently and in what situations do immersion teachers provide corrective feedback?

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A longitudinal investigation of young learners' L2 English speaking development: is there evidence for ergodic groups?

Authors:

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

Complex dynamic systems theory (CDST) studies have often been set up as single case studies or studies with few participants. This is sometimes considered a limitation of CDST as it endangers the generalizability of the findings (Bulté & Housen, 2020). CDST-researchers have begun to investigate the possibilities of discerning ergodic groups (i.e. groups where the individual is similar to the group and vice versa) as being able to identify ergodic samples makes it possible to make claims both about individuals and groups. Lowie and Verspoor (2019) divided their participants in highly similar groups but found that even in these similar groups there were large differences in learning trajectories over time.

In the present study we will further investigate the possibilities of discerning ergodic groups and thus the possibilities to do group analyses when investigating language development. In this study we will focus on the development of young L2 English learners' speaking skills. 64 learners who attended the first year of secondary school participated in a longitudinal study in which they were asked to do a speaking activity every week over the course of one school year. They were also tested extensively at the start of the study in order to map individual differences between the learners (e.g. differences in prior knowledge, instruction, out-of-school exposure, motivation and cognitive differences).

The learners belonged to three different class groups which each had a different profile. Group 1 (n = 21) attended a school in Flanders. They did not receive any English lessons in primary education and were at the start of formal English education. Group 2 (n = 22) attended a school in Flanders. They did not receive any English lessons in primary education and did not yet have formal English lessons. Group 3 (n = 21) attended a school in the Netherlands. They started with English lessons in primary education.

In order to investigate ergodicity, we will first look into speaking development through group analyses starting from the three pre-defined groups in our study. Through cluster analysis (cf. Peng et al., 2021), we will then further explore whether other groups of learners can be identified based on individual difference variables measured at the start of the study and whether these learner types can be seen as ergodic groups when investigating speaking development.

The results and implications of our study will be discussed during the presentation and suggestions will be done for future studies.

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Abstract ID: AILA471

Assessing spoken, written and sign languages of IDML – a multilingual, multimodal approach

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Abstract Topics: [SYMP49] Migrant Deaf and Hard-of-Hearing Additional Language Learners

Abstract Summary:

Assessing the bimodal-plurilingual language profiles of immigrant d/Deaf and hard-of-hearing learners (IDML), and specifically their languages development, is a major challenge, as it involves considering the spoken, written, and/or sign languages of the host country in addition to learners' home language(s) (Cannon/Marx, submitted 2022). As well as language proficiency, assessments should consider the complexity of multilingual development by considering aspects affecting development such as age of acquisition, opportunities for language use, competencies in further languages, and language varieties (Paradis et al., 2011), and for refugee learners, experiences of limited or interrupted education and trauma (Prawiro-Atmodjo et al. 2020). This complexity results in challenges for language assessment, which is aggravated by the fact that most standardized instruments for spoken and written language are not normed for d/DHH learners, and there is a lack of appropriate instruments for sign languages in general (Pizzo & Chilvers, 2016). Subsequently, the validity of language assessments presently used for IDML is questionable. This is a major issue both for research and for pedagogy.

In order to address this issue in the German context, a comparison of different available assessment instruments was carried out. The aim of the reported study was (1) to examine available spoken, written and sign language assessments, both tests and ratings, (2) to test them with the target population of IDML, and (3) to provide recommendations for researchers and teachers. In a number of trials beginning in June 2022, IDML at secondary-school level were tested with instruments developed for German-language contexts to determine inter-test validity. To assess written and spoken language, the instruments PERLESKO (*Prüfverfahren zur Erfassung lexikalisch-semantischer Kompetenz*, a test for receptive vocabulary knowledge developed for DHH learners), the SFD (*Sprachstandsüberprüfung und Förderdiagnostik*, a test for listening comprehension developed for L1 and L2 speakers), and 2P (*Potenzial & Perspektive – Ein Analyseverfahren für neu Zugewanderte*, a diagnostic tool for listening, reading, writing and vocabulary skills developed for newly arrived hearing immigrant learners) were used, while to assess German sign language, PERLESKO and NAKOM (*Narrative Kompetenzen*, assessing narrative production in sign language) were utilized. Finally, a comparison of skills in different languages was carried out using the SOLOM (Student Oral Language Observation Matrix) to determine use of spoken and signed German and family language(s). The results of the ongoing assessment study shed light on the potential for existing instruments to provide necessary and useful information for research and teaching practice.

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Abstract ID: AILA473

The effects of language learning pedagogies on language proficiency, cognition and socio-affective measures

Authors:

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

In this paper, we present a longitudinal study investigating different language teaching pedagogies in seniors and their effects on language proficiency, cognition and socio-affective measures. Third-age language learning is a rapidly developing field and many studies have been carried out to unveil the black-box that is language learning at an older age. Many gaps in knowledge, however, remain. Firstly, language proficiency itself has not been the primary object of investigation as most studies focus on language learning as a tool to prevent cognitive decline and a way to promote cognitive reserve. Yet at this point it is not clear if language learning can be used to build up cognitive reserve because studies find mixed results [e.g. 1;2;3;4]. Part of the reason for this, we believe, is because seniors' language learning needs remain unclear and as such cannot be incorporated into research designs targeting cognitive outcomes of language learning [5]. Our study looks at the effects of a 3-month English course for 16 Dutch seniors. Crucially, language learning needs are ascertained by offering two types of teaching: with or without explicit grammar instruction [6]. Including continuous measures of language proficiency, and relating this to motivation, socio-affective and cognitive outcomes, allows us to measure the process of development over time. The main purpose of this study is twofold: 1) it primarily assesses the optimal method to learn a new language post 65 years old; and 2) it assesses how different teaching methods relate to cognitive and social engagement benefits that may ensue from learning new language skills later in life. Our preliminary results show that, throughout the language course, participants' well-being significantly improved. Additionally, the implicitly taught group showed higher levels of motivation. Regarding cognition, the explicit condition showed advantages on some task, but only on the retention test. For other tasks, no differences between groups were found. These findings and their implications will be discussed in more detail in this contribution.

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Partially participatory research: How 'non-participatory' research methodologies can potentially involve participants meaningfully to increase equity and efficacy

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Common forms of participatory research in applied linguistics (e.g., action research) typically emphasise the importance of maximising participant involvement. They recommend approaches in which the 'researcher' (or rather, the participant with academic expertise), if involved at all, adopts a facilitation, supervision or mentoring role, and the participants (e.g., language teachers) are encouraged and expected to lead on, and investigate topics broadly, or wholly, of their own choosing (e.g., Dikilitaş, & Griffiths, 2017; Smith, 2020). This initiative to maximise participant involvement is logical, commendable, and empowering to participants, but it does potentially limit the methodological range and scope of participatory investigation, making it more challenging in projects with certain restrictions or conditions concerning topic focus, research question, methodology or role obligations. Such projects are arguably the norm in applied linguistics academia, rather than the exception, including, for example, those involving conditional funding and doctoral research projects.

In this presentation I will argue that a wider range of research methodologies can be made both more equitable and more effective without necessarily compromising on aspects of methodological rigour if they involve participants to a degree (i.e., if they are 'partially' participatory), and that such practices are of increasing importance and relevance in cross-cultural research, particularly studies that involve researchers from the global North and participants from the global South. I will provide a clear practical example of this from my own PhD project – a case study of English language teacher expertise in India (Anderson, 2021, forthcoming) – illustrating how a case study research design can be adapted to involve participants meaningfully and equitably from the recruitment phase, through research design and topic focus, data collection and analysis. I will provide an example of how participants' voices and expertise can be represented in the outputs of the project, alongside those of the researcher. I will also argue that, because of the wider range of opportunities that they offer, partially participatory projects are not necessarily inferior to fully participatory (participant-led) ones, providing justification for the approach adopted is made clear.

While this approach seems promising and advantageous in a number of ways, I will also offer a critical caution, reflecting on how partially participatory approaches may require a felicitous combination of methodology and topic to work effectively, and invite the audience to reflect on similar challenges in their own research.

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Abstract ID: AILA475

Effects of Classroom Environment on L2 Learners' Affective Factors

Authors:

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Osamu Takeuchi [2] [^] Kansai University

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This study aims at exploring the influence of classroom environment (CE) on learners' affective factors. Recent studies have reported that CE has a significant impact on learners' affections and consequently on the progress of L2 learning (e,g., Khajavy, MacIntyre & Barabadi, 2018). This is especially true in the EFL context, where there are few opportunities to use the target language outside of the classroom. In such a context, classroom is an essential basis of using and communicating in the target language and therefore it has a greater influence on learners' emotions and L2 progress (Peng & Woodrow, 2010).

However, to our knowledge, a handful of studies has been implemented to examine the effects of CE on learners' emotions. Among them, Khajavy, MacIntyre and Barabadi (2018) report that positive CE increases EFL secondary-level learners' enjoyment and willingness to communicate (WTC) whereas it decreases their anxiety. Still, more studies conducted in a different context are awaited to apply the findings to classroom teaching practice. This study therefore attempts to replicate Khajavy, MacIntyre, and Barabadi (2018) at tertiary level in the Japanese EFL context and to reveal the effects of CE on learners' affections by adding relatively new concepts of their mindset (Dweck, 2006) and grit (Duckworth & Quinn, 2009).

Participants were Japanese-university students learning EFL. They were voluntarily asked to respond to two types of inventories; CE inventory and affective factors inventory. The former, originally developed by Peng & Woodrow (2010), consists of 13 items covering three types of CE factors, i.e., (a) teacher support, (b) student cohesiveness, and (c) task orientation. The latter is composed of 17 items for three kinds of affective factors: (a) enjoyment and (b) anxiety of learning EFL, and (c) WTC. In addition, data are collected on language learners' mindset (18 items, Lou & Noels, 2017) and grit (eight items, Duckworth & Quinn, 2009).

The data collected were analyzed by using the structural equation model. The results showed that positive CE increases participants' enjoyment and WTC, and decreases their anxiety, whereas it does not influence their mindset and grit. In the presentation, latest results will be reported in full detail, especially comparing with Khajavy, MacIntyre, and Barabadi (2018). Implications for future research and pedagogy will also be discussed.

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Abstract ID: AILA476

Setting up English/French Teletandem programmes at University: institutional integration and student engagement

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Tandem language learning (Brammerts & Calvert 2003, Helmling 2002) in its traditional form is based on two key principles: learner autonomy and reciprocity between two native speakers who team up to learn each other's language. Since its introduction in higher education in the 1960's, tandem learning has undergone several major changes triggered by the advent of the Internet, first with electronic written communication (e-tandem, Little & Brammerts, 1996) and then with virtual spoken communication through videoconferencing (Cappellini & Zhang 2013) also called Teletandem (Vassallo & Telles 2006). One may wonder whether the original principle of learner autonomy may be weakened by the willingness to embed such an informal practice into the formal context of higher education institutions. This paper will present the results of an experiment conducted on English/French University Teletandem exchanges with three pilot cohorts of students (each tandem pair consisting of a native French speaker and a native English speaker) over three consecutive semesters during and after the 2020-2022 Covid pandemic, which spurred the transformation from a face-to-face (Horgues & Scheuer 2015) to a virtual tandem set-up. A Teletandem programme was implemented between University of Texas at Austin (UTA) and Université Sorbonne Nouvelle (USN) in parallel with a free Teletandem practice programme at USN. We will address this question: To what extent does institutional integration contribute to limiting or, conversely, empowering Teletandem students in their approach to second language learning? Our method consists in intersecting i) a comparative analysis of the data collected in online final questionnaires completed by the French participants of each pilot cohort (about 20-30 students) ii) a reflection on the resources, pedagogical framing, and guidance provided to these same participants. The results show that some degree of institutional embedding, despite its assumed limitation of autonomy, is actually helpful to support collaboration and student engagement

(Christenson et al. 2012), and thereby ensure a more stable and secure learning environment.

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When we see that kind of language, "someone is going to jail": Encountering difference ethically in adult basic education

Authors:

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Joke Dewilde [2] [^] University of Oslo

Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

There has been a call for applied linguists to consider situated microethical challenges of research in practice, rather than relying on macroethical principles alone to ensure ethical conduct (Kubanyiova, 2008). In research with immigrants, ethical considerations often involve differences of language, culture, race, and education between participants and researchers. Institutional ethics regimes anticipate such differences from afar, at the level of typification (Bauman, 1993). Yet research in practice may reveal unanticipated dimensions of difference, which we suggest must be met through an ethical construct of responsibility for the Other that seeks neither to erase difference nor compel the Other into a response (Levinas, 1985).

We engage with the ethical and aesthetic dimensions of encountering the Other while negotiating consent with participants in adult basic education for immigrants. The aesthetic dimension should not be understood as artistic or creative, but rather as sensorial and emotional. This understanding opens for exploring lived experience and memory, including trauma (Busch & McNamara, 2020), and how these are evoked by the aesthetic characteristics of research encounters. Thus, our aim is to investigate initial negotiations of consent to participate in research as ethical and aesthetic encounters with difference.

We draw on data from an ethnographic monitoring project (Hornberger & De Korne, 2017) in adult basic education for immigrants in Norway, including fieldnotes and recorded meetings and interviews with teachers and multilingual research assistants. Our analysis focuses on (1) the semiotic value of artifacts and practices involved in initial consent and (2) the forms of relationality involved in negotiating difference. First, we found that translated and even oral project information initially produced great resistance from potential participants. Notably, the optics of written project information in languages such as Arabic and Tigrinya evoked traumatic memories of repressive regimes in students' pasts (see Busch & McNamara, 2020), rather than the regulatory regime this represented to us. Second, we found that trust built through biographical similarity or affinity spaces was necessary for engaging relationally given unanticipated dimensions of difference. Multilingual staff, research assistants, and teachers proved important not only for conveying information, but for interpreting students' responses to the signs we introduced. An ethico-aesthetic lens enables a better understanding of unpredictability and difference in negotiating participation in research, by seeing research ethics routines as aesthetically laden experiences. Attending to an aesthetic dimension therefore contributes to ethics negotiations that may indeed qualify as ethical encounters, not only procedurally but also relationally.

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Abstract ID: AILA480

The Enduring Principles of Learning: Translating US dialogic pedagogy for multilingual learners to UK classrooms

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Aniqa Leena [3] ^ University of Reading

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

This paper presents findings from an international study that sought to adapt a US-based proven-successful professional development tool for UK teachers in linguistically diverse classrooms. The research contributes much needed understanding of the nuances of teachers' practice for multilingual learners in majority language classrooms, and the framing of related professional development.

The US and the UK share the persisting challenge of teachers' under-preparedness to teach multilingual learners. Moreover, in the UK, this is compounded by the under-attainment of some groups of multilinguals, limited funding, and the perception that teachers do not need discipline-specific training to teach them. Therefore, professional development for UK teachers must be cost effective and upskill the workforce for linguistically diverse classrooms.

US researchers have developed a tested rubric, The Enduring Principles of Learning (EPL), that drives professional development and teacher coaching to improve teaching of and educational outcomes for multilingual learners (Teemant, 2014). This pedagogy, consisting of seven principles of practice, draws on critical socio-cultural practices through which the teacher frames classroom activity as intentionally dialogic (Teemant & Sherman, 2022) and liberationist (Freire, 1970)

In the current mixed methods study, UK researchers sought to examine if and how this approach might translate to English schools. Reporting the teacher-focussed element of the study, this paper details an intervention with four teachers in three linguistically diverse primary schools; 2 classes 5-6 year olds, 2 classes 8-9 year olds. The EPL rubric was used as a classroom observation and coaching tool: pre-intervention, and for a sequence of five observations with follow-up coaching over six months. Participants were interviewed before and after the intervention. Control teacher participants (n=4) teaching business-as-usual were observed pre- and post-intervention. A related pupil-focussed study measured language and literacy gains.

Classroom observation scores, supplemented by systematic field notes, generated data for comparing teachers' enactment of each principle across lessons and between teachers. Field notes were analysed deductively using codes derived from

terminology in the rubric, to unpack the practices related to the scores. Interviews were analysed inductively using Thematic Analysis.

Findings indicate the potential for the EPL to shift teachers' practice towards more dialogic approaches, and towards an asset-based mindset that celebrates multilingualism. However, analysis also reveals that teachers' responses to professional development, and their agency to effect changes, differ. Cross-national implications for the design of culturally responsive professional development for teachers in linguistically diverse classrooms are considered.

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Abstract ID: AILA481

Using keystroke logging to explore differences in written language production processes between self-experienced and invented narrative accounts: A forensic linguistic approach

Authors:

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Roger Johansson [3] Lund University

Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

This study aims at investigating if/how writing processes, such as planning and revision, differ between accounts of self-experienced and invented narratives. The underlying assumption is that cognitive load will increase for the writer when s/he is is changing or inventing parts of an otherwise self-experienced series of events. This builds on theories of how limited working memory capacity leads to increased pausing behavior in accordance with increased cognitive demands (Kellogg, 1996; McCutchen 2000), and that the need for revisions will increase when the writer wants to meet the goal of convincing the reader that something is true (cf. the relation between planning, translating and revision described in e.g. the writing model of Hayes and Flower, 1980).

This presentation primarily focusses on comparing written accounts, collected with an experimental design. Participants (n=45) were presented with 4 elicitation videos, depicting misdemeanors (e.g., cheating on an exam, stealing a bike). Each participant performed 4 accounts across the 4 films: two written, and two spoken. For one account in each modality the participant is asked to lie and alter "who did it". Modality, films and invented/self-experienced accounts are balanced for order. The written data was collected online through keystroke logging (ScriptLog). The participants repeated the experiment 4 times with 2 weeks apart, to allow for comparisons of consecutive accounts of both invented and self-experienced narratives.

The first results showed no differences between time on task between invented and self-experienced narratives, but the invented narratives required overall more pause time. In addition, time on task and overall pause time decreased over the consecutive accounts, indicating that the retelling task became easier independent of condition. There were no overall differences in the amounts of deleted text between the conditions, but during the writing of the invented narratives, less characters were written between pauses, indicating the need to pause (and plan?) more often. The general picture is that there are many individual differences, and that individual baselines may need to be established, as well as including comparisons within subjects in the further explorations of the data.

Continuing analyses will look more closer at the linguistic contexts where the writers need to pause and revise, and will also compare the written accounts to spoken equivalents. The overall picture is however that using keystroke logging to investigate "true" and "false" narratives may be a rewarding avenue for forensic linguistics, and could be used (in addition to other tools) to identify instances where information needs to be further investigated.

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Abstract ID: AILA484

Learning to write like historians do: A longitudinal analysis of CLIL students' categorization practices in L1 and L2 across grades 6 to 10

Authors:

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Christiane Dalton-Puffer [2] [^] University of Vienna

Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

This study addresses one of the critical concerns around CLIL: the quality of learning academic content through the L2 and the possible effects on students' subject-specific language competence, both in L2 and L1. To address this issue, we adopted Dalton-Puffer's (2013) construct of cognitive discourse functions (CDFs) which simultaneously targets specific thinking skills, cognitive operations, and their linguistic realizations. Although CDFs are essential for the development of students' disciplinary literacies at school, there is still little empirical research on how they are realized in CLIL classrooms. This study thus aimed to contribute to this research area by examining CLIL learner data in terms of one key CDF (CATEGORIZE), essential for the construction of specialist knowledge (see Mohan, 1986, Lemke, 1990).
CATEGORIZE involves acts of categorizing, classifying, comparing, and contrasting facts, objects, phenomena, abstract ideas, and concepts.
To operationalize the selected CDF, we used a conceptual-analytical model of CATEGORIZE and its two sub-functions (CLASSIFY & COMPARE) developed in a previous study (Evnitskaya & Dalton-Puffer, 2020). We also employed Systemic Functional Linguistics (Halliday & Matthiessen, 2014) tools to examine learners' grammatical and lexical choices to realize the CDF of Categorize. The data corpus consisted of 15 CLIL students' written productions in L2 English and L1 Spanish on history topics in grades 6, 8, and 10 collected in two bilingual schools (one primary and one secondary school) in the Metropolitan Madrid area, Spain. The corpus was examined through a mixed-methods and longitudinal analysis. The results reveal a low presence of classifications and a high incidence of comparisons. They also show how subject-specific language and cognitive operations (in terms of the CDF of Categorize) are

connected: these CLIL students seem to encounter difficulties, both conceptual and linguistic, when forming complete and appropriate classifications and comparisons in both L2 and L1. The results also point to clear subject-specific tendencies in that 'comparing' stands out as a defining figure of thought in history. The study, therefore, contributes to a better understanding of the effects of cognitive maturation in CLIL learners happening between grades 6 and 10. Suggestions are made as to how (language and subject) teachers can contribute to the active development of CLIL students' disciplinary literacies, in this case, in terms of producing written categorizations that are acceptable both in terms of the language and subject-specific content.

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The pragmatic use of variationist sociolinguistics in higher education: pedagogical contributions to advanced language courses as a means to undo standard language ideology

Authors:

 Marc-Philippe Brunet [1] [*] [^] Univerisité Toulouse-Jean Jaurès

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

In French public universities, English LLCER courses (English Major Programs) are distinct from applied foreign language studies. Such courses seek to expose students to advanced uses of the English language, and in doing so, aim to teach socially legitimate linguistic practices. Additionally, at the end of these studies, most career choices are those of public education, so that many of these courses are designed to lead an important proportion of students to the French public teaching exams (O'Connell, A. & Chaplier, 2021). In such cases, it can be argued that these tests represent a condensed version of the interactions that take place within tense *linguistic markets* (Bourdieu, 2001), insofar as Standard English represents a valuable linguistic capital, and because candidates are tested on their mastery of a socially situated linguistic habitus.

However, these studies tend to focus exclusively on standard varieties of English, namely the British RP and General American standards, at the expense of other varieties. Beyond a lack of awareness of the breadth of the diversity of English, this can lead students to experience forms of linguistic insecurity, due to an incomplete knowledge of legitimate linguistic norms (Wharton & Wolstenholme, 2019). Moreover, this approach creates a hierarchical vision of language, leading to the tacit assumption that non-standard varieties (from a social, geographical or racial perspective) are fundamentally flawed. Additionally, as university represents a legitimizing institution for these courses, students of English may be incited to perpetuate a hierarchical view of the different varieties of English (Forlot, 2014; Vanegas Rojas et al., 2016).

Through sociolinguistic tools and theoretical contributions – in particular corpus linguistics, the study of linguistic variation, the observation of socio-phonetic phenomena, or the analysis of the social conditions of the production of discourse – we hope not only to provide analytical tools that are transferable to other subjects, but also to respond to the aforementioned problems. The critical contributions of sociolinguistics should be used in order to dispel linguistic misconceptions, namely that standard languages are intrinsically refined and complex (Lippi-Green, 1997), or that speakers of non-standard varieties have simplistic and erroneous linguistic patterns (Blanchet et al., 2014). This is particularly important as LLCER courses lead, for students who eventually pass the national teaching exams, to the production – or reproduction – of teachers, who will pass on certain misconceptions regarding English, as well as their L1.

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Abstract ID: AILA488

A discourse analysis of "sustainable development" in Horizon Europe – the EU's prioritization of sustainability in research and innovation

Authors:

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Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

This paper examines sustainable development in the context of Horizon Europe reference documents, utilizing discourse analytical methods. Launched in 2021, Horizon Europe is the world's largest funding programme for research and innovation. With the current, worldwide issue of sustainable development, it is important to examine how the European Union, in its research funding, constructs a view of sustainability. Discourse analysis, the study of language in use, allows the analyst to examine how words are put together by people to communicate and do things (Jones, 2012). In its rhetoric, the European Union emphasizes the prioritization of climate-neutrality and green initiatives (European Commission, 2021). A detailed analysis of texts will show how the EU addresses sustainability *in practice*, in the guiding documents of Horizon Europe. Researchers can find practical use in the findings of this paper, for example in planning their study or developing grant proposals. This study demonstrates the importance of studying reference documents to discover how an organization prioritizes, or does not prioritize, crucial issues such as sustainability. It answers the following research questions:

1. What is being communicated as to what is taken to be valuable and correct (Gee, 2011) in Horizon Europe?
2. What features in the linguistic details and structure, such as in the lexicon or syntax of the texts, shape the European Union's view of sustainability?
3. How is the agency of individuals and society linked to sustainable development?
4. How does the EU consider issues of inclusivity and equality in sustainable development?

This paper allows for the reflection of how our societies think about sustainability, as well as how those who fund and influence our societies, construct sustainable development. Given the recent launch of Horizon Europe, its documents have not yet been studied outside of Puputti's (2022) work, particularly with these methods. The topic of sustainability further adds to the relevance of this paper.

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Abstract ID: AILA489

Entanglements of Swedish Language Learning and Dance through Spoken Word Choreographies in Upper Secondary School

Authors:

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Kaisa Korpinen [2] [^] University of Turku

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

There is currently an increasing amount of research that shows how embodied learning and arts-based approaches can enhance language learning and provide emotional and motivational benefits to learning processes (Jusslin et al., review; Korpinen & Anttila, in press; Porto & Houghton, 2021). However, research-based knowledge about how embodied learning and arts-based approaches can contribute specifically to upper secondary school students' language learning is still scarce.

Conducted within the research project *Embodied Language Learning through the Arts* (2021–2024), this study explores the combination of dance and learning Swedish as L2 in the dance course "Dance with language", initiated and held by a dance teacher at a Finnish upper secondary school. A total of 19 upper secondary school students with various previous experiences of both Swedish and dancing participated in the dance course. The analytical focus lies on spoken word choreographies created during the course. The spoken word choreographies are word- and dance-based performances, in which the students drew inspiration from a dance documentary to/and express issues of femininity and bodies.

Drawing on a new materialist approach (Barad, 2007) to language learning, the study understands knowledge/knowing and language/languaging as embodied, relational, and entangled processes (Pennycook, 2016; Toohey, 2019). The guiding question is: How do entanglements between dance and language produce performative differences in students' creation of spoken word choreographies?The research materials for the diffractive analysis include video observations, group interviews, reflective diaries, and video recordings of the spoken word performances.

Preliminary analyses suggest dance and language become entangled when exploring movements with sentences from the dance documentary, re-working the sentences with/in dancing, co-creating with the audio-recordings, and negotiating with spaces and materials. Entanglements between language/dance include iterative movements between dance and language that involve explorations, re-workings, co-creations, and re-negotiations. More specifically, choreographing of languaging/dancing happens in relations with multiple humans and materialities. Thus, the study proposes spoken word choreographies as a valuable way to teach language, moving beyond restrictions in language to emphasize creative and embodied explorations and inductive approaches in upper secondary level language education.

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Discursive value creation: sustainable fashion in Shanghai's high-end market

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This study examines how Bourdieu's conceptualisation of distinction manifests itself in the promotion of fashion products that are regarded as 'ethical', 'sustainable' and 'authentic'. According to Bourdieu (1984:231), the producers who are guided by the logic of competition with other producers and by the specific interests associated with their position in the field of production, produce distinct products to meet different cultural interests that the consumers attribute to their class conditions and positions. Situated within an industry stylising itself as globally connected yet locally engaged, my research investigates how the concept of 'sustainable fashion' is constructed and circulated linguistically in Shanghai's high-end market, and how added value is discursively created around their products for specific social groups. In particular, the focus is on Shanghai, one of the most affluent cities in China that is exemplary of changing consumption patterns among a growing middle- and upper class who are geared towards consuming sustainable fashion products. Research has shown that the language used within the commodity chain process is not only limited to its descriptive function for the production, circulation, or exchange of products but can also be considered an important constitutive part of the entire process (e.g. Heller et al. 2014; Lorente, 2012; Shankar and Cavanaugh, 2012). Under this argument, this study highlights the significance of language in creating taste distinction and hope to contribute to scholarly discussions on the role of language within political economies.

The data under analysis consists of field notes, interview transcripts, texts collected from the field (e.g. promotional pamphlets, posters, exhibition boards) and social media posts of stakeholders within the fashion industry in Shanghai. The mix-methods approach was adopted to achieve methodological triangulation. Specifically, the ethnographic part of the research, comprised of participant observations and semi-structured interviews, aims to investigate the underlying relations of stakeholders and draw up a chain of commodities that links think tanks, recycling initiatives, garment traders, production cooperatives and fashion brands who are all engaged in the valuation of sustainable clothing; the corpus-analytical part, informed by ethnography, examines stakeholders' Weibo (a popular social media website in China)posts to explore how social media contribute to the discursive creation of value and to self-representation. It is argued that the added value of high-end sustainable fashion products is discursively constructed through taste distinction, which helps the stakeholders establish a niche market in Shanghai by differentiating themselves from other businesses within the fashion industry that rely on the industrial-, exploitative- and delocalised forms of production.

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Lorente, B. P., 2012. The Making of "Workers of the World": Language and the Labour Brokerage state. In: Duchêne, A., Heller, M. (Eds.), Language in Late Capitalism: Pride and Profit. New York: Routledge, 183–206.

Shankar, S. and Cavanaugh, J. R., 2012. Language Materiality in Global Capitalism. Annual Review of Anthropology, 41, 355–369.

Abstract ID: AILA492

Parental ideologies prioritizing Basque and their impact in Multilingual Family Language Policies

Authors:

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Ibon Manterola [2] [^] University of the Basque Country (UPV/EHU)

Ane Ortega [3] [^] Begoñako Andra Mari Unibertsitate Eskola (BAM)

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

This presentation aims to show the impact parental language ideologies can have in Family Language Policies (FLP) that take a minority language, majority language and foreign language into consideration. The study presented is located in the Basque Autonomous Community (BAC), where a multilingual perspective to FLP is especially relevant taking into account the multilingual nature of the education system. In the BAC's public education system Basque, Spanish and English are offered as language of instruction and/or subject matter, depending on each school's language program. In addition, students are required to attain at least a B2 level in Basque and Spanish and a B1 level in English at the end of compulsory education (16 years). Most FLP studies have been often focused on policies regarding the minority language in the framework of the hegemonic position of a majority language without taking a foreign language into account, thus, the multilingual perspective of this study can make a contribution to the field.

Language ideologies are of great importance in the field of FLP and Language Policy and Planning in general as they reflect the values and patterns in a specific society based on the beliefs and assumptions individuals have related to languages (Curdt-Christiansen, 2009). Those beliefs and assumptions (subconscious or not) have an influence on language management, and individual and societal language practices, which are interrelated as the three components of Language Policy (Spolsky, 2004, 2009).

The data presented is based on a PhD dissertation that studies the FLPs of parents who live in a mostly Spanish-speaking area of the BAC and whose children attend a pro-Basque immersion school. Overall, data from 19 families have been collected through an online questionnaire, two semi-structured focus groups and fourteen semi-structured individual interviews. It will be shown that living in a mostly Spanish-speaking area, parents have an ideological position in favor of Basque, but they attach different values to Basque, Spanish and English. These values affect and determine to a great extent FLPs, hence, parents' language management strategies in their family and their declared language practices. Whilst all parents support Basque and positively value learning English, there are differences amongst them; the most activist parents, establishing an iron-cast hierarchy, prioritize Basque above all; English has been found to have a clear value and function but its place in this hierarchy varies; and in all cases Spanish is considered to be guaranteed and not requiring special ad hoc strategies. The study confirms the ideological positioning in relation to the minority language as a key factor in minority language FLPs, but also shows the impact of ideas about multilingual upbringing in their decisions, their expectations, and the degree of satisfaction or frustration with results.

Curdt-Christiansen, X. L. (2009). Invisible and visible language planning: Ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy, 8*(4), 351-375. https://doi.org/10.1007/s10993-009-9146-7

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Abstract ID: AILA493

"Here we speak in English": A multilayer Analysis of Language Ideologies, Program Structures, & Linguistic Practices in a Dual Language Immersion Program

Authors:

GISELLE MARTINEZ NEGRETTE [1] [*] [^] University of Illinois Urbana-Champaign

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

The current era of globalization has brought with it a significant increase in human mobility and the ways in which communication takes place in different spaces. In the particular case of the United States, a nation "built" on immigration, modern demographics shifts have created unique socioeconomic, political, and linguistic dynamics that have impacted traditionally homogenous communities. With the rise in the number of culturally and linguistically diverse populations in these regions, school communities have looked for educational alternatives, such as dual language immersion (DLI) programs, to address the needs of their multilingual and multicultural students. These programs focus on the needs of culturally and linguistically diverse students, while also constructing spaces where students of two different language groups can develop bilingualism, biliteracy, and socio-cultural competence (Howard et al., 2018).

DLI programs are widely acknowledged in the U.S., as an effective model for schooling emergent bilinguals. However, despite the substantial support given to these programs, scholars have also simultaneously criticized this educational model for its restricted views of language use and concomitant linguistic ideologies (Garcia, 2017; Hawkins & Cannon, 2017). With this in mind, this presentation examines the language ideologies underpinning the structures of one DLI program and how these manifest in the linguistic perspectives articulated and embodied by teachers and students in a focal DLI program.

Employing qualitative data, from a year-long ethnographic case study conducted in a DLI program, and drawing from the field of linguistic anthropology, this presentation examines the processes related to the conception and regulation of language use in multilingual spaces. The presentation explores two main questions : 1) How do different dimensions of language

ideologies manifest and operate in the focal DLI program ? 2) How do language ideologies influence individuals and linguistic considerations in the focal program ? This work demonstrates how language ideologies function at dissimilar, but sometimes overlapping, levels of significance in DLI programs impacting social agents and linguistic considerations. In addition, the presentation highlights demonstrated implications of the enactment of language ideologies for policy and practice.

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Les dictionnaires sont-ils obsolètes au vu des corpus ? Les résultats encourageants d'une expérience didactique internationale

Authors:

Valeria.zotti Zotti [1] [*] [^] Alma Mater Sudiorum - Università di Bologna

Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Une multitude d'études se penchent aujourd'hui sur les atouts des corpus pour compléter les informations lacunaires données par les dictionnaires (Loock 2016). Nous ferons état d'une expérience menée auprès de deux groupes d'étudiants en lexicographie, issus de formations distinctes en France et en Italie: le Master LTTAC (Lexicographie, Terminographie, Traitement Automatique des Corpus) de l'Université de Lille et le Master international LSC (Language, Society & Communication) de l'Université de Bologne. Le cours proposé à ces deux formations a pour objectif de fournir les outils théoriques et pratiques fondamentaux pour l'analyse linguistique en français menée à l'aide de supports informatiques. Cette approche appliquée à l'étude de la linguistique est sous-tendue par une réflexion sur la formation des "nouvelles" compétences requises dans les métiers de la communication multilingue (rédacteur, traducteur, lexicographe, terminologue, linguiste computationnel, etc.)

Les étudiants, à qui nous avons demandé de tester des ressources lexicographiques traditionnelles (dictionnaires de langue, bilingues, terminologiques) et des technologies pour la traduction (corpus électroniques, traducteurs automatiques, concordanciers) pour traduire des textes français sur l'art, n'ont pas jugé l'exploration des corpus comme indispensable au regard des informations déjà repérées dans les dictionnaires. Ces corpus, sans doute utiles pour vérifier la fréquence d'emploi des termes spécialisés et pour détecter les collocations les plus récurrentes et pertinentes, ne sont pas toujours ciblés pour la tâche accomplie. Les étudiants interrogés ont relevé que les dictionnaires contiennent sûrement moins de contextualisations que les corpus, mais que celles qui sont présentes ont été triées par des experts, les lexicographes, possédant des compétences pour réaliser une analyse linguistique fine, alors que les données de corpus sous forme brute s'avèrent indigestes et difficiles à interpréter.

En appuyant nos observations sur les résultats de cette enquête et sur notre expérience de

recherche en lexicographie et en linguistique de corpus, nous nous prononcerons en faveur des dictionnaires pour défendre leur valeur ajoutée à un moment de l'histoire où leur survie est mise en danger. Depuis la naissance de la lexicographie, la tâche du lexicographe, un spécialiste de la langue, est de condenser et d'agencer dans une entrée de dictionnaire les informations linguistiques nécessaires pour guider l'utilisateur dans la compréhension d'une unité lexicale sous toutes ses facettes. Aujourd'hui cette analyse fine préalable de données linguistiques est léguée à l'utilisateur du concordancier qui n'est pas toujours préparé ni formé convenablement pour accomplir cette tâche complexe. Autrement dit, en demandant à l'utilisateur d'analyser toutes les concordances, au lieu d'accélérer et de faciliter sa tâche, on lui donne du travail supplémentaire qui était auparavant effectué par le lexicographe professionnel. Si l'on pense aux progrès accomplis dans l'histoire de la lexicographie française (du *Littré* au *Petit Robert* en passant par Hatzfeld et Darmester), peut-on soutenir qu'une véritable (r)évolution en lexicographie s'est affirmée à la suite de l'avènement de la linguistique informatique ? Nous montrerons que l'analyse fine donnée par des dictionnaires, de bons dictionnaires bien entendu, ne pourra jamais rivaliser avec des corpus et que ces derniers ne pourront pas mettre en question la survie de ces mêmes dictionnaires.

Abstract ID: AILA496

Setting up peer-review practice for oral assessment at university: Some considerations on the use of evaluation criteria and the mirror effect

Authors:

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Eva Guerda [2] Université de Paris

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

University examinations are deemed "high-stakes" assessments (Mehrens, 1998), since their successful completion is necessary to progress to the next year and obtain the final diploma. In coining this term, Mehrens wanted to emphasize both the teachers and the institutions' responsibility with regard to evaluation. In French primary and secondary schools, a shift from evaluation conceived as negative to positive has occurred, especially for language learning. Could such a change be implemented at universities? For which purpose and by what means?

For Waring (2008), positive assessment depends mostly on the type of feedback teachers give. In the French university context, feedback is rarely provided to students before assessment. In their criticism of institutional evaluations, Huver and Springer (2011) underline the often fixed, 'essentializing' (p. 289) character of evaluation, which does not accept variation.

Their work echoes Ferrel and Sheppard's major survey of UK universities (EUNIS 2013) which showed that the main source of student dissatisfaction at university lies in the assessment procedures. They also revealed that students rarely have the opportunity to appropriate the assessment tools as well as the criteria for making judgements (p. 3).

In 2022, Université Sorbonne Nouvelle (USN) decided to support The Eval+ project based on peer review practices with the aim of designing a concept course flagged with a "positive evaluation" label. The notion of peer review can take a variety of forms: from co-assessment to corrective or appreciative feedback, be it before or after the assessment itself (Lundstrom & Wendy Baker, 2009; Kong, 2013).

This paper will report on the Eval+ project which involves two groups of 25 third-year English degree students who are following a course on Second Language Learning. The peer review session is held before the final oral slideshow-based presentation and has been fully integrated to the syllabus.

The teacher's assessment grid is shared with the students both as a personal and as a peer reviewer checklist. Thus, the assessment criteria are made explicit from the start. We will focus on the level of appropriation of the criteria as it appears in the analysis of the assessment grids.

We assume that some criteria (in relation to visual, written or spoken aspects) will be used more than others. In addition, can a mirror effect be observed?

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Abstract ID: AILA497

Sociocognitive Relationship Between Social Values and Ideologies: the Axiological Hypothesis

Authors:

José Manuel Ramírez Del Pozo Martín [1] * ^   Factoría de la Lengua

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Emotion and evaluation are the subjects of increasing interest in applied linguistics. Ideology also provokes new investigations. However, studies of valuation and ideologies go back to the very beginning of linguistics as an independent science. Bally (1913) developed an evaluative theory about the omnipresence of emotion in living forms of language, and Voloshinov (1929) developed the notion of dialogism and tried to reconcile it with the Marxist theory of ideologies. In the years that followed, these lines of inquiry were pushed aside in favor of more formalistic approaches to language.

Appraisal Theory (Martin & White, 2005) has provided a functional and systematic theoretical framework. Correlatively, Critical Discourse Analysis (Van Dijk, 2008) allows a sociocognitive approach to group ideologies.

Although valuation and ideologies are interrelated linguistic phenomena, AT and CDA do not explain the origin of social values, nor do they explain the sociocognitive processes that regulate ideologies. The Theory of Communicative Action itself (Jürgen Habermas, 1981), the ultimate foundation of the CDA, is accused of starting from an ideological approach, just like other approaches to social values from the field of pragmatics. In this aspect, the investigations seem to have entered a dead end.

In our analysis of the linguistic evaluation systems in the work of Santiago Ramón y Cajal (Ramírez, 2022), we have applied a methodological interface that links AT with the contextual models of CDA. The Method Based on Constituents (MBC) starts from the rudiments of universal grammar, analyses several linguistic levels, and has allowed the reconstruction of contextual models and, especially, of social values, leading to the study of the relationship between social values and ideologies. At all times, we have maintained the perspective of systemic and functional grammar, but towards a pragmatic, comprehensive, and even holistic view of language.

However, the analysis indicates the existence of more spheres of value than those postulated by TA, and contrary to what is postulated by the CDA, some social values seem to transcend the framework

of group ideologies and even stimulate inter-ideological dialogue.

The paper briefly presents new results of our research and finally proposes a new hypothesis about the origin of social values and their socio-cognitive relationships with ideologies.

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Using the Handbook for aligning language education with the CEFR

Authors:

Neus Figueras [1] [*] University of Barcelona

Barry O'Sullivan [2] [^] British Council

Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

Taking into account the impact of the CEFR (2001) worldwide in language education, and considering how the Manual for Relating Examinations to the CEFR (2009) has also been used widely in linking assessments in multiple languages to the CEFR, it is surprising that very few research reports are available on the implementation of these documents in languages other than English (Deygers,B., 2018; Tschirner, E., 2012).

The publication of the CEFR Companion Volume with new descriptors (Council of Europe 2020) has caused quite a stir in the field of language education and prompted renewed interest in the content and applicability of the CEFR thus opening new grounds for further research into the applicability of common standards in different – and/or multilingual - contexts and scenarios. This should be seen as an opportunity, not only to encourage research into the use of a standard like the CEFR in languages other than English but into comparative studies across languages to find out whether professionals in those language interpret the scales, their descriptors, and even the recommendations in a similar manner.

 The Council of Europe itself in the Foreword to the CEFR Companion volume highlights that the

"*CEFR is intended to promote quality plurilingual education, facilitate greater social mobility and stimulate reflection and exchange between language professionals for curriculum development and teacher education. Furthermore the CEFR provides a metalanguage for discussing the complexity of language proficiency for all citizens in a multilingual and intercultural Europe...*" (2020:11)

More than one hundred professionals coming from different countries in Europe and also from the USA and Japan attending the EALTA-UKALTA Symposium hosted by the British Council in

London in February 2020 (O'Dwyer, Hunke and Schmidt 2020, Little and Figueras 2022) focused on the potential impact of the CEFR CV on language and on its implications for language education in general. Discussion at this event suggested possible ways to increase transparency and collaboration in aligning different components of language education to the CEFR in different contexts and pointed to the need for continued work in supporting alignment(s) with the greatly expanded descriptive scheme of the CEFR CV in multilingual contexts. Although this will surely evidence differences across languages in terms of values and principles re. education as they may attach different importance to the issues involved in designing or improving curricula and assessments, it will also provide a richer picture for further study in the field of language education.

British Council, UKALTA, EALTA and ALTE (2022). Aligning language education with the CEFR: A handbook. Available at http://www.ealta.eu.org/documents/resources/CEFR%20alignment%20handbook.pdf

Deygers, B. , Van Gorp, K.   & Demeester, T. (2018): The B2 Level and the Dream of a Common Standard, Language Assessment Quarterly, DOI: 10.1080/15434303.2017.1421955

Little, D. and Figueras, N. (eds) (2022) Reflecting on the Common European Framework of Reference for Languages and its Companion Volume. Bristol: Multilingual Matters

O'Dwyer, F., Hunke, M., and Schmidt, G. (2020) The EALTA UKALTA 'Roadmap' conference. Available at https://cefrjapan.net/images/PDF/Newsletter/CEFRJournal-vol2.pdf#page=91

Tschirner, E. (ed.) (2012). Aligning frameworks of reference in language testing: The ACTFL Proficiency Guidelines and the Common European Framework of Reference, Tübingen: Stauffenburg

Abstract ID: AILA499

Different languages different standards?

Authors:

Neus Figueras [1] [*] University of Barcelona

Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

Taking into account the impact of the CEFR (2001) worldwide in language education, and considering how the Manual for Relating Examinations to the CEFR (2009) has also been used widely in linking assessments in multiple languages to the CEFR, it is surprising that few research reports are available on the implementation of these documents in languages other than English (Deygers,B., 2018; Tschirner, E., 2012).

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"*CEFR is intended to promote quality plurilingual education, facilitate greater social mobility and stimulate reflection and exchange between language professionals for curriculum development and teacher education. Furthermore the CEFR provides a metalanguage for discussing the complexity of language proficiency for all citizens in a multilingual and intercultural Europe...*" (2020:11)

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transparency and collaboration in aligning different components of language education to the CEFR in different contexts and pointed to the need for continued work in supporting alignment(s) with the greatly expanded descriptive scheme of the CEFR CV in multilingual contexts. Although this will surely evidence differences across languages in terms of values and principles re. education as they may attach different importance to the issues involved in designing or improving curricula and assessments, it will also provide a richer picture for further study in the field of language education.

British Council, UKALTA, EALTA and ALTE (2022). Aligning language education with the CEFR: A handbook. Available at http://www.ealta.eu.org/documents/resources/CEFR%20alignment%20handbook.pdf

Deygers, B. , Van Gorp, K.   & Demeester, T. (2018): The B2 Level and the Dream of a Common Standard, Language Assessment Quarterly, DOI: 10.1080/15434303.2017.1421955

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Abstract ID: AILA503

Boosting French language learners' interactions with digital board games

Authors:

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Julien Agaësse [2] [^] The University of Tokyo

Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

Since April 2020, many Japanese institutions have organised their courses online amid the Covid-19 pandemic. As a result, we had to rethink and reorganise our French language courses at the University of Tokyo and Keio University.

Our previous research used board games to help our students practice French as an Additional Language or FAL (Douglas Fir Group, 2016). We found that games allow learners to forget their actions' consequences and free speech (Agaësse, 2022, 2018, 2017; Silva, 2008, Brougère, 2005). Moreover, games help learners have higher confidence and interact more, encouraging them to invest in developing their FAL skills. As a result of this work, a new problem emerged: how to adapt board games to a digital medium, such as video games, using remote devices?

In this article, we start by presenting the Japanese context of our research with a focus on the sociocultural background, the educational system's characteristics and the role of foreign languages. In this work, we explore what can constitute a hindrance or, on the contrary, promote their engagement in using FAL in an online teaching-learning context. Then, we leverage theories from neurobiology and psychology by introducing Panksepp and Biven's Basic Affective Systems (2012) to analyse the use of games in classes and its impact on the behaviour of Japanese students.

To adapt to the new online class format, we developed and implemented a framework to use digital versions of board games on the Steam digital game platform. The objective of these activities was to encourage FAL learners to develop their language skills and collaborate more with others actively. At the end of each play session, we distributed feedback questionnaires to learn more about the students' lived experiences. We analysed the effects of playing on language acquisition, interactions and the need for support and guidance. This research results indicate that using digital board games allows learners to overcome some of the barriers associated with online courses and develop more personally, socially, culturally and linguistically.

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Abstract ID: AILA507

Understanding conceptual metaphors and gesture in elementary dual language immersion classrooms

Authors:

Alessandro Rosborough [1] [*] [^] Brigham Young University

Abstract Topics: [SYMP11] AILA ReN - Perspectives on Gesture in Second Language Teaching and Learning

Abstract Summary:

This study focuses on conceptual metaphors (CMs) coupled with spontaneous gestures, as a critical component of everyday language in dual language immersion classrooms. Conceptual Metaphor Theory was introduced by Lakoff and Johnson (1980) through their analyses of daily language, explaining that these metaphors went beyond basic language issues, to actually influencing perspectives, orientations, and experiences in a person's life. In essence, CMs go beyond other metaphors or figurative language as they not only use one representational source domain to understand a new target domain (i.e., a new concept) but they also carry and embed metaphoric meanings both individually and socially, including through the use of gesture (Cienki & Müller, 2008; Gibbs, 2008). CMs have mainly been studied through [meta]cognitive theoretical frameworks (Berendt, 2008; Ritchie, 2006) correlated with their influence on cognitive thinking. However, it is also understood that CMs connect to specific languacultures (Agar, 1990) and are not universal around the world (Efron, 1941; Peltier & McCafferty, 2010).

Specifically, CMs can be challenging for second language learners to comprehend, sometimes the latter phase of a new language to be understood (Lantolf & Thorne, 2006; McCafferty, 2008). However, the study of CMs in second language settings have been found to support student learning and provide insights towards innovative metaphor-based pedagogical practices (Boers, 2013; Hoang, 2014), which can include gesture as providing pragmatic functions supporting context and understanding (Mittelberg, 2018). To better understand how conceptual metaphors are used naturally in second language classrooms, this study proposes a qualitative and descriptive methodology using Vygotskian (1997) sociocultural theory to understand meaning-making among teachers and students learning English and Spanish in elementary (K-6) dual language immersion classrooms. An analysis of classroom discourse, conversations, and other interactions may provide answers for how CMs may support or challenge comprehension, including implications for second language pedagogy for young learners.

Multilingual writing development through the lens of Complex Dynamic Systems: an empirical approach to fit the puzzle

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

The present paper explores the potential of Complex Dynamic Systems Theory (CDST) in approaching writing development. Through the lens of CDST, multilingual writing development is seen as a self-organizing system "that (1) involves multiple interconnected parts (2) changing together (3) through non-linear processes that (4) lead to emergent patterns over time (De Bot, Lowie, & Verspoor, 2007; Hiver & Al-Hoorie, 2020; Larsen-Freeman, 2012). The paper proposes an empirical approach to statistical data analyses addressing multilingual writing development in the CDST framework. The approach consists of two steps: (1) We elaborate an integrated model of multilingual writing competence consisting of writing proficiencies in different languages and (2) trace their relational development over time.

We applied data from a German panel study, "Multilingual Development: A Longitudinal Perspective (MEZ)" (Gogolin et al., 2017), funded by the German Federal Ministry of Education and Research (BMBF). The panel comprised 2103 students from the German secondary educational system with Russian, Turkish, and monolingual German language backgrounds. In four waves (2013 to 2018), students' multilingual writing proficiencies were measured in the majority language (German), heritage languages (Russian or Turkish), and the first foreign language learned at school (English). The writing data was analyzed based on a generic model of writing proficiency, which is comparative across the investigated languages, covering textual-pragmatic, lexico-syntactic, and productivity proficiency dimensions. For our current analyses, we use a sample $n = 965$ bilingual secondary students ($n = 364$ German–Russian and $n = 601$ German–Turkish) in German (ML), Russian or Turkish (HL), and English (FL).

Firstly, we analyzed multilingual writing's dimensionality to model students' writing proficiency in ML, HL, and FL as an integrated construct. As a statistical method, we used second-order confirmatory factor analysis (CFA) to translate the theory on multilingual writing into an integrated statistical model. The results present multilingual writing competence as a complex interconnected system.

Secondly, we analyzed multilingual writing development by tracing the interconnectedness of different writimg proficiencies over time. We used cross-lagged panel analysis to analyze the development of interindividual differences in multilingual writing development in ML, HL, and FL in three waves over a timespan of two years. Our findings indicate that language-specific writing skills may serve as mutual resources for the development of multilingual writing proficiency.

Overall, the proposed CDST-based empirical approach to multilingual writing development provides convincing evidence for the interconnected parts and developmental patterns to fit the puzzle of multilingual writing development proposed by the theory.

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Abstract ID: AILA509

Developmental complexities in self-regulation strategy writing instruction: A synergy theoretical perspective with multiple approaches

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Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

As a core concept in educational psychology, self-regulated learning (SRL) describes how learners systematically activate and sustain cognition, motivation, behavior, and affect towards the attainment of their goals in learning processes (Zimmerman & Schunk, 2011). There is mounting evidence that incorporating SRL processes as both a method and an outcome into domain-specific instruction in formal educational environments to cultivate active learners with better academic outcomes (e.g., Ardasheva et al., 2017; Rose et al., 2018; Schunk & Greene, 2018). Given the dynamic, situated, and recursive features of SRL, scholars have pointed out the urgency to investigate the state and event characteristics of SRL from multiple perspectives and measures (Teng & Zhang, 2022). In recent years, there have been signs of a burgeoning interest in infusing SRL principles into second/foreign language (L2) with a focus on learning strategies.

This study adopted multiple assessment approaches to examine the diachronic development trajectories of L2 learners' strategic regulation behavior and its interactions with affective and social conditions in the course of self-regulation strategy instruction. A longitudinal case study was conducted with four participants who have received SRL strategy writing instruction spanning 16 weeks. They were invited to complete a comprehensive array of measures to elicit the aptitude-related SRL (self-report questionnaires) and the event-related SRL (reflective journals, micro-analysis, and stimulated recall). Findings together revealed that those EFL students demonstrated adaptive characteristics of strategic behavior across the forethought, performance, and reflection stages of self-regulatory processes. In addition, teachers' scaffolded, individualized mediation and peers' interactions play pivotal roles in promoting learners' strategic development from co-regulated learners to self-regulated learners. It is also evident that students' strategic learning and affective changes were mediated by artifacts and social relationships during the instruction. Robust multiple measures in a longitudinal period reveal the complex, interactive development of students' strategic learning behavior with the enactment of regulatory and learning strategies. The validity of using multiple approaches to assess student strategic behavior reflects the dynamic, contextual-specific nature of SRL.

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« Ce n'est pas pour nous » : séquences de refus dans un salon international de livres pour enfants

Authors:

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

Cette contribution s'intéresse à des séquences interactionnelles lors desquelles un·e édit·eur·rice refuse un projet éditorial proposé par un·e illustrat·eur·rice, dans un salon de livres pour enfants en Italie. L'étude se fonde sur un corpus audiovisuel de 41 interactions entre un couple d'éditeurs francophones et des illustrat·eurs·rices de langues romanes différentes (italophones, hispanophones) qui leur présentent des œuvres inédites. Ces interactions se caractérisent par une situation d'asymétrie professionnelle entre les participant·e·s, ce qui les rapproche des entretiens d'embauche (Glenn & LeBaron 2007), et par la centralité des livres, qui sont manipulés tout le long de l'interaction (Piccoli, à paraître). La mobilisation de ces objets contribue à structurer l'activité en cours et à faire émerger les identités professionnelles des participant·e·s (Nevile et *al.*2014, Day & Mortensen 2020).

Dans la grande majorité des interactions, le projet éditorial est refusé par l'édit·eur·rice. Comme il a été montré pour d'autres contextes interactionnels (Davidson 1984, Ursi 2016 entre autres), le refus suite à une offre ou proposition constitue une réponse dispréferée (Pomerantz & Heritage 2013) qui demande un travail interactionnel particulier. Dans notre corpus, le refus du projet éditorial peut entraîner des séquences étendues qui peuvent inclure des justifications de la part de l'édit·eur·rice (par ex. la non-adéquation du projet à la ligne éditoriale de la maison d'édition) et/ou des conseils donnés aux l'illustrat·eurs·rices (par ex. ajouter du texte aux images). Par le biais d'une analyse interactionnelle et multimodale (Mondada 2017), cette contribution vise à explorer les différentes ressources interactionnelles mises en œuvre par les participant·e·s lors de ces séquences. Une attention particulière sera portée à la relation entre la manipulation du livre et la réalisation du refus.

Par ailleurs, l'adoption d'une approche contrastive à partir de plusieurs configurations

linguistiques en interaction, nous permettra de mettre en avant les différentes réalisations du refus en fonction des modalités communicatives choisies (français, anglais lingua franca, conversation plurilingue).

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Abstract ID: AILA512

Epistemic repair between young language learners in RALL

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Outi Veivo [2] University of Turku

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Abstract Topics: [SYMP19] Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

Abstract Summary:

In robot-assisted language learning (RALL), language learners interact with an embodied and multimodal agent in the foreign language (L2) in different types of conversational settings. However, learners often encounter troubles that disrupt the progressivity of interaction with the robot (Jakonen et al. forthcoming, Veivo & Mutta, in review). One strategy to cope with these problems includes shifting the focus from the robot to other human participants present in this situation and getting advice from them (Honkalammi et al. 2022).

In this paper, our main goal is to study epistemic repair between learners who talk with the robot in small groups of 2-4 learners for the first time. By epistemic repair, we refer to repair that concerns the learners' orientations toward knowledge and information (cf. Bolden 2013). Especially other-initiated repair is one crucial way to maintain progressivity and achieve joint goals in social interactions (Dingemanse et al. 2015). In L2 interactions, other-initiated repairs make it evident that participants monitor and orient to ongoing sequences of interaction (Hellermann 2011: 150). This is important for the development of interactional competencies that are situation-based and context-bound (Pekarek Doehler 2019: 30). In RALL, this means that peer collaboration is necessary to establish progressivity. Previous studies on digital learning environments suggest that some confusion is typical in this context and can be productive for learning, as it induces problem-solving (cf. Arguel et al. 2019). Thus, according to our interpretation, frequent troubles in RALL and subsequent peer collaborations are essential instances for collaborative language learning.

Our corpus consists of 15 video-recorded situations, totaling 5 hours and 13 minutes, from English as a L2 in a Swedish-speaking school in Finland. There were 34 learners, aged 9 to 13, accompanied with their teacher. In this data, we identified c. 160 repair sequences between learners, of which over 60 were epistemic. In our analysis, we focus on the repair sequence – how repair gets initiated and how it is solved.

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Abstract ID: AILA513

"Was ist, wenn die Ausschreibung tschari geht?" Linguistic findings from Carabinieri investigations in a multilingual setting (German, Italian, Dialect)

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

In spring 2022, a political scandal shakes the Autonomous Province of Bolzano in Italy (in short: South Tyrol) and leads to a government crisis that will also affect the upcoming provincial elections in autumn 2023. In addition, further court proceedings in this cause are to be expected. This case is unusual and relevant from a linguistic-forensic perspective for several reasons: South Tyrol is one of the few regions in Europe with constitutionally enshrined bilingualism. Italian and German are regional official languages and are thus also used in court and all public institutions. Moreover, this scandal is based on a "data leak". More than 6,000 pages of police investigation and court files as well as more than 500 hours of telephone recordings, surveillance reports and WhatsApp chat histories were anonymously leaked to two local journalists (Franceschini & Oberhofer: 2021: 11f).

The reason for the undercover investigations by the Carabinieri is the suspicion of irregularities in the awarding of public contracts in local public transport worth about one billion euros (ibid.: 158). In addition to the criminally relevant statements, however, the analysis of the meaning of incriminated statements is particularly relevant (Fobbe: 271). Although legally difficult to grasp, these statements are perceived as unacceptable in the public discussion and lead to resignations of political exponents. The corpus "Friends in the Edelweiss" (Edelweiss is an allusion to the party emblem of the governing party "South Tyrolean People's Party" SVP), excerpts of which are publicly accessible, is of outstanding interest from a linguistic point of view, as it allows us to trace the peculiarities of oral and written language use in South Tyrol through discourse analysis.

Based on reconstructive-hermeneutic analysis, the constant alternation between standard Italian (= official language of the summary written protocols), standard German and the mix of regional dialect interspersed with Italianisms will be described. This code-switching has a very special function in South Tyrolean discourses, which can be considered exemplary for multilingual settings. (Risse 2013). The latter serves to disguise and camouflage, which in turn complicates the presentation of evidence in legal as well as political terms. It will be shown to what extent approaches of forensic linguistics in combination with discourse-analytical methods can serve to clarify political scandals and probably legally relevant details. Conversely, this contribution is also intended as an impulse to the forensic linguistics to expand its field of work from focusing on purely legally relevant issues to the area of political communication.

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Footnote:

Was ist, wenn die Ausschreibung tschari geht? – What if the tender goes down the drain? « Tschari » is a typical expression of South Tyrolean German, hardly to understand even for native German speakers.

Abstract ID: AILA514

Adjusting to new technology in customer training interaction

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Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

Digitalization of the workplace and the products that companies sell to their customers has led to a situation where both workplace and customer interaction requires interacting with various technologies. For business professionals this means an ongoing challenge in developing new skills and routines not only in technology-mediated communication but also in training their customers to use their technology-enhanced products. Health technology companies marketing their smart devices are a case in point.

Our presentation focuses on this changing scene of customer training interaction in a health technology company that has developed a digital mobility stick for mobility measurement and exercise. The study is situated within technology-oriented workplace studies (e.g., Heath et al. 2000) where the role of technology in interaction and especially technology-mediated interaction has gained increasing attention (e.g., Heinonen et al. 2021). However, few studies have investigated the training of customers in using a new technology (=a specific type of object) or taken a longitudinal perspective, which would allow the exploration of how orientations to new technology change once the technology has become familiar. This is where our focus lies: we aim to shed light on the ways that business professionals and customers adjust to new technology in interaction.

We draw on ethnographic data collected from the above-mentioned health technology company in the spring of 2021, when the company was developing a new service concept around their product. The data include, for instance, video-recordings, observation and field notes of customer training interactions at two points in time, planning documents and interviews with the company representatives. Drawing on our ethnographic understanding of the development work, we zoom in to the video-recorded customer training interactions. Applying multimodal interaction analysis (Norris 2004) and multimodal conversation analysis of objects-in-interaction (e.g., Day and Wagner 2019), we show how in their first meetings with the customers, the company representative mediates between the customer and the new technology before the customer learns to interpret and subsequently use the technology on their own, and how in the second meetings the customer has become an active user of the technology.

Our longitudinal analysis suggests that the newness versus familiarity of the technology as a specific type of object is consequential to the interaction and the progressivity of action (cf. Nevile 2019). The findings shed light on the complex communicative competences needed in technologized business settings.

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Subject-specific terminology acquisition and use in CLIL context

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

This paper reports on a Content and Language Integrated Learning (CLIL) project in a French high school, focusing on second language acquisition and learner corpus research. Specifically, the presentation focuses on the subject-specific vocabulary acquisition, its use and development by learners of a foreign language within a hard-CLIL immersive setting, along with the principal results.

A multimodal CLIL corpus of spoken and written productions was compiled capturing the characteristics of a year-long history course taught in English at B2 CECRL level (L1 French) in a French secondary school. The corpus consists of 16 hours of classroom video recordings (transcribed and annotated) plus over 230 written materials produced by teachers and pupils. Accompanying data were obtained through interviews and questionnaires. The resultant mixed multimodal corpus contains almost 120,000 words of teachers' and learners' input and output.

The paper draws on the theoretical research and analysis of the corpus exploring the pupils' interlanguage via 50 corpus-based and corpus-driven measures using CLAN, AntConc and SketchEngine. The focus is on CLIL learners' interlanguage profile and the interaction between input and output. The interlanguage features examined are : frequent and specific vocabulary, N-grams, errors, systematicity and creativity in learners' oral and written productions. Comparisons are made with similar academic and general corpora: BASE, BAWE, BNC and COCA.

Some of the main conclusions drawn are :

CLIL subject-specific terminology is highly specific, acquired mainly through repetitive multi-level interaction patterns and pre-fabricated words bundles. The interlanguage is characterised as being systematic, creative and highly interactive. Errors play the fundamental role in the foreign language

literacy learning process.

Study of N-grams and collocations reveals various types of subject-specific phraseological units relevant to the context studied, and having very little in common with general corpora, while keeping some common traits with academic corpora. The terminology acquisition is organised in bundles, or building blocks (Biber, 2006) used by learners in contexts both similar and different from those given by the teacher.

Various interaction techniques are used by two co-intervening teachers (English and history) including trailing-off (MacWhinney, 2000), prompting and questions-answers sessions. A strong connection and interdependence exist between the input given (what is taught/received) and the learners' output (production). Multi-levelled cumulative input is created both by teachers and learners: those speaking engender input for those who listen.

The paper concludes with a reflexion on the perspective of an ecological learning system (Doyle, 1986): learners' output is conditioned by their capacity to handle multidimensional classroom factors (among others) and constraints at a given time period.

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"Why the long nose?": Navigating linguistic and social codes in language learning classrooms for deaf migrants

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Abstract Topics: [SYMP49] Migrant Deaf and Hard-of-Hearing Additional Language Learners

Abstract Summary:

Language is a social practice with specific linguistic and social codes used in specific contexts and these codes are often inherited at young age, usually within the family and in formal education. Bourdieu (1991) coined the term 'capital' to describe the accumulation of linguistic and social skills that predetermines a person's position in society. For many European countries, linguistic skills are often seen as a valuable capital necessary for migrants to be able to successfully integrate into their societies. This can be seen in Sweden where the government places great emphasis on the importance for migrants to learn Swedish in order to them to be able to participate fully in Swedish society (Fejes & Dahlstedt, 2017). In addition, knowledge of the Swedish language is seen as one of the most important skills for migrants if they were to enter the labour market. However, the migrants' capital, accumulated before coming to Sweden, can be valued differently depending on different contexts (Zschomler, 2019). Blommaert (2007) notes that one of the sociolinguistic effects of mobility is the detachment of language practices from their "original" space as one moves to a new space. Linguistic and social capital may not always be transferrable in new spaces thus one has to learn not just new languages but also new codes.

The presentation is based on data from an ongoing research project '*The multilingual situation of deaf refugees in Sweden*' which focuses on deaf migrants' language learning, specifically Swedish Sign Language and Swedish, in four folk high schools across Sweden. The data is generated using an ethnographic approach of classroom observations and semi-structured interviews with the migrants and the teachers. For this presentation, the focus will be on the relation between deaf migrants' backgrounds, particularly their language background, and the classrooms' communication and teaching practices.

The presentation will show how learning new languages, for deaf migrants, sometimes requires specific previous knowledge. For instance, the migrants not only need to understand the meanings behind metaphors, they also need to know what metaphors are and how to use them. In addition, certain tasks assigned by the teachers are culturally-related and require the migrants to know the Swedish way of life in order to be able to do these tasks. These instances show that some communication practices as well as teachings in the classrooms require migrants to have certain linguistic and social capital that need to be accumulated beforehand.

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Abstract ID: AILA521

Integrating Multilingual Didactics into University Teacher Training in Romance Languages in Germany: Design and Empirical Testing of an Intervention According to Principles of Design-Based Research

Authors:

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

According to current educational policy guidelines, students' multilingualism has to be recognized and promoted by teachers when instructing a foreign language (e.g. Council of Europe 2001: 14, 16; ibid. 2018: 159-164). Despite the positive effects of cross-linguistic approaches that have led to a paradigm shift within foreign language didactics in Germany, empirical studies repeatedly point to a dichotomy between positive teacher attitudes concerning multilingualism and a lack of implementation of multilingual didactics in real teaching practice (e.g. Bredthauer & Engfer 2018: 9-10; Heyder & Schädlich 2014: 193-196). In fact, it can be observed that teachers who are willing to integrate students' linguistic resources into foreign language instruction usually fail to achieve positive effects because they conduct unsystematic language comparisons at the lexical or grammatical level, which, in addition, do not include any family languages at all (e.g. Bermejo Muñoz 2019: 110-111; Bredthauer & Engfer 2018: 10-12; Heyder & Schädlich 2014: 193-196). This situation indicates the need for a more grounded, systematic and reflective teacher education that focuses on the didactics of multilingualism (e.g. Königs 2006: 216-219; Meißner 2001: 114). The outlined desideratum forms the groundwork for an ongoing PhD project that aims to integrate multilingual didactics into existing academic curricula of prospective teachers of Romance languages. In detail, the project intends to improve university students' knowledge, skills as well as their individual perceptions of their own competences when it comes to the implementation of a multilingual didactic approaches in future teaching scenarios. For that purpose, an intervention consisting of multilingual modules has been developed, tested and re-designed several times, taking into account the principles of design-based research. Accordingly, the presentation will provide concrete insights into the teaching modules, the methodological procedure and the first meaningful results of the empirical test cycles which have been conducted at the University of Münster.

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Abstract ID: AILA522

Using metaphor analysis to inform improved communication with parents or carers whose child has died

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

The loss of a child engenders complex emotions that are difficult to articulate, and bereaved parents often struggle to communicate how they feel to those who are there to support them. Cultural taboos around death and its associated negative emotions mean that those who support parents or carers may find it difficult to find the most appropriate ways of communicating. A strong understanding of the emotional impact that the loss has will help healthcare practitioners to provide compassionate care. However, it is not just healthcare professionals who are faced with this challenge; other professionals, such as registrars and funeral directors also need to be aware of the potential impact of their communication.

In this talk, we report findings from a project designed to help healthcare practitioners, registrars and funeral directors to support parents or carers who have lost a child. Parents and carers who have lost a child were interviewed about their experiences, focusing on the experience of the loss itself and the kind of communication they had with professionals. In our analysis of the transcripts of these interviews we examined the language used to gain deeper insights into the experience of child loss, which could then be used to inform improved care and communication. We focused on the ways in which people use metaphorical language and metaphorical thinking to help them conceptualise and come to terms with the loss. We chose to focus on metaphor because it is often used to talk about emotionally charged, life-changing experiences, and it provides an effective way of describing experiences that are not widely shared or that are otherwise difficult to express (Semino, 2010, 2011). Creative metaphor, in particular, is often used to describe intense emotional experiences such as living with cancer (Gibbs & Franks, 2002). We argue that studying the metaphors that the bereaved use therefore provides a deeper understanding of the experience of child loss, and can help to better identify and respond to the needs of those who have endured such a loss.

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Effects of Oral Explanations Over Shared Screens in Online English Classes

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Sato (2021) noted that "there are surprisingly few empirical studies on the educational effects of computers" (p. 49). Due to the spread of COVID-19 infection, many universities in Japan have introduced distance learning since the 2020 academic year. In line with this, the compulsory first term class named "English 1," for the first-year students at X University, has been conducted in online classes using Google Classroom. Online TED Talks are employed as teaching materials since they are highly convenient, match the intellectual level of university students, and also allow individual study. In 2020, students and instructor were not yet familiar with the operation of Google Classroom, and also Wi-Fi conditions were unstable, so lessons could only be conducted by exchanging text messages related to each TED Talk. However, as they got used to such conditions in 2021, the instructor decided to add an oral explanation to one question with a high error rate in an English "confirmation test" conducted at the beginning of each class. The explanation was given using shared screen on Google Meet (part of Google Classroom). The purpose of this study was to compare the effects of "English 1" classes in 2020 and 2021 that reflect learning styles on the English proficiency of the first-year university students.

The number of participants in 2020 was 74, and that in 2021 was 58 because of the decrease in enrollment. For comparison, a preliminary written test (pre-test) was first conducted in each of the two years to determine each student's English proficiency, and then a total of ten 90-minute lessons using one TED Talks presentation per lesson were conducted. The content of the pre-test was unrelated to the lessons. One week after the tenth class was completed, a post-test employing the same content as the pre-test was conducted. Simultaneously, a five-point Likert scale questionnaire consisting of 15 items related to emotions was conducted. Analysis of the test results revealed the following. First, comparison of the pre- and post-test scores in each year showed no significant difference in 2020 (Hasegawa, 2021), but did show improvement in 2021 with a significant difference at the 0.1% level. Next, as a result of comparing the emotional questionnaire in 2020 and 2021, the point was improved from the median of 3 in the item "I can understand English grammar," producing a significant difference at the 5% level. Because there was no significant difference between pre-test scores of the two years, it was suggested that it is important to add oral explanations targeting the students' weak points in English grammar over shared screens in distance learning.

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Sharing a laugh to negotiate one's leadership position in talk about decision-making

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Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

In the post-bureaucratic era of work, project-based work has become common in many organizations, resulting in changes in leadership identities. The projects are dependent on self-organizing teams and team leaders, whose work is to ensure that organizational goals are implemented successfully. (Räisänen & Linde, 2004) For facilitating such work, group leaders may use a variety of digital platforms to support and manage project management processes (e.g. Darics, 2017). In our study, we take a discursive perspective to leadership in such an organizational context. Using the concept of deontic authority (see, Stevanovic & Peräkylä; Van De Mieroop, 2020), we look at how a team leader caught between the team and upper management manages their role in episodes where decision-making is discussed with the team.

We use authentic recordings of naturally occurring meeting data from a project promoting organizational change in a Finnish white-collar company. The data consist of video-recordings of both face-to-face and digital workshops and material from a digital platform used in the project. We are particularly interested in meetings in which the team leader discusses upcoming, ongoing or finalized decisions with the team members. Drawing on qualitative micro-oriented research methods from conversation and discourse analysis, we discuss fragments in which the group leader either presents herself as a follower in relation to the decision that is communicated, or as a co-leader who contributed significantly to the decision-making process.

We found that shared laughter is an important resource in this process, and that it takes the form of laughing at a third party, in particular the project leader's group. The results show how the team leader manages to pursue laughter from team members to get their attention, after which she cuts off the laughter and moves quickly back to serious talk. The digital platform can be utilized for both pursuing the laughter and cutting it off. Through shared laughter, an ingroup identity is constructed, and the group leader's identity is protected from criticisms when the leader did not contribute to the decision-making process. Finally, we argue that the highly ambivalent and implicit nature of the laughables is emblematic of the complex balancing act the group leader has to engage in with regard to her deontic rights within this highly complex leadership constellation.

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Abstract ID: AILA525

Teaching literature in the language classroom: the basis of establishing an intercultural dialogue

Authors:

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Abstract Topics: [SYMP89] Teaching literature in the language classroom: the basis of establishing an intercultural dialogue and students redefining their own identity

Abstract Summary:

The symposium will demonstrate how literature in the foreign language classroom - in this case French foreign language classroom - can provide a platform for students to start a dialogue over a contentious subject that they would not approach otherwise. I argue that literature lends itself to creative expression and personal interpretation (Diamantidaki, 2019) by depersonalising a difficult situation. The focus falls on the central fictitious character and not the students themselves.

I adopt Davidheiser's (2007) concept of a 'non-threatening' environment through the use of fairy tales in foreign language learning. I will adopt this concept to show how a variety of literary extracts can become a platform for students to develop a dialogue between themselves and the 'foreign', creating therefore a non-threatening environment for that dialogue to take place whilst starting the process of acculturation.

Three different children's fictitious characters will be presented in this symposium and will bring to the fore the concept of 'intercultural citizenship' (Spitzberg and Changnon 2009). Notions of social and moral responsibility will be explored whilst learning about social issues with confidence, yet depersonalised.

I suggest for the symposium to be organised as follows: depending on logistics at the venue at the time the symposium could last between 1 hour and 1.30h (it depends on what works best in the programme). Participants will be invited to discuss amongst them and in small groups, questions arising from the presentation on at least two occasions before engaging with the French literary extracts. It would be desirable the participants can read French however this is in not compulsory at all to attend the symposium as translations of the extracts will be provided for all involved. In groups we will then discuss the three different extracts and their pedagogic value in the language classroom and the process of depersonalising a difficult situation.

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Abstract ID: AILA527

The linguistic profiles of deaf migrants with different language acquisition backgrounds – an account of their syntactic production

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Abstract Topics: [SYMP49] Migrant Deaf and Hard-of-Hearing Additional Language Learners

Abstract Summary:

In Sweden, many deaf migrants are enrolled in education programs that teach them Swedish Sign Language (STS) and Swedish. Within our 4-year research project on deaf migrants' multilingual situation in Sweden (Mulder), we have collected STS linguistic data from 39 migrants with different linguistic experiences and backgrounds. Among those, we could identify two groups of learners with two separate but similar backgrounds: 1) those who have undergone formal education and have an appropriate language development background (n=9), and 2) those with limited education experience and delayed language acquisition background (n=9). Participants of group 1 (L2 learners) have resided in Sweden for an average of 4,5 months. Group 2 (late learners) has lived there for an average of 5,4 years. Both groups are enrolled in non-formal adult education programs learning STS in an STS-rich and deaf-friendly environment. In addition, we have comparison data consisting of 9 Swedish L1 signers.

In previous studies on late sign language learners, their syntactic patterns are known to differ from L1 sign language users, specifically regarding basic word order (e.g., Lillo-Martin & Berk, 2003; Cheng & Mayberry, 2019). While these studies have focused on late vs. native ASL users, our study includes late learners, L2 learners, and L1 signers. The aim is to examine the two groups' syntactic constructions in STS, focusing on syntactic arguments and word order patterns. For this, we used data from an elicitation task. The participants watched a short video clip from "The Plank" and retold the story in STS. The data were transcribed using ELAN software and coded for sign glosses, clause units, and syntactic arguments (subject, verb, object, etc.). The arguments and word order patterns were analyzed and compared across the groups. The preliminary findings revealed that group 2's word order pattern is more basic, consisting of SV. In contrast, group 1's word order is more complex, consisting of more advanced word order, similar to Swedish L1 signers. This is interesting concerning the difference in length of STS exposure between group 1 and group 2. Thus, our findings support

previous general findings linked to AoA effects on language learning, i.e., the importance of a robust language acquisition background for further learning an additional language. Furthermore, we suggest that the deaf migrant group cannot be treated and educated following a "one size fits all"-model. Still, more resources must be given to those with limited education and language background to promote language learning for better social integration.

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Abstract ID: AILA528

Cognitive discourse functions in the history CLIL classroom: insights from a design-based research study

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

One recent theme in research on CLIL concerns the content-and-language-integrative nature of this educational approach. Conceptually, several propositions have been made in this regard, yet these do not translate into classroom practice easily. One notion allowing conceptual integration while appearing to be tangible for practitioners is the construct of cognitive discourse functions (CDFs; Dalton-Puffer, 2013). Assuming that CDFs present the generic linguistic manifestation of cognitive processes essential to learning and teaching, this concept has been shown to be tightly linked to history skills (see Dalton-Puffer & Bauer-Marschallinger, 2019). Thus far, however, this construct has not been operationalized for pedagogical use, and generally, more research is needed concerning the nexus of content-and-language-integrative learning, pedagogical practice, and didactic materials.

This presentation reports on such a study, which aimed at operationalizing the CDF construct in the context of upper secondary CLIL history education while also gaining insights into the theoretical underpinnings of content and language integration. For this endeavour, this study adopted a design-based research approach (see, e.g., McKenny & Reeves, 2012). As such, a team of researcher and practitioners systematically developed transdisciplinary CLIL materials and design principles over several research cycles, using interviews, written learner performances, and classroom observations for data collection.

The findings show that CDFs present an ecologically valid and effective approach to integrate content and language learning, confirming claims of, for example, Morton (2020) or Nashaat Sobhy (2018), amongst others. However, the results also indicate that several conditions need to be met in order to work successfully with this concept in upper secondary CLIL history education. These include comprehensive scaffolding strategies, methods of differentiated instruction, and ensuring that the links between the linguistic support and the subject discipline are made explicit. This presentation will further zoom in on these transdisciplinary links and offers further specifications for the CDF construct from the perspective of history as a discipline. While agreeing that the CDF construct serves as a

useful and manageable tool for research (see, e.g., Lorenzo, 2017), the results of this study also point to the necessity of such discipline-specific elaborations.

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Challenging a multilingual glossary in a teacher education environment

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Studies on dictionary use have been gaining ground over the last three decades, but while dictionary use has moved dynamically into the digital medium, user research on digital dictionaries has been somewhat slow (Lew, 2015: 1). Promoting successful communication a multilingual teaching and learning environment in the higher education sector entails more than providing a digital glossary to users. Such a digital glossary, in this case a mobile glossary, is freely available to students, but does not necessarily provide satisfactory solutions for challenges in the multilingual and digital environment. A multilingual glossary could only be beneficial if it forms part of the academic repertoire, of students and lecturers. A programme was thus designed to integrate the language resource in the teaching and learning framework of a faculty of education in South Africa. The faculty needs to adhere to the language policy of the university, but also to the language requirements of the undergraduate teaching

programme. According to *The Minimum Requirements for Teacher Education Qualifications*

(MRTEQ 2015:24) all teachers who successfully complete an initial professional qualification should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in at least one other official African language, or in South African Sign Language, as language of conversational competence (LoCC). If the LoLT is English or Afrikaans, then the LoCC must be an African Language or South African Sign Language. Research questions to be answered in the paper are: How can a mobile glossary be integrated in teaching and learning in a faculty of education? What change occurred with the integrated teaching of the glossary? The process of integration is described regarding the methodology used in the process, the number of participants in the process, as well as the results of the process. Preliminary results show a significant increase in participants' content area vocabulary, as well as knowledge of

terminology in the second language. Rapid technological and socio-cultural change is at odds with the more leisurely pace of evolving mobile lexicography. Integration of mobile glossaries can open new possibilities in language teaching and learning.

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More than an English course: Exploring what counts as academic skills in a pre-sessional programme in the UK

Authors:

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Higher education, in the UK, is sold as a transformative experience, one that has the potential to turn anyone into more successful versions of themselves. UK universities list among their priorities to provide the opportunity to "anyone with the will and potential to succeed, regardless of their background, to transform their lives through accessing an outstanding learning experience at a UK university" (Universities UK). They seek to have "a positive impact on students' lives" and contribute to their own economic advancement through consuming the world-class knowledge and skills they produce (UK Universities). Such discourses have made UK higher education attractive to students who seek to develop and make career progress nationally, and globally. Gaining UK stamped educational credentials and the linguistic capitals associated to them (i.e. a premium English) has become an important part of the future-making projects of many overseas students who migrate temporarily to "invest" in prestigious educational capitals abroad aimed at securing future educational and job 'success' (Bae & Park, 2019; Copland & Garton, 2011). To be admitted to MA programmes students need to meet linguistic requirements (Pearson, 2020) – and many universities organise pre-sessional EAP courses to help candidates be ready to undertake their studies.

This paper will present the reflections emerging from a collaborative workshop activity addressed at dismantling circulating language ideologies and reflecting on ways to promote social justice in spaces of academic language teaching in Higher Education inspired by this symposium. We are or have been L2 teachers in higher education and do research in the broad field of critical sociolinguistics. The workshop has been designed as a research activity to engage students, teachers and researchers to discuss key discourses emerging from our

ethnographic exploration of the pre-sessional academic skills course at the elite university in the UK all participants take part in. The study aims to better understand the meanings, practices and resources associated to becoming an "International student" in contemporary HE markets, and the forms of inequality that emerge in such processes. We will discuss the ways in which unpacking together the (unequal) distribution of linguistic and non-linguistic resources in this educational space, and the limits and boundaries in the processes of 'becoming', can inform (our) teaching practices.

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Abstract ID: AILA532

Exploring Multilingualism and Multilingual Identity with data visualisations: A participatory approach.

Authors:

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

The artistic and aesthetic dimensions of data visualisations have been extensively discussed in academic circles and beyond (Brinch, 2020; Lupi et al. 2016; Cairo, 2016, 2013; McCandless, 2009; Cox, 2006). In addition, given the widespread use of data visualisations in different domains of contemporary societies (Rettberg, 2020; Buzato 2018), the ability to critically interpret data presented visually has become a crucial form of literacy in recent years (Tønnessen, 2020; Bhargava & D'Ignazio, 2015).

In this paper, we present digital data visualisations designed for the specific purpose of making participants interact with research data they had previously helped generate. Drawing on the visual-haptic properties of digital media (Storto, 2021; Lupton, 2017), the visualisations represent answers to the prompts "to be multilingual means..." and "are you multilingual?", taken from an online questionnaire answered by 593 lower secondary school students. The visuals were subsequently used in interactive sessions with 114 students in one of the participant schools. Taken together, the visuals and the sessions represent an innovative, participatory approach to multilingualism and multilingual identity (Storto, 2022).

The paper focuses on the interactive, ludic design of the visuals and how they were developed to facilitate novel and unexpected readings of the data (Bhargava & D'Ignazio, 2015). We conclude the session with a discussion of participants' reflections on multilingualism and multilingual identity based on their interaction with the visuals, researchers and their peers.

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Training nurses in interactional competence: the use of polar questions

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Social interactions with patients and their families as well as co-workers are part of nurses' daily work. Studies in Conversation Analysis have investigated the specific interactional practices nurses regularly accomplish in the course of their duties (see Mayor & Bietti 2016). Interacting in efficient and appropriate ways is part of a larger 'interactional competence' (IC) (see Pekarek Doehler 2019). While health professionals typically develop such competence through practice, this study aims at investigating how IC can be addressed during vocational training.

We present a study of a pedagogy based on Conversation Analysis (see Filliettaz 2018) in the context of pre-service nurses' education. At the center of the pedagogy lies the close examination of videorecorded nurse-patient(s) social interactions and their detailed transcripts during *data sessions* (see Stevanovic & Weiste 2017). The *data sessions* are facilitated by an interdisciplinary teaching team involving experts from different fields: nursing, linguistics, and sociology.

This paper focuses on a specific linguistic phenomenon: polar questions. We will examine how it emerges as a topic of interest for nursing students during a *data session* and how it is progressively transformed into an object of professional development. Since Heritage and colleagues' (2007), it has been acknowledged that the ways in which health professionals design their questions shape the kind of response the patient provides next, hence suggesting significant implications for praxis.

Carrying out a micro-longitudinal analysis of one *data session*, we will show how students move from a first intuitive non-expert understanding of question formats as they observe occurrences in the video data to a more interaction-based conceptualization of questions, and of language use more generally.

In conclusion, this Conversation-Analysis-based pedagogy shows to benefit nursing students' professional development in two ways: 1) it is efficient in raising students' awareness of the interactional workings of professional practice; 2) it is the very mean by which they develop the acute

observation skills and analytic objectivity that are needed in nursing work. More generally, this paper showcases how linguists' might be productively put at the service of professional communities of practices to improve vocational training and praxis.

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Abstract ID: AILA536

Integrating Language, Literature, and STEM Education Through Translation Studies

Authors:

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Eva Dessein [2] [^] Massachusetts Institute of Technology

Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

For centuries, literary translation has been at the center of classical and modern language classrooms. In the 20th century, with the proliferation of communicative approaches, translation lost its former status for good reasons: Instruction centering around translation task had failed to prepare learners to develop the level of oral proficiency required for participation on international travel, commerce, and cultural exchange in an increasingly globalized world.

Rather than advocating a return to methodologies associated to the grammar-translation method, our project seeks to identify opportunities to integrate translation studies into a communicative, content-driven language curriculum at a STEM-dominated institution of higher education.

In our presentation, we will introduce a course on translation studies we developed at the Massachusetts Institute of Technology. Taught in English, but addressed to language learners of a variety of target languages, the course offers discussions of theoretical readings from the field of translation studies, hand-on tasks for students developing their individual literary translation portfolios, and opportunities to explore affordances and shortcomings of machine translation tools vis-a-vis literary texts.

We will share data collected among participants of the course that measured (1) their perceived linguistic gains as a result of the exposure to translation theory as well as practical tasks of literary texts, (2) their development of sensitivity for literariness and genre in their target languages, (3) their development of metalinguistic awareness, (4) their development of a critical appreciation for the art of literary translation, and (5) their development of a nuanced understanding of the shortcomings of current machine translation applications.

We will conclude with a critical reflection of the opportunities and limitations to integrate language, literature, and STEM education through translation studies.

A nexus analysis-based comparative case study of instructed adult beginning Ln development

Authors:

Hiram Maxim [1] [*] [^] Emory University

Abstract Topics: [SYMP87] Nexus analysis as a methodological framework for more engaged language studies

Abstract Summary:

Since its inception over half a century ago, second language acquisition research has logically been focused on the factors, learners, and pedagogies that both foster and inhibit second language learning and teaching. For the past two decades, however, the metaphorical implications of focusing on "acquisition" have been questioned as representing too limited a view of the complexities involved in learning and using an additional language (e.g., Firth & Wagner, 1997). More recently, the Douglas Fir Group (2016) attempted to account for the many variables, from the macro to the meso and down to the micro level, that affect additional language teaching and learning. In his analysis of the Douglas Fir Group framework, Hult (2019) praises the robust and holistic effort to identify the many contexts influencing language use, yet he also calls for greater clarification of the connections between these contexts in order to better understand the dynamic social (inter)action of language use. To address this shortcoming, he proposes nexus analysis (Scollon & Scollon, 2004) as an appropriate model for capturing the multidimensionality and dynamism of language use. This presentation responds to this proposal by reporting on a case study contextualized within a nexus analytical approach of four university learners of beginning German in the United States – two domestic and two international students - during their first two semesters of study. In order to better investigate this increasingly diverse student population - the number of international students enrolled in post-secondary institutions in the United States has increased 72% over the past ten years - as well as the dynamism and multidimensionality of language learning, this comparative case study examines the nexus of the three discourses that mediate the social action of this language learning experience: the life histories and experiences of the social actors involved (historical bodies); the relationships of those social actors (interaction order); and the wider circulating discourses present in U.S. and international higher education (discourses in place). Primary data sources are structured interviews with the participants centered around their own language learning development as manifested in monthly writing assignments. Participant observation and field notes provide additional data. Results highlight the benefits of approaching additional language learning as social action in that it brings to the fore multiple variables that traditionally have not been considered as factors in Ln research: personal experiences; macro-level ideological factors; social contextual factors. Adhering to the final stage of nexus analysis, the presentation closes with implications of this analysis for beginning language instruction for today's internationalized university.

Firth, A., & Wagner, J. (1997). On Discourse, Communication, and (Some) Fundamental Concepts in SLA Research. *Modern Language Journal*, *81*(3), 285–300.

Hult, F. M. (2019). Toward a unified theory of language development: The transdisciplinary nexus of cognitive and sociocultural perspectives on social activity. *The Modern Language Journal*, *103*(S1), 136–14.

Scollon, R., & Scollon, S. W. (2004). *Nexus analysis: Discourse and the emerging Internet*. Routledge.

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Abstract ID: AILA541

Teaching to be critical ?! Examining the potentials and paradoxes of learning to be critical in teaching practice

Authors:

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Urgent social issues on a global scale such as climate crisis, increasing social inequalities or populist discourses undermining democratic principles need to be addressed with those whom these issues will concern most: Children and young adults. The English language classroom with its focus on enabling global communication lends itself to this aim. However, the educational and didactic challenge is how to engage students in critical thinking without merely presuming a critical stance. (How) Can they be encouraged to think critically within a school system based on hierarchies and assessment (cf. Butler 2014 and other contributions in that volume)? What about resistances to and conflicts while learning to be critical (cf. Bartosch, Derichsweiler & Heidt 2022)? Which role does it play to negotiate critical issues in an unfamiliar language? These questions are relevant both on the level of teacher education and teaching in schools. In this talk, we will look at the paradoxes and potentials of teaching to be critical on a theoretical level and reflect on the practice of doing so. The practice we refer to is a course on 'Teaching critical cultural and digital literacy' in English teacher education at Bielefeld University (cf. Louloudi, König & Schildhauer 2021). We will provide a short overview of the course which departs from definitions of critical literacy (Luke 2019) and social justice education to then introduce frameworks of integrating these concepts into general teaching practice (e.g. Yoon 2015) and eventually has the teacher students' develop their own teaching suggestions on this basis. As further data to reflect on, we support the students' meta-reflection on this course and issues of critical language teaching as collected in on-going evaluations of the course and in a final students' conference on teaching for social justice (cf. https://teacherstakingaction.wordpress.com/workshops/). The course material, the teacher students' products and their own reflections will be analyzed in terms of the paradoxes and potentials of teaching to be critical.

Bartosch, Roman; Derichsweiler, Sina & Heidt, Irene (2022): Against 'Values'? Komplexe Konflikte, symbolic power

und die Aushandlung von Widerstreit. In: König, Lotta; Schädlich, Birgit & Surkamp (ed.): unterricht_kultur_theorie. Kulturelles Lernen im Fremdsprachenunterricht gemeinsam anders denken. Stuttgart u.a.: Metzler, 73-89.

Butler, Judith (2014). Epilogue. In: Kleiner, Bettina & Rose, Nadine (Hrsg.): (Re-)Produktion von Ungleichheiten im Schulalltag. Judith Butlers Konzept der Subjektivation in der erziehungswissenschaftlichen Forschung. Upladen u.a.: Budrich, 175-180.

Louloudi, Eleni; König, Lotta & Schildhauer, Peter (2021). Developing Critical Cultural and Digital Literacy. From Primary School to Teacher Education and Back. PFLB – PraxisForschungLehrer*innenBildung. 3 (3), 23–38.

Luke, A. (2019). Regrounding critical literacy: Representation, facts and reality. In: D. Alvermann, N. Unrau, M. Sailors, & R. Ruddell (Eds.), *Theoretical models and processes of literacy* (pp. 349-361). Routledge.

Yoon, B. (2015). Critical literacies: Global and multicultural perspectives. Springer.

Transmodalities and Transpositioning: Theorizing Semiotics and Relationalities in Applied Linguistics

Authors:

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Wei Li [2] [^] UCL IOE

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

T*ranslanguaging, transmodalities* and *transpositioning* are inextricably intertwined concepts, offering innovative analytic perspectives and insightand for understanding communications in this era of increased globalization and communication across diversity. They together capture and connect movements and mobilities, relations and relationalities, and spatio-temporal scales inherent in communications (languaging) in today's world. In brief*: transmodalities* is a theory of social semiotics, expanding on those such as multiliteracies and multimodality, that subsumes (but fully incorporates*) translanguaging*, and accounts for 'complexities' in communications across space and difference- between interlocutors from diverse communities, cultures, lifestyles, geographies, ideologies and language varieties. Fully embedding actors in their historic, geographic, cultural and linguistic contexts, it incorporates: signs and modes leveraged in interactions; relations between modes, language and actors (human and non-human); the arc of communication (assemblage, movement, reception, negotiation); contexts and cultures; transnationalism and relations of status and power. Taken together, this enables a robust social semiotic analysis of communications and interactions through the totality of signs, symbols, resources, modes and actors enmeshed in communicative networks and ecologies, within the full scope of the (emplaced, sedimented and shifting) sociocultural, historical, geophysical, ideological and material contexts in which they occur.

Communications, we contend, matter, because they shape, reflect and index social relations. *Transpositioning* bridges communications and human relations, illuminating the ways in which actors are located in communicative flows across time-space and scales, with their positioning and subjectivities continually shifting within them. Who we are, how we make meaning in communications, how we see the world and understand ourselves and others in it, are always-emergent processes co-constructed with others through social interactions that are situated-or positioned- in particular times and places, between particular people (and things), and located in (and shaped by) particular histories, trajectories and movements of ideas, ideologies, resources, information and goods. Everyone and everything are emplaced in particular ways- positioned- in any interaction, and meanings being made are contingent on that positioning. Transpositioning, then, references new and fluid identifications, subjectivities and positionings that are embedded in new spatial, relational, ideological and semiotic configurations. Importantly, we recognize that emplacements, interactions and relationalities are always fraught with power dynamics, and so we center the notion of critical cosmopolitanism (Hawkins, 2014), with the construction of equitable, open and caring relations (across distance and diversity) foundational to our thinking and aims.

Here we introduce and define our key concepts- translanguaging, transmodalities and transpositioning, demonstrating their heuristic potential through analysis of a transnational WeChat exchange among residents of China and Chinese nationals living outside of China discussing Chinese COVID-19 policies and the 2022 Shanghai lockdown. We show how sociopolitical contexts and realities, political stances, subjectivities, geographical locations, current events, modes of communication, resources

leveraged, language/s, histories, relationalities and more shift and flow throughout the (asynchronous) interactions, identifying understandings resulting from the fluid transpositioning that occurs. We demonstrate why it's critical ((in both the sense of important and that of liberatory) to understand relationships between communications and social relations, and how translanguaging, transmodalities and transpositioning support this endeavor.

Developing critical multilingual language awareness (CMLA): The impact of coursework on preservice teachers' language ideologies and pedagogical practices

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Teacher education has increasingly integrated diversity-focused pedagogical approaches into their programs in order to better prepare future teachers for increasingly linguistically diverse student populations (Shepard-Carey & Gopalakrishnan, 2021). One such approach, Critical Multilingual Language Awareness, or CMLA, offers a promising avenue forward to cultivate pre-service teachers' critical awareness of the various dimensions of language. Recently developed by Prasad and Lory (2020), CMLA represents an adaptation of James and Garret's (1992) models, which identifies five domains involved in cultivating pre-service teachers' language awareness: the cognitive, social, affective, performance and power domain. Building on these domains and rather than focusing only on languages, Prasad and Lory's CMLA framework reconceptualizes and extends the body of LA work in Europe and Canada by focusing on language users and their communicative repertoires (García, 2017). Crucially, power is placed at the center of their framework. As it has the potential to problematize power in different ways – along the lines of race, social class, gender, language hierarchies, etc. – CMLA can open new paths for multilingual, anti-racist and culturally-and-linguistically sustaining pedagogies.

This study explores the impact of CMLA course work on the pedagogical beliefs and practices of preservice teachers at a large Midwestern U.S. university. A survey gauging students' evolving

awareness of the five aforementioned CMLA domains was administered at the beginning (n = 40) and end (n = 26) of the semester-long course work. Additionally, lesson artifacts (e.g., lesson plans, language portraits, reflections) were collected across adjacent courses and, at the end of the semester, in-depth student (n = 4) and instructor (n = 3) interviews were conducted to contextualize the data. Based on a quantitative analysis of the survey data, and an iterative and recursive analysis of the qualitative data through the five CMLA domains, this paper addresses preservice teachers' developing awareness of language ideologies that impact English learners' equitable access to educational opportunities. Our findings point to a clear tension between the acceptance of a multilingual ideology and an evolving understanding of how to apply CMLA to their teaching practice. We will discuss how our findings can lead to a more effective implementation of CMLA in teacher education coursework and thus help pre-service teachers become 'moral agents of change' (Kubanyiova & Crookes, 2016, p. 119).

García, O. (2017). Critical multilingual language awareness and teacher education. In J. Cenoz, D. Gorter, & S. May (Eds.), *Language awareness and multilingualism* (pp. 263-280). Springer.

James, C., & Garrett, P. (Eds.). (1992). *Language awareness in the classroom.* Longman.

Kubanyiova, M., & Crookes, G. (2016). Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100(S1), 117-132.

Prasad, G., & Lory, M. P. (2020). Linguistic and Cultural Collaboration in Schools: Reconciling Majority and Minoritized Language Users. *TESOL Quarterly*, *54*(4), 797-822.

Shepard-Carey, L., & Gopalakrishnan, A. (2021). Developing critical language awareness in future English language educators across institutions and courses, *Language Awareness, 1-18*. Published online November 15.

Abstract ID: AILA546

Development of Brazilian Portuguese (L3) vowels by an Argentinean learner: a Bayesian approach

Authors:

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

In the last decade, Complex Dynamic Systems Theory (CDST) has challenged researchers to try out new methods and techniques. These new approaches have allowed us to rethink the research goals in CDST studies. As a result, not only new means of data collection, but also different statistical procedures, have been employed so as to model language changes in time.

Departing from this scenario, in the last few years we have investigated the development of BP vowels by an Argentinean learner (L2: English; L3: BP) who had been living in Brazil for three years at the beginning of the data collection. We carried out a longitudinal study within a time window of approximately one year and 24 fortnightly data collections in a sentence-reading task. Explicit instruction on BP pronunciation was provided between data collections 10 to 15, aiming to foster more rapid changes in the learner's vowel system.

The acoustic data (F1 and F2 values) from these recordings received different statistical treatments in previous studies, such as Monte-Carlo Analyses (Van Dijk, Verspoor, and Lowie 2011) and Change-Point Analyses (Taylor, 2000). In this study, however, we reanalyzed the data using a Bayesian multilevel regression model, aiming to verify possible advantages of this approach to statistical inference. We highlight, as advantages, the fact that (i) since it is a regression model, all data points (instead of means and standard deviations) are used to inform the model; (ii) since it is Bayesian, the model accounts for the probability of the parameters given the data (instead of the probability of the data given a null-hypothesis), and it incorporates prior knowledge of plausible F1 and F2 values; and (iii) since it is multilevel, both individual- and group-level analyses are easily carried out, thus addressing questions around variability and development within and beyond the individual learner. The fact that Bayesian multilevel regressions are not field-specific, and are proposed to be the default of any probability analysis (McEalreath 2020), is an additional advantage.

The results obtained from this study have important empirical and methodological implications, demonstrating that a general approach to statistical inference can help move CDST applied to second language research beyond its metaphorical interpretation, highlighting several components of Complex Dynamic Systems through the data analysis process.

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Taylor, W. A. (2000). *Change-point analysis: A powerful new tool for detecting changes*. Retrieved March 13, 2022, from http://www.variation.com/cpa/tech/changepoint.html.

Van Dijk, M., M. Verspoor & W. Lowie (2011). Variability in second language development from a dynamic systems perspective. In M. Verspoor, K. de Bot & W. Lowie (eds.), *A Dynamic Approach to Second Language Development: Methods and Techniques*, 55–84. Amsterdam: John Benjamins.

Abstract ID: AILA547

At the limits of learning? Un(b)locking the language and literacy development of adult newcomers navigating differently institutionalized language learning environments

Authors:

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Lode Vermeersch [2] KU Leuven

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Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

Language and literacy learning practices often take on a central role early in the official integration trajectories of adult newcomers. These practices are situated within differently institutionalized spheres of learning, from formal L2 education to less formal 'language practice opportunities' and learning practices embedded in daily activities. While there seems to be consensus among researchers and practitioners in adult basic education about the importance of aligning practices for language and literacy development inside education to those outside of it, not much is known about how adult learners with little experience in formal schooling or literacies navigate different language learning environments and how the relationship between these environments influences their trajectory.

In this paper, we report from the Unlock research project that ethnographically explores the language learning practices of newcomers in Antwerp, Belgium in differently institutionalized environments. The research focusses specifically on those adult learners with little experience in formal education who are moreover considered as 'stagnating' in their educational development, even to the point they are labeled 'no longer progressing' (Dutch: *uitgeleerd*). The label is being used in formal educational and policy contexts to describe the position of learners who have exhausted all educational avenues offered in the formal L2 program, yet make – according to the prescribed curriculum – no more (or not enough) progress in terms of learning outcomes and are therefore excluded from further formal Dutch-as-L2 education and certification. By making visible which resources for language and literacy development are

being deployed, offered and valued in different environments, we provide critical insights into how the differential institutionalization of learning and the use of different resources affect the literacy development of these adult learners and their learning lives. Looking at these issues through the lens of the learners 'no longer progressing' and others involved in their learning trajectory, our research is committed to learn what (untapped) potential different learning environments might contain for un(b)locking trajectories in ways that are empowering and rooted in the strengths and resources of learners, rather than perceived deficits.

In this presentation we will show how ethnographic engagement with adult learners of literacy in an additional language offered insights into the way they came to be considered 'no longer progressing' or stagnating and how both they themselves and others around them experience this trajectory. After two academic years of fieldwork in schools, practice opportunities and daily lives of learners, we discuss how practices and policies in different learning environments perceive, handle and value these learners and how that contributes to the relative flow of their trajectories.

Abstract ID: AILA548

Indexicality and Intertextuality in Multimodal Language Policy Analysis

Authors:

David Johnson [1] [*] [^] University of Iowa

Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

Indexicality and Intertextuality in Multimodal Language Policy Analysis

LPReN #3: Social Justice, Hegemony, and Complicity in Language Policy

The field of language policy and planning (LPP) has traditionally been focused on policy documents and other written texts as foundational data sources. In recent years, however, empirical investigations of language practices, ideologies, and sociolinguistic norms in a wide variety of contexts have engendered a re-conceptualization of what counts as "language policy". This paper presents a framework for multimodal language policy analysis. While language policy scholars have utilized discipline-specific methodological techniques to analyze language in public spaces in, for example, linguistic landscape analyses (Hult, 2018), this paper proposes leveraging the tools from Critical Discourse Studies and Semiotics to examine how a wide range of images and public signs – or "the full range of possible sign vehicles" (Keane, 2018) – deploy, and are appropriated for, language ideologies and policies.

This is part of a larger project focused on developing and refining LPP-specific research methods that are not tethered to their disciplinary homes (Hult & Johnson, 2015). In this paper, I explore a transdisciplinary approach (Halliday, 1990) to language policy analysis, that relies on research in semiotics and indexicality. In particular, I utilize Silverstein's (2003) notion of "indexical order" to examine how public signage indexes macro-social frames, including language policies and ideologies. I argue that the meaning of these signs emerges as a product of intertextuality, or what Agha (2005) calls "semiosis across encounters" whereby features of discourse establish forms of connectivity across speech events. The signs analyzed in this paper comprise bounded speech acts that index larger sociohistorical frameworks. Of particular

concern is empirically capturing connections between micro and macro discourses. However, this analysis also raises questions about definitions of what counts as "language policy". While an expanded definition of "language policy" has been incorporated to interrogate issues of social justice and hegemony in language policy, I end with a critique of the idea that language ideologies and practices are language policies.

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Plain Language Initiatives for Democracy and Multilingualism: The Case Study of the 'Easy Japanese' Initiative in the Era of Internationalisation

Authors:

Naoko Hosokawa [1][*][^] The University of Tokyo

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This paper examines the implications of the 'Easy Japanese' initiative in Japan from a comparative point of view. In Japan, the number of immigrants and foreign residents has recently been increasing and there are greater needs for national and municipal governments to provide information in multiple languages. The importance of the equal access to information is evident especially at times of a natural disaster or a pandemic as we learnt from the 1995 and 2011 earthquakes as well as the recent Covid-19 crisis, as information is crucial for one's health and safety. Under such a context, there have been efforts to use easy Japanese as a lingua franca to widely distribute essential information. According to a survey carried out by the National Institute of Japanese Language and Linguistics (2009), Japanese is the most common second language among permanent residents in Japan, spoken by 62.6%, followed by English spoken by 44% and Chinese spoken by 38.3%. Furthermore, according to a survey carried out by Tokyo International Communication Committee (2018), the language in which the largest number of foreign residents Japan wish to receive information is easy Japanese (76%) followed by English (68%). Based on these survey results, the Agency for Cultural Affairs and the Immigration Service Agency published the Easy Japanese Guideline in August 2020. The use of simple and straightforward language supports smooth and democratic communication in multicultural societies, as it is equally understood by native and non-native speakers. From this point of view, it corresponds to the principles of multilingualism and World Englises. For this reason, the use of plain language initiatives has been promoted in other parts of the world. The European Union, for example, promotes multilingualism and cultural diversity with its twenty-four official languages. Official documents in European institutions are therefore translated into multiple languages. In such an environment, English and French are often used as base languages from which documents are translated into various other languages. In order to ensure the clarity of these working languages, the European Parliament encourages the use of 'clear language'. Comparing the 'Easy Japanese' initiative in Japan with the 'clear language' initiative in Europe, the paper discusses possible contribution of plain language initiatives to the internationalising and globalising world.

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Hiroshima". The Japanese Journal of Language in Society, 13/1, 81-94.

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Abstract ID: AILA552

Analyse sociopragmatique des interactions interculturelles en contexte professionnel (Sociopragmatic analysis of intercultural interactions in the workplace)

Authors:

Sanae HARADA [1] [*] [^] Sophia University

Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

[The presentation will be in French]
In the field of intercultural communication, a vast amount of research has been conducted on various languages, but empirical data on French–Japanese interactions are still scarce. Our study focuses on the professional context in France and aims at analyzing the difficulties encountered by Japanese people in interactions at work, both at the sociopragmatic level (Thomas 1983) and the emotional level (Pavlenko 2005).

Our corpus is composed of a set of semi-structured interviews conducted with 10 Japanese people working in France[*]. Most of them arrived in France as adults, but the duration of residence varied from 2–50 years. The questions focused on the differences and similarities in interactional behavior between the two cultures at the workplace. The data collected concern various speech acts such as refusal, apology, and compliment, and are discussed by comparing them between professional and everyday interactions. The reason for this is that problems encountered in workplace interactions may have different consequences from conversations in everyday life, such as impacts on work flow, difficulties in gaining trust within the team, or obtaining a promotion.

The interviewees' narratives reveal how difficult it is for them to modify the communicative ethos-the underlying cultural values that make up the implicit norms for communication (Kerbrat-Orecchioni, 2002 ; Béal, 2010). However, with years of experience in the French professional setting, some have found ways to deal with the difficulties they face. Through this study, we aim to suggest some points of discussion that can be helpful for a better understanding of intercultural interactions in the workplace.

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Abstract ID: AILA553

Keeping and growing new Indigenous literary traditions

Authors:

Samantha Disbray [1] [*] [^] University of Queensland

Abstract Topics: [SYMP90] The Loss of Indigenous Languages: Challenges for Children

Abstract Summary:

The Northern Territory Bilingual Education Program was established in 1974 in remote Australia with ambitious goals (Devlin, Disbray and Devlin, 2017). One was the development of literature and teaching resources in the 27 Indigenous languages represented in the program (Gale and Doube, 1997). This initiative triggered the emergence and proliferation of new and innovative literary traditions, in the novel media of alphabetic literacy and realist illustration. In local Literature Production Centres, such as at Papunya in Central Australia, storytellers, authors and artists harnessed these new media to document their traditional language and knowledge, and in the face of colonial incursion continue its transmission to their children and community (Disbray, 2013:128). Waxing and waning Education Department support has meant the endangerment of these literary collections, traditions and learning opportunities. However new initiatives, leveraged by developments such as the new Australian Curriculum, the UN Decade of Indigenous Languages and new technologies, seek to address this.

This presentation details the motivations and methods of a community-led collaborative project underway to restore access, safe keep, document and repurpose the collection generated in the Pintupi-Luritja Bilingual Collection at Papunya (Russell, 2019). We chart the research partnership and the project's interplays between archival management, art history, education design and advocacy; as the community members and researchers navigate education policy on the ground to see the materials used in schools once more. We present the initiatives to safe-keep and reactivate the collection, and challenges educators, communities and children face in seeing their efforts to return Pintupi-Luritja language, knowledge and literature to classrooms and beyond.

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Challenges and opportunities in Mexican returnees' language education: a case study of a plurilingual pedagogical proposal

Authors:

Coral Buitrón [1] [*] [^] Benemérita Universidad Autónoma de Puebla

Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

Se estima que entre los años 2005 y 2010 han retornado cerca de un millón de familias. Tanto jóvenes como menores de edad se enfrentan a nuevos desafíos al ingresar a las escuelas mexicanas, como obstáculos administrativos; la formación monolingüe y monocultural del profesorado; la falta de redes sociales; y la diferencia en el uso de la lengua; además de la revalidación de sus estudios y las reducidas oportunidades de trabajo. El perfil lingüístico de los jóvenes retornados corresponde al de los hablantes de una lengua de herencia, han sido alfabetizados en inglés, lengua mayoritaria y de instrucción escolar, pero tienen habilidades comunicativas básicas en español y una fuerte conexión con la cultura mexicana (Valdés, 2001). Al migrar a México, su bilingüismo es cuestionado porque se espera que sus habilidades lingüísticas en español y sus conocimientos históricos y culturales de México sean igual que el de sus colegas mexicanos sin experiencia migratoria.

Ante este panorama, se trabajó una propuesta pedagógica plurilingüística que identifica el perfil lingüístico y sociocultural de los migrantes retornados como hablantes de lengua de herencia; y apoya tanto los contenidos de gramática y léxico de la lengua castellana como la transición sociocultural en la migración de retorno. Se creó un programa específico que incluye una visión de aprendizaje crítico de diferencias lingüísticas y culturales, fomentando la construcción de identidades de los participantes. Además, se reconocen y valoran sus experiencias socioculturales, sus lenguas y variantes de lenguas. Los resultados del estudio de caso podrán ser una base teórica y metodológica para futuros programas de acompañamiento e inclusión escolar de jóvenes migrantes de retorno.

El uso del enfoque plurilingüístico de la enseñanza de lenguas (Piccardo 2013) permite la integración de un repertorio lingüístico con competencias diferenciadas como habilidades integradas de todas las lenguas y variantes de lenguas de los jóvenes retornados. Esta integración se da de manera dinámica e involucra aspectos como la biografía, las experiencias y las relaciones con la lengua. Lo mismo pasa con las identidades de los estudiantes, son múltiples y no son estáticas; al contrario, son abiertas, cambiantes y emergentes ante las actividades cotidianas y son formadas por las prácticas pedagógicas dentro de la escuela. La propuesta del plurilingüismo en el ámbito pedagógico acentúa el proceso dinámico del aprendizaje de lenguas y centra su interés para trabajar con la subjetividad, la agencia y el contexto social de los estudiantes (Stille y Cummins, 2013).

Como parte de los resultados de la investigación, se analizarán y discutirán las estrategias de

lenguaje que utilizan los estudiantes al regresar a México, la negociación de identidades lingüísticas y culturales, y el desarrollo de la competencia plurilingüe.

Valdés, G. (2001). Heritage language students: Profiles and possibilities. En *Handbook of heritage, community, and native American languages in the United States* (pp. 41-49). Routledge.

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Abstract ID: AILA556

Anglicisms in a near-extinct Doukhobor Russian language in Canada

Authors:

Veronika Makarova [1] * ^ University of Saskatchewan

Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Anglicisms in a near-extinct Doukhobor Russian language in Canada

Veronika Makarova, Department of Linguistics, University of Saskatchewan, Canada

Selected symposium: Open call – 3) minority languages

Presentation language: English

Short abstract in English (15 lines) (if presentation not in English)   N/A

This presentation introduces distinctive layers of Doukhobor Russian (DR) vocabulary with a focus on loan words from English (anglicisms). Doukhobor vocabulary has remained unexamined so far, except for some studies of the DR ritual style (Schaarschmidt, 2008, 2012). Doukhobors (Doukhobortsy or Spirit Wrestlers) are a religious, linguistic and cultural minority group who immigrated to Canada from Russia in 1899 (Tarasoff, 1984; Makarova, 2019). Doukhobor Russian language needed to develop new vocabulary to reflect the realia of life in a new host country as well as the outcomes of technological and social development in the early 20th century. Due to the contact of DR with the majority English language in Western Canada, dozens of words were borrowed from English into DR and restructured phonologically and morphologically.

The reported study is based on 18 hours of audio-records of 20 speakers of Doukhobor Russian collected by the author between 2012 and 2018. The transcripts of the records with a total vocabulary of about 50,000 words were manually analyzed to select foreignisms and loan words from English (anglicisms) and illustrate the patterns of morphological and phonological restructuring of anglicisms. The theoretical approach to the analysis of vocabulary in DR resulting from language contact draws on the concept of lexifier in creolistics (e.g., Michaelis, 2008; Selbach, 2008). The results demonstrate that of a total number of 926 words of foreign

origin (foreignisms) in the sample, only 445 (48%) were of English origin, and the rest came from other languages during the time preceding the Doukhobor move to Canada or through their contact with the mainland Standard Russian in the 20th century. The presentation outlines major morpho-syntactic and semantic groups of anglicisms in Doukhobor Russian and concludes with the perspectives for the language maintenance in the community.

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Tarasoff, K. 1982. *Plakun-Trava: The Doukhobors*. Grand Forks: Mir.

Abstract ID: AILA559

Language use in family – ethnic community interactions and youth agency: A power-solidarity matrix perspective

Authors:

Trang Nguyen [1] [*] [^] The University of Melbourne

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

Minority families which are clustered into their ethnic community are often believed to have more chances of maintaining their language than those living far away from the community. Understanding language use in both home-family and neighbourhood-community domains would, therefore, enrich our knowledge about to what extent families and communities can side with one another in facilitating or constraining language maintenance or shift. In this presentation, I will discuss minority youth's agency in choosing languages for interactions with their family and community members in the Vietnamese context, and suggest implications for minority language maintenance and shift in relation to youth agency.

In Vietnam's mainstream education and wider society, languages of ethnic minority groups are not considered to be important or valuable, as compared with Vietnamese, the national language-which is also the language of the Kinh majority people. How minority youth who experience mainstream schooling manage their language use in such a Vietnamese-dominant social environment is an important question to be investigated. I will talk about youth agency in their language choice in communication with people of different ages and in different relations to them in their family and ethnic community, focusing in particular on a group of young minority adults' experience sand perspectives. Through the lens of a power-solidarity matrix (Brown & Gilman, 1960), I will examine four main types of interactions: communication with parents, communication with siblings, communication with young community members, and communication with older community members. The youth's language choice patterns suggest that they tended to perform a kind of "relational agency", where they (re)conceptualised their power and solidarity relationships with the interactants within a temporal-relational home or neighbourhood context (Burkitt, 2018). They exerted this relational agency in setting up their ethnic language as the power code associated with older members of the family and community, and considering Vietnamese, the mainstream language, as the generational solidarity code among young members. These language choice patterns, however, may result in disruption of L1 transmission among generations and perpetuate language shift.

It is commonly known that minority languages can be best preserved through intergenerational transmission within the family and the ethnic community where older members speak and transmit the L1 to younger members. Older family and community members' positive role and action in this process, however, are only half of the language maintenance battle (Smith-Christmas, 2016). Young people too have their own agency which can significantly shape their family and community members' language behaviours. Young people, hence, need to be involved in and play an active part in language maintenance efforts, as they are the future custodian of the vitality of their ethnic language and heritage culture.

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Abstract ID: AILA562

„Jetzt darf man ja gar nichts mehr sagen!" Gesellschaftliche Sprachideologien und ihre Auswirkungen auf den Sprachgebrauch von Polizeibeamt:innen

Authors:

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Vanessa Kanz [2] Otto-von-Guericke-Universität Magdeburg

Kristin Kuck [3] Otto-von-Guericke-Universität Magdeburg

Kersten Sven Roth [4] Otto-von-Guericke-Universität Magdeburg

Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

Rassismus und Diskriminierung im Polizeiwesen sind vor allem in den letzten Jahren durch öffentlich-mediale Berichterstattungen in den Fokus gerückt worden. Schlagzeilen wie „Hinweise aus den eigenen Reihen: Polizisten melden Rassismusverdacht" (*SZ*, 27.07.2021) oder „Bund und Ländern liegen laut ‚Spiegel' etwa 400 Fälle von möglichem rechtsextremen, rassistischen oder antisemitischen Verhalten vor" (*ZEIT*, 07.08.2020) prägten die Medienlandschaft und führten zu der Frage, wie weit Rechtsextremismus in der deutschen Polizeibehörde verbreitet sei.

In der öffentlichen Debatte herrschen bestimmte Vorstellungen, wie Sprachgebrauch in der Polizei zu sein hat, gleichwohl wird wahrgenommen, dass Berufsgruppen auch eigene Sprachgepflogenheiten entwickeln. Diese sind, da es sich um eine exekutive Staatsgewalt handelt, nicht mehr allein Angelegenheit der Berufsgruppe, sondern von öffentlichem Interesse. Aus dem wachsenden, öffentlichen Bewusstsein für diskriminierende Sprache, der damit einhergehenden Sensibilisierung und Häufung von Extremismusvorwürfen gegen die Polizei entsteht für die betroffenen Gruppenmitglieder – insbesondere für die Personen ohne rechtsradikale Tendenzen – Unsicherheit. Das geflügelte Wort „Was darf man denn überhaupt noch sagen" avanciert somit zu einer echten Frage. Einerseits verändern sich die gesellschaftlichen Sprachideologien, gleichzeitig müssen auch die Gruppenmitglieder auf diesen Diskurs reagieren und sich positionieren. An dieser Stelle setzt das vom ‚Ministerium für Inneres und Sport des Landes Sachsen-Anhalt' finanzierte Projekt der ‚Arbeitsstelle für linguistische Gesellschaftsforschung' an der Universität Magdeburg zu *Rassistischer und diskriminierender Sprache* an, welches wir im Rahmen des Symposiums ‚Sprachideologien im Wandel' vorstellen möchten.

In diesem wissenschaftlichen Projekt mit anwendungsbezogenem Ansatz wird ein Workshop-Programm mit dem Ziel der Aufklärung über rassistische Sprache speziell für Polizeibeamte entwickelt. Das Projekt fußt auf der Untersuchung problemzentrierter Interviews mit Angehörigen der Polizeibehörde. Sie dienen „zur Sammlung und Rekonstruktion von Wissen über gesellschaftliche Problemlagen in der Perspektive der Interviewpartner*innen" (Witzel/Reiter 2021: 2). Die Auswertung dieser Daten steht im Mittelpunkt unseres Vortrags.

Besonders relevant ist die Rollenzuschreibung der Interviewbeteiligten als *Expert:innen*: „Sie [die Interviewpartner:innen] liefern nicht nur ,das Material' für Interpretationen, sondern können ,ihre Problemsicht auch gegen die Forscherinterpretation und in den Fragen implizit enthaltenen Unterstellungen zur Geltung bringen' (Witzel 1982: 69)'" (Witzel/Reiter 2021: 2). Der aus der qualitativen Sozialforschung entlehnte Ansatz zur Beschaffung der Materialgrundlage wird durch die linguistische Analyse abgelöst. So werden Erfahrungsberichte und Situationsbeschreibungen deskriptiv nach der kognitiven Dimension, der affektiven Einstellung und der Intention (vgl. Hermanns 1995) untersucht. Die zuletzt genannte Ebene ist unerlässlich, wenn es um die Annäherung an eine Einordnung in *intendierter* vs. *nicht-intendierter* Rassismus geht. Die in den Erzählungen gewählten Begriffe und Äußerungen sind bedeutsam für das Denken und die Welterfassung der Sprachbenutzer:innen (vgl. Bachem 1979). Die qualitativen Befunde, die sich sowohl aus den Expert:innen-Interviews speisen als auch aus den Diskussionsergebnissen während der Workshops, bieten einen linguistisch beschreibbaren Einblick in eine Sprachgruppe und deren Sprachideologie.

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Hermanns, Fritz (1995): Kognition, Emotion, Intention. Dimensionen lexikalischer Semantik. In: Gisela Harras (Hrsg.): Die Ordnung der Wörter. Kognitive und lexikalische Strukturen. S. 138-178.

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Abstract ID: AILA563

The effects of proficiency on oral production fluency

Authors:

Ghadah Albarqi [1] [*] [^] Taif University

Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Speech fluency, which includes linguistic, psycholinguistic, and sociolinguistic elements, is a complicated phenomenon that interacts with other performance-related factors (Kormos, 2006; Lennon, 2000; Segalowitz, 2000, 2010). Fluency features are reported to be among the best indicators of L2 proficiency development (De Jong, 2018; Révész et al., 2016). That is, some fluency features can likely be reduced during the development of proficiency. The present study aims to find out the extent to which proficiency can affect speech fluency of lower and higher proficiency L2 learners. The data were collected from 66 L2 learners who narrated two picture stories. Proficiency was assessed using elicited imitation test(EIT) which is a testing tool that has been validated in several L2 studies (e.g., Gaillard & Tremblay, 2016; Wu & Ortega, 2013). The data were transcribed and coded for measures of fluency which included speed (syllable per minute), breakdown (frequency and length of filled and silent pauses, repetition, and hesitation) and repair features (self-correction). A series of one-way ANOVA was conducted to find out whether proficiency can affect fluency production. The results indicated that there were differences between lower and higher proficiency learners in certain fluency measures. This suggests that proficiency development may likely be reflected in certain fluency features. The findings have important implications for L2 fluency research and measurement.

Abstract ID: AILA564

Toxic speech acts in gaming – pragmatic differences between virtual reality and traditional game environments

Authors:

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

In this explorative study, the pragmatic differences between players in Virtual Reality and players in the normal gaming space are to be explored. The hypothesis is that VR spaces are less toxic than traditional or 'flat' spaces, which can be linguistically proven by analyzing speech acts (see Austin 1962), performed by the players.
Before that can be done, first the concept of toxicity must be explained. "[T]oxicity damages all it touches" (Tirrell 2017: 14) and the available research indicates that it is part of the online gaming community. Even if there are aspirations for a less toxic environment, like the "Fair Play Alliance coalition" (Beres et al. 2021: 1), it is clear, that the problem is persistent. While it is hard to pinpoint exactly, what toxicity means, it broadly includes

"abusive communications directed towards other players, and disruptive gameplay behaviors that violate the rules and social norms of the game" (Beres et al. 2021: 1).

Toxicity in this sense is not a one-time occurrence that immediately hurts a person. Toxic speech acts rather inflict damage over time and create a more toxic environment. In this regard, one must look at the "Epidemiology of Discursive Harm" (Tirrell 2017: 139) and not only the immediate reaction. "Moral disengagement" (Beres 2021: 3) is key regarding toxic behavior and studies show that many players can disconnect easily when in a game.
In Virtual Reality, however, the disengagement is difficult because of the immersion. Toxic speech acts are harder to accomplish face-to-face or headset-to-headset. Even things like physical threats are taken more seriously in a VR environment. "[VR groping] is harassment and assault, but it's assault of a virtual body rather than a physical body" (Sparrow et al. 2019: 450).
To elaborate this, the study will consist of various media to show the difference in toxic speech acts. First, there will be a corpus of videos to compare toxicity in VR to flat gaming. This corpus will consist of YouTube and Twitch videos uploaded by the users. Secondly, we will play some of the most played VR-Titles (Pavlov VR; Contractors) and study the toxicity firsthand.
The hypothesis is, that it is easier for the players to morally disengage in a flat game than in VR. With the linguistic tools and a conversational analysis, we hope to illuminate this phenomenon.

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Tirrell, Lynne (2017): Toxic Speech. Toward an Epidemiology of Discursive Harm. In: *Philosophical Topics* 45 (2), 139–162.

Abstract ID: AILA567

Listening hard or hardly listening? Insights from eye-tracking and stimulated recall on L2 learners' noticing of pronunciation in L2 captioned videos with and without textual enhancement.

Authors:

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Roger Gilabert [2] University of Barcelona

Joan C. Mora [3] University of Barcelona

Abstract Topics: [SYMP60] Original version television and language learning: latest research and future challenges

Abstract Summary:

While the number of studies on language learning with authentic audiovisual input has exponentially increased in recent years, research on pronunciation and L2 captioned video is scarce and has produced mixed findings (Montero Perez, 2022). In particular, the availability of verbatim captions may support speech segmentation and the mapping of auditory forms onto written forms, but a manipulation of the audiovisual input's properties may be necessary to increase the salience of specific phonemic features and promote pronunciation learning. This paper reports on a mixed-method small-scale study conducted within a larger project on intermediate learners' processing of authentic audiovisual input with and without pronunciation-focused input enhancement. We recorded the eye movements of 11 Spanish learners of English (age 15) as they watched two video clips from a TV series, in one of which regular past verb forms highlighted in captions in synchrony with their auditory onset. After the viewing, participants underwent stimulated recall, i.e., viewed their own eye gaze behavior and were asked to recall why they fixated or skipped some words or other areas of the screen. We pre- and post- tested regular past -ed pronunciation accuracy through a word reading task. An X-Lex measured participants' vocabulary size, and a questionnaire explored their English learning background and explicit knowledge of regular past pronunciation. The significantly longer fixations and reduced skipping of enhanced words pointed at the noticing of these words, although no gains were evident in terms of word reading performance. The stimulated recall data suggest that participants consciously tried (and not always managed) to avoid reading the captions, except when they struggled parsing and understanding speech or expected the speaker to deliver important information. Overall, processing efforts seemed mostly directed at making sense of content, rather than linguistic form (Van Patten, 2004). Students did notice the enhancement of past -ed verbs, but in

terms of grammatical function rather than pronunciation. Our results suggest that combining caption enhancement with pre- and post-viewing activities, as well as explicit teaching, may be necessary to direct learners' attention to pronunciation during exposure to L2 captioned video. Further analyses will provide a more comprehensive picture of the factors at play in learners' auditory and visual processing of authentic L2 captioned video.

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Abstract ID: AILA568

Judging the likelihood of health outcomes: How does age affect the understanding of risk and certainty adverbs in English?

Authors:

Vanda Nissen [1] [*] [^] QUEENSLAND UNIVERSITY OF TECHNOLOGY

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Older people use healthcare services more often than other groups (Welfare, 2016), and therefore are also more often engaged in conversations about their health. This communication is important, yet older patients and patients from diverse backgrounds rate communication with health practitioners lower than younger patients (Burt, Lloyd, Campbell, Roland, & Abel, 2016; Nguyen, Barg, Armstrong, Holmes, & Hornik, 2008).

In addition, miscommunication in healthcare is common, and chances of miscommunication are higher when health practitioners (HPs) need to communicate degrees of uncertainty to their patients. When communicating about risk and certainty, HPs often use epistemic adverbs (e.g., *possibly, likely* etc.). Previous work revealed subtle differences between monolingual English speakers in Canada and Australia in understanding the meaning of epistemic adverbs (Segalowitz et al., 2016), however only young monolingual English speakers were studied. Here we explore whether, and how, age impacts on the semantic representation of 12 epistemic adverbs: *apparently, certainly, clearly, definitely, evidently, likely, obviously, probably, possibly, presumably, reportedly,* and *supposedly*.

To explore the possible effect of age, we compared younger (n=57; age range = [18, 50]) and older (n=31; aged 55+) monolingual speakers of Australian English. Participants performed a dissimilarity-rating task on sentence pairs presented as doctors' opinions differing only with respect to the embedded epistemic adverb (e.g., *It will likely be fatal* versus *It will probably be fatal*).

 Analyses of the dissimilarity ratings, using cultural consensus analysis (factor analysis across participants), weighted-data classical-MDS, and cluster analysis, established within- and across-community consistencies and differences in the semantic mapping of risk and certainty for younger and older Australian monolingual speakers. Both groups have clustered

together *apparently, presumably, reportedly* and *supposedly*; young and older Australians also added *probably* into a separate cluster. However, younger Australians clustered together *certainly, clearly, definitely, evidently* and *obviously* in a larger cluster, clustering *likely* and *possibly* together, while older Australians clustered *certainly, likely*, and *possibly* and placed *clearly, definitely* and *obviously* into a separate cluster. This may suggest that meanings of some epistemic adverbs such as *likely* and *possibly* may change with time. Our findings also show that adverbs of uncertainty may have more nuances in meaning than adverbs of certainty, and underscore the importance of checking for understanding when working with clients from different age groups, especially when discussing risk and uncertainty in healthcare settings.

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Abstract ID: AILA569

The case study instruction in Spanish legal education. La consigna del caso práctico como discurso instruccional en el español de formación jurídica.

Authors:

Angélica Cortés Ospina [1] * ^ Université Lumière Lyon 2

Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

Nuestra tesis doctoral que describe el caso práctico como un género discursivo de la formación universitaria en Derecho, nos permite presentar en esta comunicación la consigna de casos prácticos como un discurso instruccional escrito del profesor de Derecho. Nuestro principal propósito será presentar los resultados de su análisis en las dimensiones lingüísticas, sociales y cognitivas. Interpretar la consigna de un caso práctico y, posteriormente, resolverlo por escrito es una práctica de lectura-escritura que les facilita a los estudiantes de Derecho su incorporación en la sociedad de discurso de su disciplina. En este sentido, la consigna de evaluación condiciona y nutre la dimensión cognitiva (Parodi. 2010) del caso práctico en los estudiantes y colabora en la construcción del género como un instrumento de comunicación en español.

Bajo el enfoque *corpus-driven*, hemos analizado 14 consignas de evaluación provenientes de dos contextos de formación jurídica: la Facultad de Derecho de la Universidad de Barcelona y el dispositivo de formación de Derecho español del Programa Internacional MINERVE de la Universidad Lumière Lyon 2. Nuestra investigación ha identificado dos segmentos canónicos en la dimensión linguistica de la consigna de casos prácticos. En **el segmento narrativo** se exponen los hechos factuales del caso y el conflicto jurídico de intereses entre las personas. A su vez, en el **segmento de petición**, bajo la forma de preguntas o de verbos en modo imperativo, el profesor le solicita al estudiante que haga un razonamiento jurídico y que resuelva el conflicto presentando una conclusión jurídica, *la motivación jurídica* en términos de Goltzberg (2017).

La descripción lingüística y discursiva de la secuencia narrativa, la secuencia de petición y las partículas discursivas de las consignas nos permitirá entender cómo los estudiantes son expuestos a un estilo y a un procedimiento metodológico de la disciplina jurídica. En esta presentación veremos que la consigna de evaluación es un modelo discursivo formador en las competencias escritas de los estudiantes. Por lo tanto, nuestras recomendaciones finales suponen unos ajustes en la exposición de la información en los segmentos de narración y de petición con los cuales se ayudaría a los estudiantes no solo a producir mejores escritos sino a ser mejores escritores en español jurídico como lengua de especialidad.

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Abstract ID: AILA570

Invisible Languages and Unrecognised Globalisation: Linguistic Competence at Swedish Upper Secondary Level

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Diversity, linguistic variety, and global citizenship are often invisible and unrecognised in interactions between teachers and students. A survey on reading at Swedish upper secondary level (conducted by us in Spring 2022) generated 712 responses in a student body of 1,500 students. The question "Do you speak another mother tongue other than Swedish? If so, which?" brought surprising answers as we discovered that as many as 41 mother tongues were distributed among the 99 respondents who answered in the affirmative. The question used the concept of mother tongue, which is problematic since it potentially excludes "father tongues" and also does not take language variations into account. Four respondents list three languages or more as their mother tongues.

Given the initial, but striking, results, we noticed the teacher team's unawareness of linguistic variety in the student population. Our aim then became to explore how students framed language skills, when and in what contexts these were used, and for what purposes. We conducted six follow-up focus group interviews with 27 students. In these, we asked what languages the students speak (to avoid labelling their language to one parent and one language only, which excludes multilingual contexts (Bagga-Gupta & Ribeiro Carneiro)). It became evident that linguistic backgrounds were not only invisible in the school setting, they were also downplayed by the students themselves.

As students' linguistic competences remain unrecognised, we question the normative aspects of linguistic knowledge and where this might lead. The "uncritical reinforcement of notions of the supremacy and universality of 'our' (Western) ways of seeing... can reproduce unequal relations of dialogue and power and undervalue other knowledge systems" (Andreotti & de Souza, 2008). Biesta (2020) questions what learning "actually is, what educational learning is supposed to be *about* and supposed to be *for*, and *who* should have a say in answering these questions" and highlights undervalued and, therefore, "invisible" competences that risk remaining untapped by those working with students *and* by the students themselves.

In this proposal, our aim is to draw on the above-mentioned dataset to make diverse linguistic, digital and cultural competences visible and contribute to more sustainable and inclusive classroom contexts and societies. Curricular policies, individual and collective commitment must take invisible languages and unrecognised globalisation, which we argue are not socially sustainable, into account as a more global and holistic approach is implemented, which integrates linguistic diversity.

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Redesigning TED talks to develop EFL students' critical thinking and English public speaking skills: Implications for material development

Authors:

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Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

With the popularity of the notion that English is used for communication purposes among EFL educators and learners, as well as the increased need for postgraduate EFL students to share their ideas and research globally at international conferences, there is a growing emphasis on the development of EFL students' academic communication skills. In response to the need, the English listening and speaking courses for postgraduate students in many Chinese universities have been through reforms that aimed at transitioning the goals from the learning of daily conversational English to English for academic purposes (EAP).

While EFL students encounter great challenges when developing their English language abilities for public speaking, the deficiency in critical thinking (CT) abilities has led to many obstacles to achieving effective academic communication (Chen, 2021). Therefore, developing students' CT abilities is often included as one of the key objectives in English academic communication (EAC) courses.

Although extensive research has been carried out on the integration of CT and EFL education, much of the research up to now has tended to focus on CT and reading or writing skills (e.g., Dong, 2017; Zhou et al., 2015). Few studies have particularly explored CT in English public speaking courses (Sun, 2018). And even fewer studies have focused on material development to help facilitate the development of both CT and English public speaking skills in EAC courses.

Many EAC teachers use resources like TED talks as authentic academic speech models. Recently, there is also a growing trend of using TED talks as supplementary learning resources in EAC textbooks. However, their use of TED talks is often limited to presenting speech models, or at most, providing topics for discussions, which is far from enough to facilitate students' development of CT skills and dispositions. The purpose of this presentation is to propose an approach to redesigning the use of TED talks based on Paul and Elder's CT model and Socratic questioning (Paul & Elder, 2001). Worksheets that facilitate students' deep thinking and peer interactions are also provided. The approach provides practical implications not only for the development of EAC course materials but also for CT-oriented English public speaking pedagogy that aims at developing multiple abilities (EAP, CT and public speaking) in one EAC course.

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Abstract ID: AILA574

Promoting Second Language Writing through Technology-driven Multimodal Feedback

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

Teachers' feedback receives a growing attention in the multimodal studies of second language teaching. Previous literature focuses on the positive role of teachers' body language and video in error correction (Mokarrameh et al.2020, etc.). These research revealed that non-verbal and video feedback can improve content understanding and strengthen the bond between teachers and students. Meanwhile, efficient use of multimodal resources can resolve existing problems such as low efficiency of feedback among teachers. However, the increasing use of technology-driven multimodal ways in second language writing has not been widely explored (Elola & Oskoz, 2016), especially for classroom languages other than English. In higher education, Gen Z learners with multilingual resources are accustomed to receiving information in multimodal ways, it is thus important to conceive constructive feedback based on a multimodal discourse analysis framework.

To address aforementioned gap, this paper poses two following questions:

(1) How can technology-driven multimodal feedback be conceived and implemented in French second language writing?

(2) To what extent, if any, does providing technology-driven multimodal feedback influence French second language writing?

In response to the first question, this paper adopts the multimodal discourse analysis theory (Zhang& Huang, 2018) as framework, in an attempt to effectively establish multimodal feedbackanalysisframework by integrating multiple symbol resources such as words, pictures and graphs, colors and emojis (Kress & Leeuwen，1996). As for the second question, this paper reports on the use of technology-driven multimodal feedback in French L2 classroom by demonstrating the effects on students' achievement, learning engagement, and self-efficiency as well as teachers' attitudes towards multimodal feedback in a Chinese university. The data consist of 216 drafts of 58 students from two classes, including one control group, semi-structured interviews with eight students and one teacher, 58 questionnaire responses, and the teacher's self-reflective journal.

Quantitative and qualitative analysis of data suggests that students receiving technology-driven multimodal feedback strongly preferred the new kind of feedback. They also improved learning engagement and self-efficiency compared to the traditional feedback they once received. Such improvement could be confirmed by their affective and cognitive changes engendered by the multimodal feedback. However, the results also reveal that they did not display statistically significant academic achievement. Given that the improvement of second language writing proficiency takes a long process, feedback through only one semester may not be sufficient to bring apparent results, the long-term effect of multimodal feedback in supporting second language writing needs further investigation. In addition, several educational implications could be generated from the present study.

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Using Noncanonical Literature in the University EFL Classroom in Japan: Teachers' Beliefs and Students' Responses

Authors:

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Abstract Topics: [SYMP89] Teaching literature in the language classroom: the basis of establishing an intercultural dialogue and students redefining their own identity

Abstract Summary:

The main objectives of this study are to report on the use of a modern American novel in university English as a Foreign Language (EFL) courses in Japan and to investigate teachers' beliefs and students' responses in the classroom. It is usually challenging for practitioners in Japan to incorporate literature into language teaching mainly because literary texts have been misunderstood as inauthentic materials (Saito, 2020) and regarded as inefficient resources to develop learners' communication skills. Furthermore, there seems to be a great number of teachers who have never used literature in their English classrooms; consequently, they have no idea how to use it effectively. As Hirvela (1989) pointed out, these teachers may avoid literature because it requires more preparation time and more enlightened teaching. Considering this situation, five university lecturers, including the presenter, have worked collaboratively to publish a textbook in which a newly written modern American short novel is presented with annotations and pre- and post-reading exercises so that this text could be widely and relatively easily used in EFL classrooms even by less-experienced language teachers who are interested in the use of literature. During this process, we have realized that there are some social and cultural issues that might be difficult for Japanese learners to understand; accordingly, the teachers in this project needed to specifically address these issues in columns and annotations as well as to provide linguistic and grammatical aids for the students. We also decided to adopt the idea of active learning when we planned pre- and post-reading activities so that the learners could actively participate in reading the text and doing the activities to enhance their communication skills, not just quietly reading the text by themselves.

Given the above reflections, this presentation addresses the following research questions: 'Why and how is the modern American novel introduced to the university EFL classroom in Japan?'; and 'How do the students respond to it?' To answer the first question, open-ended questions will be asked to these five teachers in the publication project to investigate their beliefs about writing the textbook on a

modern American novel and using it in their university English courses. For the
second research question, a questionnaire survey will be given to the students who will have read the
novel in their English classroom over one semester. It is anticipated that the analysis of these
qualitative studies will provide insight into not only the potential of literary texts but also the role of
noncanonical literature in the EFL classroom. Moreover, the study may reveal some issues teachers
need to specifically address when they introduce literature to foreign language teaching, which could
be an obstacle for the students otherwise.

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Abstract ID: AILA576

#TransInTranslation

Authors:

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

#TransInTranslation: Theoretical notes on researching translation practices of Polish transgender online communities

In this talk I would like to discuss selected theoretical aspects of my current postdoctoral project *Trans in Translation: Multilingual practices and local/global gender and sexuality discourses in Polish transition narratives*, carried out at the School of Modern Languages, Cardiff University. My point of departure is the *trans-* prefix, common to many concepts central to this project: *transition*, *transgender*, *translation*, *translanguaging*, *transcultural*, *transnational* or *transdisciplinary*. These concepts do not only share the prefix, though, but also enter into complex relationships with each other, which I will attempt to map out in my presentation.

I will focus specifically on gender transition and interlingual translation, which could also be seen as a kind of transition (of a text from language A to language B, for example). To do this, I shall explore the notion of language ideologies in parallel with gender ideologies. The idea that languages are unified, countable, stable, orderly and well-bordered resembles the idea that genders are mutually exclusive binary opposites: "monolingualism, like cisgender, often remains a normative, unmarked category of practice and analysis" (Gramling & Dutta 2016: 336). From this point of view, translation and gender transition can be seen as strategies to maintain and uphold the monolingual and cisgender normative ideals (Bassi 2020).

But if we follow queer, postcolonial and ecological approaches, then multilingualism and translanguaging as well as various transgressive gender practices take centre stage. From this perspective, languages and genders are both performative inventions. Viewed from various "uncomfortable" locations at the margins (Milani 2014), the arbitrariness of traditional linguistic and gender categories becomes clear, leading to theories of relationships, connections, embodiments and extensions (e.g. Steffensen 2015). I will attempt to answer the question: can

such queer/queered theories reach beyond the mere "pluralization of monolingualisms" (Pennycook 2010: 12), beyond languages and genders as "being there", to be able to describe the actual messy practices and performances of "becoming", moving, touching and transfusing?

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Abstract ID: AILA577

Who's really got the right moves? Analyzing recommendations for writing American judicial opinions.

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

As seen by the recent majority opinion,(*Dobbs v. JACKSON WOMEN'S HEALTH ORGANIZATION*, 2022), which overturns the federal protection of the right to abortion in the United States of America, judicial opinions of the American Supreme Court have wide-reaching impact. Despite this, very little is known about their move (Swales, 1990) structure (Goźdź-Roszkowski, 2020). This paper proposes a first model of American judicial opinions move structure.

While little linguistic research on the actual structure of opinions exists (Goźdź-Roszkowski, 2020), there are many resources about writing judicial opinions (Vance, 2011). These take a prescriptive rather than descriptive approach. In addition, often used in law schools, they are a legal rather than a linguistic source. Despite their importance in legal training, no model has been constructed using the recommendations contained in these manuals nor is it clear if there is a convergence towards one model or several models.

This paper proposes a typology of structures proposed in 45 manuals as part of a larger project on linguistically detecting the move structure of these documents. Our results show that while there is a general trend towards a prototypical structure, the advice on structure varies from manual to manual. Furthermore, it is generally based on individual practitioners' experience rather than corpora.

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Abstract ID: AILA578

The Analysis of Context-oriented Language Instruction for Spanish Aspect in China

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

In China, despite the number of Spanish programs is boosting, studies on Spanish teaching in higher education are parsimonious. Furthermore, the significant challenge in grammar learning reported by both Spanish as a foreign language (SFL) teachers and learners calls for instruction innovation. However, rather than rush into any teaching reform, a learning experiment was administered to shed light on the impact of some innovative instructions (i.e., context-oriented instruction) on Chinese SFL learners' acquisition of Aspect in Spanish.

Tradition grammar instruction for Spanish Aspect focused on explaining the principles, however, principles alone contributed less to learners' correct judgment of the use of Aspect. In both written assignments and oral responses, SFL learners constantly manifested confusion over which aspect (i.e perfective or imperfective aspect) is more appropriate. There are some inherent factors, like the differences in structure dwelling in the two language systems (Chinese and Spanish), or the cognitive bias that occurred during the semantic exchange between the second language (L2) to the first language (L1), which led to learners' hesitation or even some misjudge of the Aspect. However, more importantly, Spanish Aspects need to be comprehended by integrating context cues and grammar rules.

To further validate the significance of context, in this study we developed a learning experiment involving a series of Spanish instruction innovations, with an emphasis on the use of context information to promote the acquisition of the Aspect in Spanish.

Building on the theoretical framework of the Trinitarian Grammar (Feng & Shi, 2011; Feng, 2014), this learning experiment of Spanish Aspect was composed of three parts: formal structure explanation, grammatical function explanation, and typical context. Twenty-two Spanish/English duo-majored freshmen have participated in this study, and all the participants are native speakers of Chinese. The entire experiment lasts for six weeks. Prior to the implementation, detailed guidelines of the learning experiment were provided to the participants and oral consent was obtained. During the experiment, in addition to explaining the formal structures and grammar functions of the textbook, participants were also invited to describe the specific context embedding in the real-life examples, highlighting the use of Aspect. Besides, other learning tasks, such as Chinese to Spanish translation, were also carried out once a week to assess Spanish/English duo-majored freshmen's comprehension of Aspect in Spanish. After the learning experiment, another interpretation task was initiated. Participants demonstrated their knowledge of Aspect in Spanish by explaining the use of aspect in the context of five different Spanish sentences. Guiding questions, like "Is it possible to substitute the existing perfective aspect with an imperfect aspect?" are used to facilitate the learning reflections. Finally, both qualitative data and quantitative data collected through the experiment were intertwined, compared and analyzed. The results yielded that the context-oriented instruction accelerated Chinese foreign language learners'

comprehension of the Aspect in Spanish. Pedagogy implications would also be elaborated in the presentation.

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Abstract ID: AILA581

Internationalisation of the curriculum, English medium instruction and global competence: higher education students' and teachers' perceptions of the impact of a teaching intervention

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

The internationalization of the curriculum is a pervasive but contested concept within higher education (HE) that poses both challenges and opportunities for universities. Education leaders have called for strategies for internationalization which have traditionally focused on the recruitment of international students and staff as well as on introducing English-medium-instruction (EMI) across degree programs (Altbach & Knight, 2007). However, these strategies EMI do not warrant the development of intercultural skills and global competence among students.

This study discusses the impact of a teaching innovation project that aims to foster intercultural and global competence within an EMI course at a university. Following Jones and Killick (2013), our intended learning outcomes were internationalized by shifting the focus towards adopting a global outlook as a graduate attribute avoiding large chunks of additional course content. We examine the teachers' and students' perceptions of how our intervention has prepared them to deal with cultural and linguistic diversity in the at-home context for a period of four months. We include semi-structured interviews with students and teachers, a questionnaire, and classroom observations.

The results point in three directions. First, the activities implemented have succeeded in opening the participants' minds towards naturalizing the use of EMI vis-à-vis other languages. They also emphasized that reflecting upon global issues made them become more tolerant. Second, the students and the teachers enjoyed interacting in pretend international communicative situations where English appeared together with other languages. Finally, despite the participants' reported positive experience, a skeptical attitude remained in relation to whether the course contents and English would be useful to work in Catalonia.

The students' embracement of our implementation highlights a view of universities as "world spaces" (Roberson, 1995: 39) where "the world-as-a-whole is potentially inserted". This is crucial for internationalization at home and our intervention seems to have succeeded in that respect. However, activities that confront the students with international cases occurring in domestic scenarios should also be present in such an initiative. Intended international learning outcomes should ensure that students graduate with the skills, knowledge, and attitudes needed to make positive, ethical contributions as citizens and professionals to their global, national, and local communities (Least, 2015). In line with de Wit and Altbach (2021), our study highlights that internationalization in HE (and IoC) is entering a phase in which linking the global to the local and integrating global, regional, national, and local dimensions is imperative.

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Student Views on Gender Diversity in the EFL Classroom

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

This paper builds on studies of gender and language in educational contexts, particularly those considering queer perspectives (Sauntson, 2021). While there is considerable research on gender inequality and heteronormativity in educational materials (Sunderland, 2015; Sancho Höhne & Heerdegen, 2018), fewer studies have focused on the views of students on these materials in EFL classes (Mustapha, 2013). To address this gap, the present study focuses on the ways in which secondary students perceive and discuss gender diversity in educational materials used in their EFL class in Switzerland. Using focus groups, we asked students to discuss representations of women, men and non-binary characters in relation to themselves and their communities of practice. We drew examples from students´ textbook *Ready for B2 first* (2021) for them to comment on.

In our contribution, we discuss the ways in which students articulate conservative, binary perspectives versus queer views on gender diversity, and how such views are constructed. We also make links with similar studies in other geopolitical contexts (Pakula, Pawelczyk & Sunderland, 2015). Finally, we aim to make suggestions on how students, teachers and educational materials may honor gender diversity and contribute to creating more inclusive EFL classrooms (Merse, 2021).

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New perspectives towards multilingual education in the classroom: a teaching training pilot experience

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The paper presents a teacher training pilot experience carried out within a group of primary school Italian teachers around the theme of multilingualism. Teachers generally show a positive attitude toward diversity and multiculturality (Sordella, 2015), but are not yet familiar with language teaching in a multilingual environment. Teachers still perceive their role in a monolingual dimension, and consider the teaching of Italian as their main and mostly unique goal in language education.

A long-lasting attention to this issue by researchers engaged in the field of teacher training did not succeed in changing teaching practices and beliefs (Duberti, 2019). A change could instead be promoted by bottom-up trainings designed together with the teachers taking into account teachers' practices and the related beliefs. This frequent lack of attention towards stakeholders voices brought the following research to adopt the Participatory Action Research (PAR) approach, a collaborative research process oriented toward social transformation representing a challenge to mainstream research traditions in the social and environmental sciences (Kindon, 2007) to design a training. By providing teachers with appropriate *stimuli*, (using Focus Group, FG, tool) their experiences and beliefs have been brought out and reused by the researcher as to directly impact the context of the research (Fisher and Ball, 2003).

According with the PAR principles, the training we present has been "tailor-made", on participants voices around their teaching experience in multilingual classes, as they emerged in FG. The subsequent training sessions aimed at challenging these beliefs through workshop-based activities. The sessions have been focussed on (1) intecomprehension and multilingual communication, (2) metalinguistic reasoning and (3) morphological creativity. The sessions encourage teachers' participation, enhance their multilingual resources, offer ideas for pedagogical activities, and promote the discussion around the beliefs already emerged previously.

The analysis of the sessions' data showed some results in terms of changes in attitudes about the following topics: a raise in interest in the sociolinguistic background of the class, the shifting of the valorization of multilingualism in teaching practice from an end to a means, a different attitude toward students' multilingual repertoires. Lastly a further change was recorded in teachers attitudes toward foreign languages: a strong feeling of emotional "block" facing an unknown language was said to be "overcome" by most of the teachers involved in the research.

Departing from this changements triggering a change of perspective and set up a new way of doing grammar in the classroom would be possible.

Duberti, N. (2019). *Altre lingue, altri alunni, altri italiani: La scuola e il plurilinguismo in classe. Breve storia di un rapporto*

difficile. In M. Del Savio, A. Pons, & M. Rivoira (Eds.), Lingue e Migranti nell'area Alpina e Subalpina Occidentale. Edizioni dell'Orso.

Fisher, P. and Ball, T. (2003) 'Tribal participatory research: mechanisms of a collaborative model', *American Journal of Community Psychology*, 32(3/4): 207–16.

Kindon, S., Pain, R., & Kesby, M. (2007). Participatory action research approaches and methods. *Connecting people, participation and place. Abingdon: Routledge*, *260*.

Sordella, S. (2015). L'educazione plurilingue e gli atteggiamenti degli insegnanti. *Italiano LinguaDue*, *7*(1), 60–110.

Participatory action research in heritage language education: A colloquium experience

Authors:

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Gabriela DeRobles [2] [^] University of Colorado Denver

Abstract Topics: [SYMP86] Fostering participatory action research methods in applied linguistics

Abstract Summary:

Participatory Action Research (PAR) methodologies aim to integrate stakeholders into the research agenda and distribute power with the end goal of creating social change and building sustainable programs within underrepresented communities (Rodriguez & Brown, 2009). Scholars within ethnic studies (e.g., Johnston & Marwood, 2017), sociology (e.g., Peltier, 2018; Zuber-Skerritt, 2018), education (e.g., Forbes & Colella, 2019; O'Neill, 2018), and Indigenous studies (e.g., Junker, 2018; Peltier, 2018) highlight the value of effective collaboration between researchers and stakeholders and, in particular, the implications of PAR for social development (e.g., Anyon et al., 2018; Penuel & Gallagher, 2017). Still, the field of heritage language education (HLE), and applied linguistics more generally, has largely failed to implement this research design. Within HLE, little research is guided by the heritage speaker community itself, and few studies explore the experiences of heritage language (HL) educators who also identify as members of a heritage speaker community (e.g., Cho, 2014). Work produced in HLE is almost exclusively influenced and guided by non-heritage speaker individuals, leaving HLE activities filtered through out-group scholars. Traditionally, this has resulted in teaching approaches and language programs that are often lacking in relevance and sometimes detrimental to heritage speaker communities.

The current project acts as a model for PAR methods in language research and fosters the development of sustainable resources for linguistically diverse language teacher and student populations. In this presentation, we will outline the events of a three-day online colloquium centered around HLE topics, in order to investigate current issues in HLE from an in-group perspective. Participants were 47 current and pre-service K-16 heritage language educators

from 15 heritage language backgrounds. Specifically, the research questions we explore are: 1) How can an in-group HLE colloquium generate knowledge and understanding of HLE strengths and challenges?, and 2) How might an in-group HLE colloquium act to promote meaningful discussion and sustainable support networks for heritage speaker educators and scholars?

Centrally, this PAR project aimed at developing tools, resources, and support for current and pre-service heritage educators. Colloquium events included three heritage educator-led workshops, three information sessions, and four panel discussions for heritage speakers who currently teach or are in a teacher training program to teach their HL, as well as opportunities to network with and mentor other in-group educators. Central challenges in HLE highlighted through colloquium events include a lack of 1) professional development in the area of HL pedagogy, 2) access to minority language resources and materials, 3) a strong support network of HL instructors, and 4) in-group representation in the field. Together, study methods support greater accessibility to language teacher training for HL speakers, as well as better representation in the field, through collaborations that were developed, led, and sustained by HL communities. We conclude with efforts to maintain sustainable connections and collaborations with colloquium stakeholders, initiatives and methods for enacting post-colloquium changes by and for minoritized language educators, and suggestions for future PAR work within HLE.

How inclusive is multilingual education? A grounded theory on representations, practices and visions of integrating linguistic diversity in schools of South Tyrol, Italy

Authors:

Dana Engel [1] [*] [^] University of Koblenz

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

My PhD study is based in a European border region where language policy is an ongoing issue and multilingualism a central and also complex basis of identification. However, the northernmost Italian province of South Tyrol-Alto Adige has never been "only trilingual": At least since the mid-1990's, the region's linguistic heterogeneity has not only featured the three officially recognised languages of German, Italian and Ladin (with their respective varieties) (Lanthaler, 2013). As in nearly all corners of Europe, major changes can also be observed in South Tyrol with regard to an increase in linguistic diversity in connection with migration movements (Wisthaler, 2013). This "new" multilingualism meets a complex, historically grounded multilingual society and is discussed very controversially in politics and in the media. There are also different approaches to the topic in the world of education.

Having found an academic home in studying multilingual education models in theory and practice (De Jong, 2011) as well as accompanying schools in monitoring their management of linguistic diversity, I kept asking myself whether there was a link between these two fields. How is linguistic diversity being cared for in a multilingual education system?

For my study, which is following a grounded theory approach (Corbin & Strauss, 2015), I examined how linguistic diversity is perceived, integrated in pedagogical and didactic approaches and included in visions for the future at educational institutions of all three language groups in twelve South Tyrolean schools. My data includes interviews with school principals and teachers, officials in the didactic departments of the three boards of education, and politicians responsible for education policy as well as document analysis of relevant frameworks and official guidelines.

Having completed several stages of analysis, I have been able to construct a grounded theory on current concepts of multilingual education in South Tyrol. This model brings together the pedagogical and didactic concepts for multilingual education currently used in South Tyrol and how these integrate linguistic diversity following either an approach of "inclusive language education for all" or "exclusive local multilingualism". In discussing how these approaches correspond to the basic principles of inclusive language education (Becker-Mrotzek, 2016), I want to contribute to the further development of multilingual didactics and to the exchange between actors in educational research and school practice.

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Wisthaler, V. (2013). Identity politics in the educational system in South Tyrol: Balancing between minority protection and the need to manage diversity. Studies in ethnicity and nationalism, 13(3), 358–372.

Abstract ID: AILA588

Entering healthcare institutions in Italy: from CARM to local professional communities

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Developed by Stokoe (2014) to train professionals working in communication-rich contexts like hospitals and tribunals, the Conversation Analytic Role-Play Method (CARM) takes research findings as a basis for training. It uses anonymised extracts from authentic conversations, recorded in situ as part of the daily work of institutions, to enable trainees to learn from what happens.

Over the last decade, CARM has been used in Dialogue Interpreting (Niemants/Stokoe 2012; Wadensjö 2014) and can prove beneficial to train interpreting students (IS) and trainers, as well as practising interpreters and service providers (Niemants et al. forthcoming).

I will here focus on IS in higher education and argue that CARM may be suitable not only for language specific courses involving single language pairs, but also for monolingual courses such as the one introduced at the Department of Interpreting and Translation (University of Bologna) in 2020. The aim of this 30-hour course is to foster discussion on relevant theory, starting from the practice of interpreters in e.g. healthcare consultations, asylum-seeking interviews, and business meetings, thereby preparing the theoretical ground of 32 IS before they start their additional 20-hour role-play exercises per language pair in smaller groups.

My presentation will show how IS enter the healthcare setting: through the multimodal analysis of video recordings collected in 2022, I will explain how I play extracts synchronized with the transcripts, stop them at relevant choice points and ask IS to produce the next turn/action, collecting some alternatives and discussing their potential consequences before playing what is coming next. I will also show how I deepen some of the issues raised through CARM by asking subgroups of IS to read, discuss and then share with the class the key points of some written materials, or by doing multilingual role-plays. To document IS's immediate perceptions and changes with respect to this setting, I will present the results of a pre and post-questionnaire. I will conclude on the main outcomes of a focus group involving IS who attended the course in 2020 and then started working in local healthcare institutions. My aim is to show how, and to what extent, CARM helps IS get to know a professional community and build up relevant skills and competencies before they actually enter the communication- and interpreting-rich institution this community works in.

Niemants, N., Stokoe, E. (2017) "Using CARM in healthcare interpreter education" in Teaching Dialogue Interpreting: Research-based proposal for higher education, L. Cirillo & N. Niemants (eds). Amsterdam/Philadelphia, Benjamins: 293–321.

Niemants, N., Hansen, J., Stokoe, E. (frth) "The Conversation Analytic Role-Play Method: How authentic data meet simulations for interpreter training" in Routledge Handbook on Public Service Interpreting, L. Gavioli & C. Wadensjö (eds.)

Stokoe, E. (2014) "The Conversation Analytic Role-play Method (CARM): A Method for Training Communication Skills as an Alternative to Simulated Role-play", Research on Language and Social Interaction 47(3): 255–65.

Wadensjö, C. (2014) "Perspectives on Role-Play: Analysis, Training and Assessments", The Interpreter and Translator Trainer 8(3): 437–51.

Abstract ID: AILA589

Oral proficiency in L2 French: effects of weak CLT versus strong CLT instruction

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

From the mid-1970s onwards, a more cognitive-oriented approach to foreign language teaching became the new standard in language teaching in many parts of the world (Richards & Rodgers, 2014). This Communicative Language Teaching (CLT) approach addressed the functional and communicative potential of language. It was not only an answer to the growing need of focusing on communicative proficiency rather than on mere mastery of structures, as advocated by British scholars like Christopher Candlin and Henry Widdowson (Richards & Rodgers, 2014), but was also seen as an answer to the need for a necessary tool for communication and intercultural awareness in an emerging European Union, where the Council of Europe placed language teaching high on its agenda.

However, in the late 90's, Long (2000) already pointed out that CLT course books still struggled with "the thorny issue of grammar in the communicative classroom" (p. 35). To this day, foreign language teaching practice at secondary level mostly continues to build on course books, which consistently use the label 'communicative' in their approach and claim to follow CLT principles but do contain a strong language focus section in each chapter, explicitly using drills to familiarize learners with grammatical structures (cf., Ellis, 2009; Gómez-Rodriguez, 2010; Burns & Hill, 2013). That is not to say that current foreign language teaching approaches do not also focus on communicative skills and practices, but the question is what their main focus is. Howatt (1984) characterizes CLT practices as broadly falling in one of two categories on a continuum: On one end of this continuum, structural control is necessary to develop communicative competence (the weak version) and on the other end using language is necessary to develop language knowledge (the strong version).

This paper presents and compares the results of two instructional programs of L2 French in the Netherlands after 6 years of secondary school and focusses on speaking skills. The first program, commonly used in the Netherlands can be termed a "weak" version of Communicative Language Teaching (CLT) and is based on a structure-based (SB) view of language with a great deal of attention to grammatical accuracy, often explained through the medium of the L1.   The second program can be considered a "strong" CLT program that is in line with so-called dynamic usage-based (DUB) principles, in which exposure to and active use of the target language is key, and no explicit attention is paid to grammar.

The current paper will provide empirical evidence that a "strong" CLT program is indeed warranted to promote speaking skills. Before discussing the actual study, we discuss the underlying linguistic theories of the SB and DUB approaches and the dearth of long-term classroom studies that test speaking skills with free response data.

Abstract ID: AILA593

Just What is Critical Race Theory, and What's it Doing in a Nice Place Like the World Language Classroom?

Authors:

Alice Miano [1] [*] [^] Stanford University

Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

When Gloria Ladson-Billings (2009) posed the question "Just what is Critical Race Theory, and what's it doing in a nice field like education?" in 1998, she heralded a new era, introducing to educators what had served theretofore as a means of theorizing structural racial inequalities in the law. Ladson-Billings and others applied critical race theory (CRT) as an essential analytical tool for systemic racial injustice in education, and indeed, in the whole of society.

But if CRT has applications to the field of education generally, what might be the some of the specific benefits of its implementation in the world language classroom? Can CRT likewise help inform language students about structural inequalities in target cultures as well as their own? Even, or perhaps especially, in times when CRT has come under fire from the political right, is this set of theories a similarly helpful tool for learners who want to understand more deeply the inner workings of the target culture as well as their own, and, ultimately, to come to a deeper understanding of the human capacity to create and vigorously sustain injustice, as well as to vibrantly and resiliently combat it? Finally, in courses that include community-engaged language learning (CELL), how does CRT help students grow in understanding of the community with which they interact, and where do we see evidence of learners' transformational growth?

This paper explores these questions through the application of two long-standing CRT principles, that of intersectionality (Crenshaw, 1995) and community cultural wealth (Yosso, 2005), and their application in one practitioner's university-level CELL classrooms before, during, and in (what is hoped will be) the waning months of the pandemic. Looking at Intermediate and Advanced Spanish students in CELL programs that couple them with adult workers in the Silicon Valley, California (United States), the paper provides details of social justice curricula, classroom materials, learner-initiated activities, and student gains in understanding societal inequities while advancing linguistically.

Ultimately, the paper argues that CRT is an essential tool for language classrooms, with seemingly limitless potential for helping students deepen their understandings of "ways in which race, racism, and racialization intersect with issues of language, belonging, and identity" Crump (2014).

Crenshaw, K. (1995). Mapping the margins: Intersectionality, identity, politics, and violence against women of color. *Critical Race Theory: The key writings that formed the movement.* Crenshaw, K., Gotanda, N., Peller, G. and Thomas, K. (Eds.). New

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Abstract ID: AILA594

Artificial Intelligence, quasi-otherness and the Posthumanist Applied Linguistics

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Computer science seeks to build "transparent" human-machine interfaces through a series of techniques in natural language processing powered by machine-learning that generate probabilistic models of human-to-human conversations. The relatively success of such formalist, behaviorist approach in more or less controlled usage contexts is acknowledged by both computer scientists and the general public, who employ anthropomorphic metaphors which point to a certain (language) ideology that applied linguistics needs to problematize.

While a subject-object stance on these metaphors would easily dismiss them as playful anthropomorphism, a more symmetrical approach to artificial intelligence (henceforth AI) language-processing technologies can take the human-machine relation implied to the next level and, thus, open important issues for research in a posthumanist Applied Linguistics (Pennycook, 2018). I argue that post-phenomenology has an important contribution to make in this agenda because it seeks to describe the human-machine relation from the internal structure of the experience, consequently, outside the subject/object divide.

Postphenomenlogy analyzes the character of the bodily-perceptual relations human beings have with technology and the ways technologies affect human relations with the world (Rosenberger & Verbeek, 2015). Among these are "alterity relations", in which the device becomes a presence with a "quasi-other" quality (Ihde, 1990). To what extent are the language choices and language performances of users affected by this quasi-alterity is an example of the research questions opened for a posthumanist applied linguist. Wittkower Wittkower (2022, p.357), for example, argues that interfaces based on "encoded pseudo-mental contents" require the user to conceptualize intentionality and knowledge (a theory of mind) in the device for it to work properly. In other words, the allegedly intelligent device imposes on the user certain uses of natural language which, in turn, require a second order understanding" of the machine`s pseudo-understanding (Wittkower, 2022, p. 261).

This example alone supports the need for certain precautionary methodological principles in the study of natural language used in quasi-alterity relations with AI. Namely, one needs to investigate not only the utterances by the machine and the human user, but also how the second-order understanding by the user restricts her (first-order) use of language towards the device. This argument is part of the preliminary findings of an ongoing research project. These findings suggest that a post-phenomenological approach to human-AI helps a posthumanist Applied Linguistics protect itself from anthropomorphisms that obscure, instead of eroding, the subject/object dichotomy.

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Wittkower, D. E. (2022). What Is It Like to Be a Bot? Em S. Vallor (Org.), *The Oxford Handbook of Philosophy of Technology* (p. 357–373). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190851187.013.23

Abstract ID: AILA595

Lived experiences of unequal Englishes of Filipino domestic workers in Hong Kong

Authors:

Nicanor Guinto [1] [*] [^] Southern Luzon State University

Abstract Topics: [SYMP09] AILA ReN - Linguistic Challenges in Contemporary Global Migration: The Evolving Field of Migration Linguistics

Abstract Summary:

Research on the role of English in transnational migrant work have largely investigated how the language is instrumentalized by institutions, employers, and migrants alike within the framework of the unequal global flow of economic capital and opportunities. Holborow (2018) regards these efforts as one addressing the 'prism of management speak'. Though such studies are significant in unmasking the vulnerabilities of people engaged in precarious work conditions (such as the domestic labor sector), Holborow reminds us about the importance of subject-level analyses that would 'allow the agency of the worker and language speaker to come to the fore' (p. 65).

In this paper, I investigate the lived experiences with English of Filipino domestic workers in Hong Kong. Filipinos comprise more than half of the foreign domestic worker population in Hong Kong. They are said to be often hired by employers who have school-aged children due to their higher level of education and perceived proficiency in English. Drawn from ethnographic interviews and fieldwork for a larger project conducted in Hong Kong between 2016 and 2020, the data set mainly consisted of roughly 30 hours of recorded interviews with 28 key participants talking about language in relation to their living and working experiences.

Employing linguistic ethnographic approaches to analysis, I describe recurring accounts reflecting the tension between doing being an English-proficient and an English-deficient other: a tension that emanates from enabling and constraining sociolinguistic conditions in the workplace and the larger host society, and informed by participants' experiences and education from their home country. I demonstrate how participants seem to locate themselves in the imagined hierarchy of English speakers: on the one hand, as better English speakers in the household-workplace, commanding respect and being accorded family language policy decision-making powers; while on the other, as of lesser English speaking abilities and rights than native English speakers, choosing to be silent or aloof, and passing negative judgement to fellow Filipinos who deploy stylized English in communication situations.

By showing these accounts, I wish to contribute to the bourgeoning research on the effects of unequal Englishes (Tupas, 2015; Tupas & Salonga, 2016) contingent with the living and working experiences of transnational migrant workers, such as the Filipino domestic workers in Hong Kong.

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Abstract ID: AILA597

Translanguaging practices in Content and Third Language Integrated Learning classroom

Authors:

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

With a growing popularity of Content and Language Integrated Learning (CLIL) classrooms in tertiary education,an increasing number of teachers of languages other than English (LOTEs) involved in CLIL lessons are confronted with new problems, such as lack of content knowledge, ready-made teaching materials in LOTEs, or guidelines on how to integrate language and content, limited time for preparing, and students' limited language proficiency. Thus, it remains a huge challenge for LOTEs teachers, especially novice teachers, to prepare and design the content and language integrated courses.

While translanguaging has been regarded as an appropriate approach to addressing the challenge that teachers and learners experienced during the CLIL classrooms (Lin & He, 2017), limited studies have been done concerning translanguaging practices applied in content and third language integrated research in LOTEs classrooms (Nikula & Moore, 2019). The majority of existing studies focused on the positive roles of translanguaging practices on CLIL classrooms such as meaning-making (Bieri,2018), content scaffolding, highlighting topic shifts, facilitating transitions between different stages in the lesson (Lin, 2015), promoting social involvement and identity affirmation (Lin & He, 2017). However, the concept of translanguaging has not yet been discussed on the **preparing phase** of content and **third** language integrated learning courses, which could empower LOTEs teachers, especially novice CLIL teachers in classroom practice.

To address aforementioned gaps, this study aims to explore teachers' translanguaging practices when teaching subject content, especially at the preparation stages for the CLIL courses in the medium of languages other than English (LOTEs) in a Chinese tertiary institution. The paper intends to answer the following two questions:

Q1: What are teachers' translanguaging practices during the preparation of the CLIL courses using French as a major medium of instruction in a Chinese university?

Q2: What are teachers' perceptions on the use of translanguaging in CLIL course-preparing contexts?

A variety of data were collected to investigate these practices.The data include teachers' course planning and designing documents, teaching materials andteacher's reflective diaries.Through a thematic analyse of data, this research not only

identified multiple functions of L1 and L2 in the designing of content and third language integrated learning courses, but also showed how translanguging strategies could be used to facilitate both language and content instruction. The findings could inform LOTEs teachers involved in CLIL classrooms of translanguaging pedagogies and enrich the theoretical framework of translanguaging.

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Abstract ID: AILA599

Acquiring Academic Discourse Competence through Formulaic Language-focused Instruction

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Competence in spoken and written academic discourse can be a significant linguistic predictor of academic success (Daller et al., 2021). However, compared to speakers of English as a first language (L1) and advanced EAL speakers, students with lower language proficiency face challenges because they concurrently strive to achieve language competence, develop academic literacy skills and meet academic standards in their discipline. Limited fluency while interpreting and/or expressing ideas might lead to the EAL students' reluctance to engage in unplanned interaction and even perception of themselves as impostors, who are less academically capable than their more proficient peers. The recent research demonstrates that the problem has intensified over the two years of distance learning (Yüce, 2022).

This presentation provides a solution by arguing that the awareness of and ability to operate formulaic sequences provide a shortcut for students who endeavour to increase fluency of comprehension and production. The presentation discusses a formulaic language-focused teaching and learning approach that is embedded in genre pedagogy, socio-pragmatic theories, and corpus linguistics and presents the results of the research project conducted with over 40 participants in a content-based (CB) EAP course. Based on their English language proficiency test scores, these first-year undergraduate students were placed in the beginner-level EAP course while taking discipline-specific courses. Although the participants were from different programs of study, they experienced similar difficulties in reading/listening-comprehension and production of spoken and written academic texts. Over the four months while working on the course assignments that included reading sources for annotated bibliography, collecting/describing data, writing a research report and delivering presentations, participants were exposed to formulaic language-focused instruction. The input-enhanced instruction targeted noticing and inferencing from the context and explicit teaching through the analysis of formulaic sequences by using academic texts, corpora and technology-enhanced tools, such as collocation databases and translation apps. The effectiveness of the instruction was measured by the pre- and post-instruction recognition and controlled production-based test, quantitative analysis of samples of coursework, and qualitative analysis of informal student feedback. The results demonstrate increased fluency and accuracy of recognition, a statistically significant decrease of accuracy/appropriacy of use errors in the spoken and written production, as well as perceived self-efficacy. Participants reported feeling more confident when identifying and operating formulaic sequences in academic discourse. The implications of the study suggest the importance of formulaic language-enhanced instruction in helping EAL students develop academic literacy, overcome the impostor syndrome and become full participants in the community of peers and professors.

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Abstract ID: AILA601

Enhancing Academic English Literacies through Transnational Identity Inquiry-based Plurilingual Learning

Authors:

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Jacqueline Ng [2] [^] York University

Heejin Song [3] [^] York University

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

While developing multilingual students' academic literacies in the context of an English for Academic Purposes (EAP) course, educators often focus on the linguistic and stylistic conventions more likely accepted in the dominant academic culture while overlooking a rich variety of the learners' linguistic repertoires and academic backgrounds. As a result, students frequently perceive that their way of writing or speaking is inadequate ("non-native-speaker-like"), which results in academic identity confusion, imposter syndrome and decreased levels of motivation.

This presentation offers an alternative approach to teaching EAP that is embedded in the principles of plurilingualism, multiliteracies and experiential education. Rather than prescribing a set of academic genres and conventions, this approach incorporates and enriches students' existing cultural and linguistic expertise. The premise is that multilingual students already possess a plethora of competencies, and the instructor's role is to facilitate their knowledge exchange to the academic medium. Based on the conceptual frameworks of translanguaging (Garcia, 2009), transformative multiliteracies pedagogy (Cummins, 2009), and communities of practice (Lave & Wenger, 1991), the researchers have developed curriculum for an EAP course in a Canadian University. In this course, students collaborate to become co-creators of the learning process, enhance academic literacy, research and critical thinking skills, and engage in their transnational identity exploration. The presentation reviews the stages of curriculum design commencing with the selection and adaptation of course materials pertaining to different genres and embedded in Canadian and transnational contexts. The course assignments and activities invite students to examine their transformative experiences as related to the trajectories and authentic voices of minoritized and racialized communities in Canada. Through participating in the webinars with the experts on casual discrimination and immigration and field trips to the site of residential schools, students connect to a wider community and further explore the theme through multimedia blog reflections. Additionally, students act as knowledge generators by composing multimodal identity texts and presenting the findings of their inquiry in a panel student conference. Based on the three-years-long study on the effectiveness of these innovative curricular initiatives in five EAP classes, the presentation concludes with its rigorous findings. The results of pre- and post-instruction questionnaires with 100 students, focus group interviews, and samples of student coursework indicate that students not only feel empowered by multiliteracies-oriented and inquiry-focused learning but have also enhanced their academic reading, writing, research, and communication skills. The positive impact of critical reflection-focused assignments and experiential education-based multimodal activities has been significant for increasing multilingual students' self-awareness and self-appreciation.

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Abstract ID: AILA602

English Language Education Policy in Bangladesh-Policy, Ideology and Inequality

Authors:

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

English is regarded as a global language. It is by no means divested itself of a cultural context. English was introduced into South Asia by the British. Nearly all the postcolonial countries (e.g., India, Bangladesh, Pakistan, and Nepal) in that region experienced long periods of political, economic, and linguistic domination. Although those postcolonial countries have taken different paths to nation-building, policies on instructional medium in schools have been key drivers of national development in India and Bangladesh. English, along with indigenous languages such as Bengali and Hindi, plays an important role in everyday activities in Bangladesh. Language is an instrument of political, economic, and social imperialism. This paper uses historical documents, government data, and structured interviews with Bangladesh's policy planners to examine the linguistic impact of English on South Asia, particularly in Bangladesh. The impact is based on the link between one's proficiency in the English language and one's social privilege, which emanates from having English-language skills. Such impact is also indicated in the deleterious effects of language use in Bangladesh-that is, in engendering disparities in economic status conditioned by disparities in the proficiency in the use of English. The purpose of this paper is to describe and examine the present status of Bengali and English in the educational system of South Asia. The research questions were - (i) Is English a colonial burden? (ii) Who benefits from the present policy? Viswanathan (1989) noted that English-language teaching in India could be regarded as a form of social, cultural, and political control. It basically produced a class alienated from its own language and culture and discontented with the colonial rule. Currently, in Indian education, as well as in Bangladeshi education, English plays a special role. English is used as a language of administration, inter-state communication, and higher education in India and Bangladesh, for projecting cultural heritage, economic programs, tourism, politics, industry, trade, foreign policies and research findings overseas. English is becoming increasingly pervasive in India, where it is used for instrumental purposes because it provides opportunities in the job market and in higher education. South Asian students in India and Bangladesh have a positive attitude toward English, which is regarded as a "language of opportunity" in that it plays an important role in Indian society and is no longer regarded as a burden of colonialism. In South Asia, English is generally not viewed as a colonial burden but as an international or neutral language; it provides opportunities. Thus public pressure for English language teaching at an early age is widespread. However, for most children, English language proficiency is quite low because of the low level of teachers' English language proficiency and the low quality of English language

education. Thus, the present policy continues to support advantages for groups having access to English education, while contributing to the ongoing educational difficulties facing the rural and urban poor. This paper calls for language planning and policy that emphasizes pedagogic equity.

What can Australian classrooms learn from Ubuntu translanguaging? Enhancing epistemic access for multilingual students

Authors:

Sue Ollerhead [1] [*] [^] Maccquarie University, Australia

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

As multilingualism becomes more the norm than the exception in Australian classrooms, naturally occurring instances of translanguaging and situated, fluid language use amongst students sit strikingly at odds with the country's monolingual-centric school curriculum. Teaching and assessment practices that are conducted solely through Standard Australian English not only fail to recognise the linguistic resources that multilingual students bring to their learning, but also privilege specific ways of knowing and epistemic biases. Researchers and educators who recognise the ways in which this contradiction can lead to educational disadvantage for multilingual students have called for the development of pedagogies that capitalise on students' multiple language resources, offering a more inclusive and expansive approach to learning. Such approaches require teachers to become more responsive and empathetic to the varied cultural and linguistic backgrounds and needs of their learners, many of whom have to learn English while simultaneously having to learn substantial classroom content. Accounting comprehensively for these needs requires a deeply humanistic approach to teaching. The African philosophy of Ubuntu, which encapsulates the ethos "I am because we are" (Makalela, 2016) provides an apt framework for this type of teaching, which foregrounds the accommodation of other cultures and the recognition of a collective humanity. In this paper, I present classroom data that illustrates how facilitating multilingual students' translanguaging within an Ubuntu philosophical approach can deepen their comprehension through enabling their epistemic access, while simultaneously strengthening their identity development as members of a learning community.

Abstract ID: AILA604

Linguistics Minority Rights in Bangladesh

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

In many postcolonial countries, the English language seems to be an inseparable part of socio-cultural and economic realities. One of the problematic assumptions of language rights is that it tries to reduce the language rights of national and national minorities' ethnic group affiliations. It is assumed that language policy should serve the interests equally and uniformly of all the members of the group. Bangladesh offers an example of how such language rights as human rights that transcend social, religious, and ethnic boundaries have been truncated, necessitating, as it were, a constrained national dialogue on the merits of national-education policies that seemingly exclude minority languages and position the country on the brink of economic disarray and social chaos, and negating the very essence of procedural and distributive justice. The ensuing muted debates in that country are not rife with procedural and distributive justice, in that equity in access to schooling does not loom large in those debates. There is also hardly an acknowledgment that less dominant (or minority) languages need to be more seriously considered in the education policy of a nation with 48 ethnic minority groups, each with its own language. Even with such a large number of traditional languages, historically, debates still focus on Bengali and English, making minority children, particularly those from rural areas, almost personally responsible for learning at least three languages. It is, therefore, important that more extensive work be undertaken to inform the process for instituting national-language policies that will expand educational opportunities to multicultural societies; foster inter-ethnic relationships; create synchronous dialogues among multicultural groups; prepare them to respect LHRs as, and synchronize them with, social equity; and encourage them to participate more actively in an increasingly global marketplace.

The most widely used home language in Bangladesh is Bengali, spoken by approximately 100 million people out of a total population of approximately 150 million in the country. A second important language, spoken by approximately 5 million people, is Sylhetti, also an Indo-Iranian language. Chittagonian, spoken by 14 million people, is widely considered a dialect of Bengali, but it is not mutually intelligible, and most of its speakers do not use standard Bengali.

Although Bengali plays a central role in most institutions in Bangladesh, in reality, other languages also are central to life in rural areas, with consequences for education and literacy.

The minority languages of Bangladesh include varieties from different language families. Many speakers of the minority languages speak some Bengali as a second language, though proficiency levels vary widely. Many varieties are not used for writing, and many speakers are not literate in any language. To date, the government has no language policy for the ethnolinguistic minorities of Bangladesh. This paper uses historical documents, government data, and structured interviews with Bangladesh's policy planners to examine the linguistic minority rights in Bangladesh. The result shows that the present policy creates inequality for minority children in Bangladesh. This paper calls for language planning and policy that emphasizes pedagogic equity.

Abstract ID: AILA605

Wie verändern sich Wissen und Überzeugungen von Lehramtsstudierenden zu sprachlicher Vielfalt durch Blended-Learning-Seminare? Eine Wirksamkeitsstudie zu Lehrangeboten in der fächerübergreifenden Lehrkräftebildung

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Internationale Schulleistungsstudien wie PISA oder IGLU betonen den engen Zusammenhang zwischen Sprache und Bildungserfolg im deutschen Schulsystem: Demnach erleben insbesondere Schüler:innen mit anderen Erstsprachen als Deutsch sprachlich bedingte Bildungsbenachteiligung, doch auch Schüler:innen mit Deutsch als Erstsprache erzielen im internationalen Vergleich schlechte Leseleistungen (Prenzel et al. 2013). Dementsprechend rücken sowohl Dimensionen äußerer Mehrsprachigkeit (d.h. die Berücksichtigung anderer Erstsprachen und die DaZ-Förderung) als auch innerer Mehrsprachigkeit (d.h. die Förderung bildungs- und fachsprachlicher Register des Deutschen) in den Fokus mehrsprachiger Bildung. Entsprechend wächst der Bedarf an gut ausgebildeten Lehrkräften, die mit sprachlicher Vielfalt kompetent umgehen (Witte 2017: 351).

Im Projekt „Deutsch als Zweitsprache und Bildungssprache für Lehramtsstudierende aller Unterrichtsfächer" (Leibniz Universität Hannover, Deutschland) wurde ein Blended-Learning-Seminar entwickelt, das diesem Qualifizierungsbedarf in der Lehrkräftebildung fächerübergreifend nachkommt. Inhaltlich an das DaZKom-Modell (Ohm 2018) angelehnt, werden mit den Lernmodulen „Mehrsprachigkeit", „Sprachliche Register" und „Sprachsensibler Fachunterricht" sprachbildungsrelevante Themen aus linguistischer und sprachdidaktischer Perspektive adressiert (zur Seminarkonzeption s. Seifert et al. 2022).

In unserem Vortrag präsentieren wir das hybride Konzept des Blended-Learning-Seminars und erste Ergebnisse zur Wirksamkeit der Lehrveranstaltung, die wir seit deren erstmaligem Angebot (2020) durch systematische evaluative Begleitforschung untersuchen. Wir stellen unsere Fragebogenerhebung im Prä-Post-Design vor, anhand derer wir erfassen, wie sich a) Wissen und b) Überzeugungen von Lehramtsstudierenden im Bereich Sprachbildung/DaZ durch die Seminarteilnahme verändern. Damit kommen wir dem Desiderat nach, Kompetenzen im Bereich Sprachbildung/DaZ zu operationalisieren (u.a. Hammer et al. 2015) und sprachbildungsbezogene Qualifizierungsangebote testbasiert zu evaluieren (Lucas/Grinberg 2008, Stangen et al. 2020: 125). Unser Fokus liegt dabei auf dem Beitrag, den Blended-Learning-Angebote für die Kompetenzentwicklung angehender Lehrkräfte leisten.

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Blurring the binaries of home/school in family language policy: Parents as teachers in heritage language lessons

Authors:

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

The persistence of the COVID-19 pandemic and its related lockdowns resulted in increased contact and interaction between parents and children at home as governments encouraged a work-from-home approach, with schools opting for online and remote teaching. Without sufficient infrastructure to support online learning in Zimbabwe, alternative teaching methods were adopted. For Zimbabwe, the pandemic could not have hit at a worse time. It found the country afflicted by socioeconomic and political challenges, driving the cost of online learning beyond the reach of many. Most schools opted for the affordable social messaging platform, WhatsApp, where children's school work was shared with parents, who in turn administered it to their children at home. This meant that parents had to assume the role of teachers in this new setting, positioning them as authorities in various subjects. This blurred the binaries of home/school as parents participated in children's schooling more formally. For minoritised language families, these lessons presented opportunities for parents to reinforce Family Language Policy (FLP) and authoritatively influence children's language practices. By focusing on the role of parents as teachers during heritage language lessons, this paper discusses how parents' language ideologies are embedded into the teaching and learning of Ndebele in a family living in an urban area in Zimbabwe and how language transactions and negotiations in these encounters are infused with FLP dynamics. Ndebele is a historically minoritised and marginalised language in Zimbabwe.

Interactions between parents and children during heritage language lessons and other literacy activities are part of FLP since 'these dialogues illuminate what language inputs parents provide, how the quality and quantity of inputs enrich the linguistic environment in which children develop bi/multiliterate skills' (Curdt-Christiansen, 2013:102). Drawing on this view of FLP, I discuss how the focal family's language transactions during lessons reproduce the tensions, negotiations, resistance and agency which characterise their FLP. The study also shows how children negotiate agency by deploying resistance strategies, sometimes resulting in parents' revision and negotiation of their FLP. Given the history of minoritisation of Ndebele in official spaces in Zimbabwe (Ncube and Siziba, 2017;

Ndhlovu, 2008), the family is key to its survival. Ndebele language lessons provided a temporary redress to the problem of Ndebele being taught through the lenses of non-first language Ndebele teachers in Bulawayo and other parts of Matabeleland. This problem has resulted in frequent and often emotionally charged outcries. The school closures presented opportunities for the teaching of Ndebele by parents through a 'Ndebele lens' at home, legitimising its use in an English-Shona dominant context.

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Abstract ID: AILA608

A Participatory Approach to Language Research in Minority Languages: Perspectives from Northeast India

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Abstract Topics: [SYMP86] Fostering participatory action research methods in applied linguistics

Abstract Summary:

The last 100 years have witnessed a lot of changes in the realm of linguistic research into various aspects of languages. (Higgins, 2009) (Leonard & Haynes, 2010) (Rice, Ethical issues in linguistic fieldwork: An overview, 2006). One of the prominent changes among these is the change of roles and responsibilities of the researchers and the researched in terms of design and implementation of research endeavours, participation in research activities and ownership of the research outcome achieved through collaborative mode (Nath, 2013). Particularly in the field of language documentation and revitalization, the active participation of the community members has added new vigor to such efforts. This presentation revolves around the issue of active participation of the community members in community-based language research (Higgins, 2009) in the light of the author's experience in the field of endangered language documentation and mother tongue literacy development programs for some of the indigenous minority language communities in Northeast India. In this context this presentation will focus, in particular, on documentation and development of the Singpho and Tai Khamyang languages spoken in Northeast India. The presentation will take the audience through various stages of both the research endeavours and will highlight the use of participatory methods in achieving the goals in both the contexts. It will also focus on the challenges both on the part of the linguist and the language communities working in collaborative and participatory mode.

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Abstract ID: AILA609

Configurations discursives de la reconstruction du vécu dans les témoignages des résistants. Le cas des archives orales du Musée de la Libération de Paris.

Authors:

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

L'analyse que nous souhaitons proposer s'insère dans le cadre d'une réflexion générale sur la modalité de réélaboration et réutilisation de l'expérience vécue, en fonction des différents contextes d'actualisation. L'objectif est de s'interroger sur la place du langage dans la reconstruction du vécu et la transmission d'une mémoire des événements à travers l'expression de mémoires individuelles.

Plus précisément, il s'agit d'étudier l'opération de mise en discours et de reconstruction de la mémoire dans un type d'interaction spécifique : l'entretien de témoignage réalisé par l'institution muséale afin d'enrichir les archives orales collectées à des fins patrimoniales.

Notre analyse portera notamment sur les témoignages des résistants collectés par le musée de la Libération de Paris – musée du général Leclerc – musée Jean Moulin, institution qui « porte les voix et les récits de celles et ceux qui ont résisté, et pose la question centrale de l'engagement, au cœur d'un monde en guerre. » (https://www.museeliberation-leclerc-moulin.paris.fr/).

Grâce à l'application des outils conceptuels et méthodologiques de l'analyse du français parlé en interaction, nous essaierons d'observer les stratégies mobilisées par les témoins pour verbaliser les expériences vécues et nous nous intéresserons en particulier aux traces discursives de l'opération de reformatage et réélaboration du vécu qui manifestent l'orientation permanente des locuteurs.trices envers l'instance de réception.

En effet, au-delà des variations de statut du témoin, de ses traits identitaires, du scénario imposé par l'intervieweur.euse (dont l'action peut être plus ou moins intrusive), l'observation des données révèle très globalement la récurrence de commentaires et de gloses introspectives par lesquelles les loucuteurs.trices montrent un retour réflexif sur les événements du passé et font émerger parfois les déformations du souvenir dues à l'interférence d'épisodes biographiques ou aux récits de l'événement en provenance d'autres sources. Le récit de l'expérience vécue, qui se nourrit du regard rétrospectif du locuteur, offre donc, par moments, une réinterprétation des événements du passé qui

se manifeste, entre autres, sur le plan métalinguistique. Le filtre exercé par les événements successifs conduit, par exemple, certains témoins à réfléchir sur la signification et l'usage de signes linguistiques tels que « zone libre », « Résistance », « résistants » ou « terroristes », par rapport aux emplois dominant dans la société contemporaine. Nous nous interrogerons donc sur les formes linguistiques (type d'énoncés, présence de modalisateurs épistémiques ou de marqueurs spécifiques, etc.) et les fonctions (justification, déconstruction des idées reçues, etc.) de ces configurations discursives spécifiques, compte tenu du rôle exercé par la voix et le corps du témoignant, « trace matérielle de l'événement » (Dulong, 1998 : 186).

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Primary Senior Students as Agents for Collaborative School ELL: Transforming Learning into Teaching

Authors:

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Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

This research investigates how primary senior students (6th-graders) reflect their learning at the time of their 1st-grade learning and how they develop their active learning in a project-based learning where they teach English to the present 1st-year students based on what they learned five years ago. If their first year of learning of English at primary school is a happy and motivating one and stays in the learners' mind even up to the last year learning, it is assumed that this unforgettable learning is worth being transmitted to their lower-grade students.

Five years ago, the present 6th-grade students learned English with a picturebook "The big turnip," where they listened to reading-aloud of the picturebook and learned vocabulary, expressions, and the animals' cries in the book. They are going to graduate from primary school in March 2023 and have an opportunity to transform their learning five years ago to teaching the present 1st-grade students by using the same picturebook. They are expected to read it aloud and teach vocabulary and expressions to the 1st-year students by taking a role of a teacher in a collaborative way.

In the course of this project-based learning to teach what they learned to lower graders, they are going to write a journal that records what they feel, observe, and find out. By analyzing their journal, it will be revealed what they will have learned through the project. This is also going to be an opportunity to review what they will have learned by the time of graduating from primary school. This research guides early language learners to grow into a learner responsible for their own learning and an active and social learner-teacher to create a collaborative learning environment in school early language learning (ELL).

Education in Japan has been shifting evaluation to be more learner-centered and emphasize active learning, which is expressed as a fixed phrase "proactive, dialogic/interactive, and deep learning" in the Course of Study (MEXT, 2018). Under this Couse of Study for primary school that has been implemented since April, 2020, ELL started at primary school as a school subject (two 45-minute classes per week) for the grades 5th and 6th. Prior to this, ELL was conducted as a form of "foreign language activities (one 45-minute class per week)", not as a school subject, for 9 years from the 2011 to 2019 academic year. During this transition to a school subject, a nation-wide preparatory practical research projects had been conducted from the 2014 to 2017 academic year. One of the primary schools that participated in the research projects is a school in this research and provided a short version of foreign language activities (one 23-minute class

per week) to the 1st-grade students and used a picturebook "The big turnip."

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Abstract ID: AILA611

The formation, circulation, and reconceptualization of cisnormativity: Learning trans identities in Hong Kong's social work practices

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

To understand queer linguistics is to understand how gender and sexual "identity categories and social reality are (re)produced or contested through language" (Milani, 2013, p. 618). Queer linguistics is known to have a strong tradition in US-based linguistic anthropology while non-Western cultures are often less represented in this field ((Motschenbacher & Stegu, 2013). This paper wishes to bring in the discussion of how the transgender notion and queer linguistics, often understood in Western context, is understood in Hong Kong, focusing on how social workers made sense of transgender category and how such understanding might affect or even limit transgender people's experiences in social work services. A portion of the existing work on queer linguistics used a community of practice model to investigate the production and contestation of normativity within groups that may or may not hold uniformity in identity formation (e.g. Bucholtz, 1999; Mendoza-Denton, 1999). As this paper shows, such production and contestation of normativity (in particular cisnormativity) can also be reflected in social workers' trainings in building their professions and discursive interaction with transgender clients. Social work practices in general emphasize distinct borders when planning and deciding the social services that they can provide. Social work services are being caught between the social constructionist approach that views identity categories as open to interpretation and the essentialist approach that maintains the fixed identity categories (McPhail, 2004). Situating the discussion in the Hong Kong's context, this paper argues that cisnormativity is what usually framed social workers to view transgender individuals and caused potential misunderstanding and even unease moments between them. However, as Hall (2013: 638) argues, "the social meaning granted to heteronormativity, even if its idealization persists, is always shifting across the interactions of those associated with it". With an increasing awareness of transgender and

other gender possibilities topics, it is possible that the "semiotic evolution" that Hall (2013) suggests can occur in Hong Kong social work field and one can witness the resignification of the meaning of "normative" and "deviant", resulting in a different discourse that celebrates fluidity, changes, and possibilities in Hong Kong.

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An informal language of reasoning. Ways of talking about inference and explanations in communication between managers and financial analysts.

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Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

In our paper we present the shared professional language used to talk about reasoning and explanation by top managers of listed companies and financial analysts in quarterly Earning Conference Calls (ECC). . One of the key functions of ECC is to contextualise and "frame" financial results. Several studies of this dialogic professional genre suggest that advancing and challenging argumentative justifications plays a central role in this endeavour.   Since these are conversations where not only managers introduce their arguments in order to persuade analysts and investors of their accountability, but also analystsintroduce their own reasoning and explanations around results and earlier disclosed information through complex dialogical moves (cf. Rocci and Raimondo, 2017). We will address the question of the shared language used by managers and analysts using both formal methods argumentation theory and empirical observational methods from corpus linguistics. A significant body of argumentation theoretical research is dedicated to how interaction field (Rigotti and Rocci, 2006) and types of dialogue (Walton, 1992) shape and constrain the way in which participants fashion their argumentation. Corpus linguistic approaches provide descriptive tools for investigating recurrent lexis and phraseology in argument and about argument. Finally, formal tools allow us to construct formally precise representations of reasoning, explanation and persuasion in dialogue. Bringing these three perspectives (context, corpus and formalization)
demands an investigation of structured corpus, which currently becomes possible due to the development of annotation tools for annotation of linguistic units, genre specific discourse moves (INCEpTION[1]) as well as of the anchoring of reasoning to dialogue acts (OVA+[2]). Both, normative and descriptive methods provide a practical guidance on how reasoning and explanations are working in the field as also how it can be improved. Exploiting annotated corpora we will examine on the one hand the key words, which participants of the ECCs are using to indicate reasoning and explanative contextualisation of released data. On the other side, we will show how bits of the text can be connected with a relation of inference in order to show how particular standpoints are argued and data is explained this particular interaction. Finally, correlations between linguistic indicators and reasoning structures will be established.

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How do learner values impact self-regulated foreign language learning?

Authors:

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Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

Self-regulated learning (SRL), which follows a cyclical process of forethought, performance, and self-reflection, is activated by self-motivation beliefs (Zimmerman & Schunk, 2008). Of the self-motivation beliefs, the importance of value to self-regulated L2 learning has not been fully examined. No matter how much self-efficacy is present, if no value is found in the targeted learning, SRL strategies will not be activated.

To explore the role of value in self-regulated L2 learning, this study will adopt the framework of expectancy–value theory. According to this theory, motivation is the result of the multiplication of expectations and four values: achievement, interest, utility, and cost. Cost negatively influences learning and may be key to whether self-regulated L2 learning is achieved. However, the relationship between cost and SRL has rarely been examined in language learning research. Furthermore, the proposed study will add the perspectives of task-endogenous (e.g., social desirability) and task-exogenous (e.g., reward and ego) values (Kage, 2013), so as not to exclude aspects of value that have not been accounted for in expectancy–value theory. Through qualitative narrative research, this study will identify learner value forms multifacetedly and clarify their relationships to SRL strategies.

The study will be conducted during the fall semester of 2022. Approximately 15 first- and second-year Japanese undergraduates will be recruited. Semi-structured interviews and role-plays will be used to collect data, with two sessions scheduled for each participant. The first session will collect data on the participant's past language learning autobiography and current English language learning as a university student. It will also focus on expectations and values, asking questions about the following: what expectations the participants have of L2 learning (expectancy); what is important in L2 learning and why they have come to value it (value); and what prevents them from learning L2 and what they do not find meaningful in learning (cost). The second session will consist of role-playing and confirming the researcher's interpretation of the obtained data. The role-plays will involve four English learning situations (i.e., homework, in-class assignment, private exam preparation, and personal growth) in which participants will be asked to demonstrate how they would plan and perform while learning English.

These data will be evaluated using qualitative inductive thematic analysis to explore how the characteristics of positive and negative values in learning converge, and how the relationship between values and expectations influences self-regulated L2 learning. This will allow for a comprehensive understanding of the value of English language learning and provide a new perspective on the antecedents of SRL.

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The English teaching and learning in a Brazilian school: two teachers and their practices

Authors:

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Abstract Topics: [SYMP07] AILA ReN - Ideology in the History of Language Learning and Teaching

Abstract Summary:

"*The principal of the school knew that I had studied English, so she went to my house and asked my father if I could teach the subject in the secondary school. I was very young and had no experience.*" (Rosa Melke). "*I learned foreign languages in the seminary, when I started teaching English, I was not graduated yet.*" (Horácio Braga). These are the answers of two teachers when asked about how they started their career as English teachers. Horácio Braga and Rosa Melke taught in the first public secondary school in Campo Grande, South of Mato Grosso State – Brazil. The first one from 1967 to the 1980s, and Rosa Melke from 1955 to the 1960s.

The investigations in the history of language teaching and learning, usually, have as sources the official documents, objects and images, textbooks, grammars and the teachers' reports. Not abandoning these sources, in this research I interviewed these English teachers who were already retired, and accepted my invitation to talk about their memories of the period they worked at the school, the political changes they faced, their classroom routines, and how they became teachers. Supported by Levi´s (2006) concepts of biography and trajectory, Bourdieu´s (2006) notions of biographical happenings defined as placement and displacement in the social context, and Rousso´s (2006) concept of memoirs, the aim of this study is to present the trajectories of these two English teachers and their classroom everyday practices.

The teachers' narratives showed to be essential to unveil the details of their practices, and revealed that although these professionals had worked in the same school, under the same official decisions and rules, their classroom routines were influenced by their personal experiences and the social contexts. It was possible to notice that Rosa Melke had more "modern" practices, whereas Horácio Braga was more conservative.

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Abstract ID: AILA617

Utilizing visual methods and group discussions with young learners: challenges and advantages

Authors:

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Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

In my presentation I will discuss methodological considerations for studying young learners of English in the context of a doctoral dissertation aiming to provide a more in-depth and multifaceted look into the development learner beliefs in early language teaching. The motivation of the study is a recent educational reform in Finland by which the start of compulsory foreign or second national language teaching was moved from 3rd grade to 1st grade. In this doctoral study, a set of learners are followed during grades 1–3 of primary school. The participants started learning English in fall 2020 at the beginning of first grade, at age 7, with one annual weekly lesson hour of English. The first sub-study, conducted in spring 2021, reported on first-graders (n=38) beliefs regarding the learning of English. The present sub-study, conducted with second-graders (n=21) in spring 2022, focuses on extramural English and learning English outside of the school. It explores how extramural English is portrayed in photographs taken by young learners of English as well as how connections between extramural English and language learning are manifested in the reflections of young learners of English.

This presentation will focus on methods of data collection. Visual methods have been used to explore learners' experiences and beliefs about language (Kalaja & Pitkänen-Huhta, 2020) and can help give voice to participants that may have difficulties in expressing their beliefs through, for example, writing (Kalaja & Melo-Pfeifer, 2019). Group discussions, in turn, present a child-oriented method for engaging in discussion on learning, and may help prompt the elicitation of beliefs with young children. In the present study, data collection comprised photographs taken by the learners and group discussions held a week after. The discussions followed a template that was compiled by taking example of studies by Mård-Miettinen and Björklund (2019) and Nikula and Pitkänen-Huhta (2008).

I will present challenges and advantages of the methods used in this study, as well as present some data examples obtained by using such methods. The experiences gained could be utilized in developing early language teaching pedagogy and as a stepping stone for further development of the European Language Portfolio for young learners.

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Abstract ID: AILA619

Learner identity and curricular development: Building communities of critical inquiry in language classrooms

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Learner identity and curricular development: Building communities of critical inquiry in language classrooms

According to Johnson and Randolph (2015), critical approaches to language learning must address difference, power, and social stratification in the classroom and in the world. This is a challenging accomplishment, since students entering the collegiate foreign language classroom bring a vast variety of social-cultural experiences. Therefore, our research project and associated curriculum development project is grounded in a systematic assessment of the diverse needs and interests of our students. Data collection for the needs assessment occurred in beginning and intermediate-level French language courses across three institutions of higher education in the United States: A private liberal arts college in New England, a peer-institution in the South, and a public HBCU.

In the first part of our presentation, we will share nuanced insights from the three institutional contexts about student perceptions of their identities, and how they position themselves towards other cultures. The second part of our presentation will demonstrate curricular implications. Based on our findings, we designed and tested the impact of three instructional units that focused explicitly on diversity and equity in language education. These units aimed at providing students with opportunities to collectively and individually reflect on subjects related to language and power, inclusive language use, and language and critical cultural awareness. Our data suggests that the units transformed the classroom into a community of critical inquiry, as students developed an awareness of how language education often perpetuates inequities due to historical and current injustices. They developed an awareness that such inequities exist even in their classroom. We will conclude by highlighting that curriculum developers must first attempt to better understand who their students really are, before being able to design learning experiences that can effectively address the many inherent systemic inequities that are deeply woven into educational practices, interactions, and institutions.

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Abstract ID: AILA620

Immigrant mothers as bilingual coaches in South Korea: Towards activism and advocacy

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

The dominant assimilation practice and policies in South Korea have translated into monolingual, Korean-only practices in all aspects of the society. The 2018 research on Multicultural Family's Condition shows that ethnolinguistically minoritized children's positive attitudes toward their mother's first languages have decreased since 2012. Similarly, immigrant mothers' spouses and other family members' support for their heritage language (HL) use and teaching at home have also decreased. This research also reports that 52.3% of the children are raised in an environment where they are not encouraged to use the HL, and only 25.1 % of them actually learn it.

Nevertheless, it is worth noting that the major recent government policies reflect an assets-based perspective on immigrant mothers' HLs and their children's potential bilingualism. For instance, the 2010 Multicultural Family Support Policy Basic Plan prioritized the development and maintenance of the children's HLs to prepare them to be global citizens ultimately for South Korea's economic and political prosperity. This government initiative had been rendered as "linguistically gifted class" offerings in seven different languages at local Health Family Support Centers. Since 2015, the language classes for the children have been replaced with bilingual coaching services for multicultural families under the initiative called Bilingual Education Environment Fostering Plan. Bilingual coaches with immigration backgrounds educate the families about bilingual education, teach parents strategies about interacting with preschool children in their first language, foster a community for the families, and provide further guidance to families about bilingual practices by visiting homes. This important shift in the policy, from bilingual education exclusively for the children to the families, is a recognition that fostering bilingualism for children must begin in the communities and families especially with young children.

Given most children continue to be deprived of the right to acquire mother tongue in the South Korean context, initiatives like the bilingual coaching program hold promise. Examining the ways it is actually implemented from the perspective of the practitioners could help sustain a well-intended program, which contributes to the children's bilingual and bicultural development. Accordingly, the current study aims to explore perspectives and experiences of bilingual coaches who work at local Health Family Support Centers across South Korea. Data primarily came from 70-120 minute-long individual interviews with seven bilingual coaches, who were originally from China, Japan, and Vietnam. Their lived experiences were analyzed through narrative inquiry. Thematic coding method yielded that all coaches emphasized the immigrant mothers' dedication to bilingual education as the most important factor in promoting bilingualism in the family. They also drew on their own experiences as immigrants in South Korea when coaching other families. While they found the work rewarding, they also pointed out challenges, such as heavy caseloads, not having expertise in early childhood education, and having to coach

families in whose language they do not have proficiency. The ongoing research has implications for policies, programs, and practices for multicultural families and children beyond the South Korean context.

Abstract ID: AILA621

Preparing teachers for working in linguistically diverse classrooms: Nordic perspectives

Authors:

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

In the twenty-first century, Nordic countries have experienced increasing levels of migration, which directly impacts on schools. Newcomers are often directly placed in mainstream classrooms, meaning that they spend most of their school time with mainstream teachers. The ability of teachers in Nordic countries to provide all students, including newcomers, with equal and inclusive education of high quality constitutes the ultimate test of the "Nordic model" of education according to Lundahl (2016, p. 10). A salient measure in this test is teacher education. Studies investigating the ways in which different forms of teacher education address linguistic diversity in Denmark, Finland, Norway, Iceland and Sweden have been complied in an edited volume (Iversen, Reath Warren & Straszer (Eds), under review). The studies include analyses of teacher education policy documents and syllabi, policy enactment in classroom observations and studies of teacher educators', pre-service and in-service teachers' beliefs and knowledge. In this presentation an editorial perspective on these studies will be offered, based on extensive reading of the contributions and investigation of salient themes across the nine chapters.

Three themes were identified. Firstly, there is a need for teacher educators to make clearer connections between theory and practice. While pre- and in-service teachers agree that linguistic diversity is a fact in their classrooms, they also indicate a lack of preparedness, pedagogical knowledge and skills for working with students from linguistically diverse backgrounds. The second theme identified is the need for all teacher educators to be involved in preparing their students for working with linguistically diverse students, and not only teacher educators working with language subjects. The third theme is the tension that exists concerning how to incorporate knowledge of and methods for working with linguistically diverse students into teacher education. While some universities advocate for one compulsory course for all pre-service teachers, others argue for a multilingual strand running through all courses.

According to the Nordic model described by Lundahl (2016), all students, regardless of their linguistic background, are entitled to "inclusive, equal education and a fair chance to start a new life" (Lundahl, 2016, p.10). These studies of teacher education in a Nordic context indicate that providing pre- and in-service teachers with the knowledge and tools to do this presents challenges, but also that policies and theoretical knowledge do exist. Discussion and debate arising from the studies' results as well as further studies in different contexts can lead to development of approaches which better prepare teachers for working with students with linguistically diverse backgrounds.

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Abstract ID: AILA622

Access, Advocacy, and Bias toward Multilingual Education: Voices from Parents in a Korean-English Dual Language Immersion Program in the United States

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Despite the recent advancement of dual language immersion (DLI) programs, DLI research is still limited to a few languages such as Spanish, French or Chinese in the U.S. and mainly focuses on the students' academic and cognitive development (Johanna et al., 2018). To address this gap, this presentation investigates 1) Korean and non-Korean parents' access, advocacy, and bias toward a Korean Dual Language Immersion (KDLI) program and 2) the multiple factors underlying parents' different beliefs and levels of commitment to their child's bilingual and biliteracy development in the program.

We use the parental involvement framework (Fan & Chen, 2001) to navigate multidimensional motivations and concerns in a dual language immersion program regarding their communication with teachers and other parents and their involvement in the Korean community. We also apply the notion of investment (Darvin & Norton, 2015) to explore how Korean and non-Korean parents' advocacy for and investment in their child's bilingual and biliteracy development is intersected across their own ethnolinguistic identity, socio-economic capital, and linguistic/cultural ideologies in the school and society.

This study is part of larger collaborative ethnography research to longitudinally examine the experiences of multiple stakeholders (i.e., students, teachers, parents, and administrators) in a newly-established KDLI program at a public elementary school in the southeastern U.S. Seventeen parents who have enrolled their child in the KDLI program participated in this study. Semi-structured individual interviews focused on their motivations and experiences of the KDLI program. This data was analyzed qualitatively.

Findings show that Korean parents advocate bilingual education through the KDLI program due to social and emotional benefits such as their child's visibility at school and confidence as Korean/English bilingual speakers. Contrarily, non-Korean parents' advocacy for bilingual education is attributed to economic and cultural benefits such as job opportunities and acceptance of diversity, which is, however, drawn from broad civic minds rather than a deeper level of cultural appreciation and critical orientation. Moreover, both Korean and non-Korean parents have biases in bilingual education in that the primary language in the KDLI program should be English rather than Korean. For example, Korean parents are deeply concerned about English proficiency and use private tutoring for their child to compensate for the loss of input in English due to Korean-medium instruction in the KDLI program. Non-Korean parents consider Korean as an additional language and do not invest extra efforts for their child to reach the same proficiency of Korean as Korean children, rather wish community support and external spaces for their child to practice Korean.

Based on these findings, this study discusses the different groups of parents' contrasting investment and involvement and unequal power status between English and Korean in the KDLI program. This study poses a question of how we can disrupt the perpetuated hierarchy between English and other minority languages in the US context. This study suggests that future research needs to identify and consider different stakeholders' needs and concerns, as this newly-established program adds further grade-level students.

Abstract ID: AILA623

"HORA DA BRINCADA (LIVE)": TALKING ABOUT EXPERIENCES AND CREATING THE VIABLE UNHEARD OF

Authors:

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Abstract Topics: [SYMP72] The social vulnerability of the youth: Multimedia agencies in the rescue of contemporary (post)pandemic exile

Abstract Summary:

The coronavirus crisis, unexpected by all, arose among us, especially in Brazil and in Bolsonaro's government, in the midst of a context that Mbembe (2016) called Necropolitics, which is the government's power to decide who lives, who dies, and in what way it will make (LIBERALI, 2020). In the educational context, the coronavirus pandemic requires the resignification of concepts, ideas, and pedagogical practices which consider the issues that involve the teaching-learning process (FUGA; LOPES; DIEGUES, 2020). On this point, this communication aims to present "Hora da Brincada (live)" as a possibility in teacher training and its impacts in the face of the COVID-19 pandemic. The "Hora da Brincada (live)" took place fortnightly in 2020 and promoted dialogues to reflect on themes experienced by Brazilian society. This is one of the fronts of "Projeto Brincadas", which currently has three subprojects and was created as a result of the COVID-19 pandemic, aligned with the Global Play Brigade. The "Projeto Brincadas" brings together teachers, students, and researchers from the Research Group Language in Activities in the School Context (LACE) from Pontifical Catholic University of São Paulo that inform and promote training meetings for different ages - synchronous, asynchronous, and face-to-face through play -, educational seminars, and psychological and financial support for those in need. This research is based on the Social-Cultural-Historical Activity Theory (TASHC), centralising the constitution of the concept of activity and its fundamental aspects in theory (VYGOTSKY, 1934/1994; LEONTIEV, 1977). Still, it approaches the concept of Playing by Vygotsky (1934/2001) and the viable unheard of by Freire (1987). Therefore, "Hora da Brincada (live)" arose to provide viewers with possibilities to reinvent interactions in different realities, whether in the social and/or pedagogical scope. The selected data are lives, of the webinar genre, with live-streaming via Facebook or YouTube and with

comments and interactions in the chats. These data were interpreted and will be presented based on the theoretical basis and the research methodology.

Keywords: Lives, TASHC, Playing, The viable unheard of.

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Abstract ID: AILA625

The impact of teachers´ language attitudes on early language teaching practice

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Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

The context of this article is the language education in Finnish and Swedish-speaking schools; more specifically the early language education. We present a qualitative investigation which was conducted as a part of the project Multilingual Didactics and Dialogs (DIDIA) at University of Helsinki in Finland.

The teachers' beliefs affect their choices of actions and classroom activities, and are influenced by ideologies, language policy orientations as well as the teachers' own perceptions about teaching and learning (see Alisaari et al. 2019, 49). We focus on early language teaching practises in Finnish primary schools and analyse the relationship between teachers' attitudes towards language education and multilingualism (see Tarnanen & Palviainen, 2018). We aim to identify the teachers' views on language and language teaching behind their teaching practises in early language education and pose the following research questions: 1. What do the teachers emphasize or take into account in their planning of the early language education? and 2. How is the teachers view on multilingualism reflected in early language education? Through interviews we aim to create an understanding of which challenges and possibilities teachers see in their daily work in Finnish, Swedish and foreign language teaching.

The data was collected by using a questionnaire (N=18) and interviews (N=3) of practicing teachers. In the analysis of the interviews, we followed the principles of content-based data analysis.

The results give an insight to the practises in early language teaching. Overall, from the teachers interviews, a picture from early language education as a communicative language education can be drawn and the sociocultural change can be identified when the teachers describe their teaching practices. There is a wish for a broader language reserve in Finland, the early language teaching should not focus on English, but either on the national languages Finnish and Swedish or another foreign language. The analysis of the interviews revealed that the teacher felt comfortable with bilingual teaching practises, but not with multilingual teaching practises. The teachers' attitudes towards multilingualism in the classrooms were somewhat contradictory. On the one hand, the teachers seem to possess a positive attitude towards multilingualism, on the other hand they see the variety of the students' linguistic repertoires as a challenge in their daily practices. They seem to need as well understanding as concrete tools in facilitating understanding and communication with students with little skills in Swedish or Finnish, the target language or the language of instruction. This indicates that there is a clear need for further training targeted to promoting multilingual didactics. We argue, however, that there is also a need for new thinking and new ways of understanding the linguistic practises (see Wei 2018, 10).

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Using input-based tasks to teach abstract concepts to low literate adult learners of French: a classroom-based study

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Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

Similar to other second language acquisition researchers before them (e.g., Tarone, 2010), Andringa and Godfroid (2020) have raised concerns about the field's overwhelming reliance on samples of participants from Western, Educated, Industrial, Rich, and Democratic (WEIRD) communities to draw conclusions about one's capacity to learn additional languages. Recognising that WEIRD samples differ from non-WEIRD ones in many domains known to mediate L2 learning outcomes (e.g., analytic reasoning skills, memory capacity, 2D visual perception, see also Huettig & Mishra, 2014), they call for research in more diverse contexts to promote progress in the field. The present study answers their call. The focus is on the implementation of input-based tasks in a literacy education and second language learning classroom for adults in a French-speaking community in Canada.

Input-based instruction has shown positive outcomes on lexical and grammatical development with different learner populations, such as young beginner students (e.g., Shintani, 2012) and low literate adult L2 learners (Beaulieu et al., 2020). However, the effectiveness of this approach has only been established with interventions that focus on relatively concrete language concepts (e.g., animals and singular/plural marking). To expand the pedagogical realm of this approach, we conducted a process-product study in which we adapted and piloted input-based tasks targeting temporal relations expressed in verb tenses (past-present-future) in an intact L2 classroom for low literate adult learners of French (N=18) in Quebec, Canada. The four-week intervention consisted of listen-and-do tasks and focused on daily actions in their third person singular and plural forms. To document the processes in which the participants engaged while carrying out the tasks, they were audio- and video-recorded. Also,

to assess learning outcomes, the participants were tested before and after the intervention using a picture identification task (receptive knowledge) and a picture description task (productive knowledge). Results show the emergence of different learner profiles in relation to their capacity to process and produce temporal markings. These profiles will be discussed in light of students' engagement in listen-and-do tasks. This study shows that adapting input-based instruction for abstract concepts is not only feasible, but also beneficial for students with limited proficiency in the target language.

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Abstract ID: AILA630

Rahmenanalyse als Instrument zur Untersuchung von Sprachideologien/Spracheinstellungen an (deutschen) Schulen

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

Trotz langjähriger Bemühungen, Mehrsprachigkeit (gemeint sind v.a. Herkunftssprachen) im schulischen Rahmen zu fördern, kann behauptet werden, dass „die Forderung nach dem Umgang mit bzw. der Einbeziehung und Förderung von Mehrsprachigkeit […] weiterhin als uneingelöst gelten [kann]" (Lengyel, 2016: 507), was diverse Studien auch belegen (vgl. bspw. Dirim, 2017; Bredthauer, 2018; Mast & Sachse, 2021). Als Hauptursache hierfür wird der monolinguale Habitus, der an deutschen Schulen immer noch vorherrschend ist, gesehen (Gogolin, 1994; Oomen-Welke, 2000; Mast & Sachse, 2021). Der assimilative Ansatz, der mit Spracheinstellungen der Lehrkräfte nicht immer einhergeht, soll aus sprachideologischer Sicht einem besseren sozialen Zusammenhalt und Integration zuträglich sein (vgl. König, 2014; Piller, 2020). Die Schule befindet sich demnach im Spannungsfeld zwischen der zunehmenden Mehrsprachigkeit der Schülerschaft, dem monolingualen Habitus der Schule und einer trotz propagierter Einbeziehung von nicht prestigeträchtigen Sprachen, tief verwurzelten Einsprachigkeitsideologie (vgl. Gantefort & Maahs, 2020: 5). Die Erforschung dieses Problemfeldes hat insofern einen praktischen Nutzen, als (angehende) Lehrkräfte für den Umgang mit anderen Sprachen als Deutsch und Prestigesprachen im Sinne der Gewährleistung von gleichen Bildungs- und Berufschancen sensibilisiert werden müssen. In dem Zusammenhang scheint die Methode der Rahmenanalyse - auch für ein kontextsensitives Untersuchen und in Kombination mit anderen Methoden - vorteilhaft zu sein, da sie die Untersuchungsergebnisse nicht beeinflusst.

Das Rahmen-Konzept von Goffman (1977) wird in der Forschung als Analyseinstrument für eine systematische Untersuchung der Unterrichtskommunikation angesehen und angewendet, idem insgesamt drei Rahmen für jede Unterrichtsbeschreibung destilliert werden (Bräuer, 2011). Der

gegenstandsbezogene Rahmen behandelt die Inhalte, der interaktionsbezogene setzt sich mit den Beziehungen auseinander und der institutionsbezogene legt den Fokus auf den Unterricht und folglich auf die Institution (Schule) als Rahmen, der zwar sprachideologisch von dem monolingualen Habitus geprägt ist, jedoch Fremd-, Herkunftssprachen und DaZ beinhaltet. Mit Hilfe der Rahmenanalyse lässt es sich identifizieren, analysieren und reflektieren, welche Rolle Sprachideologie und Spracheinstellungen (der Akteure) dabei spielen. Davon ausgehend werden sämtliche Änderungen erfasst und prognostiziert. Rahmenanalyse kann sowohl unmittelbar im Feld wie auch bei korpuslinguistischen Untersuchungen (bspw. Korpus ApaeK) eingesetzt werden. Fruchtbar erscheinen auch Kombinationen mit anderen Untersuchungsmethoden. An Beispielen soll veranschaulicht werden, wie die Rahmenanalyse für die Untersuchung von Sprachideologien und Spracheinstellungen eingesetzt werden kann.

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Manufacturing paper crimes– merging genres, texts, styles and discourses in financial crime trials

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Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

Manufacturing paper crimes– merging genres, texts, styles and discourses in financial crime trials

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Selected symposium: Social cohesion at work: shared languages as mortar in professional settings

Presentation language: English

The aim of the presentation is to investigate the construction of social cohesion by the merging genres, texts, styles and discourses in court proceedings. At the AILA conference, examples of social cohesion in this text setting will be presented, both from minor and major crimes.

The paper is based on an ongoing multidisciplinary project on the construction of three types of economic crimes – bookkeeping crime, tax evasion crime and fraudulence. The four researchers from the disciplines of Business Administration and Swedish linguistics cooperate since several years in projects on economic discourse, representing research perspectives of discourse, ideology, genre, organization and intertextuality. An important point of departure is the curious, innocent and inquiring mind of the researchers as none of them is a law scholar. Thus, this ignorance is seen as a possibility to reach an unprejudiced understanding of paper crimes.

In financial crime, a potential criminal (a suspect) meets his/her accusatory – a white-collar suspect meeting white-collar law professionals. The white-collar suspect can be the owner of a small business, standing trial for not delivering the annual report on time to the Swedish Companies Registration Office. At the other end, the white-collar suspect could be a CEO standing trial for fraudulence or tax evasion crime regarding millions of euros.

The court proceedings serve as a mortar and a meeting place for genres, texts, styles and discourses. Genres used are reports of interrogation, testimonies and judicial decisions but also texts without a genre label such as transcripts of text message conversations and other typos of evidence material. Styles represented are legal language (legalese), colloquial language, business language, political language and administrative language. Discourses discerned are discourses of order, emotions, responsibility, accountability, being a human, incompleteness, moral and morality.

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Spacecraft Interactions in Your Flat: The Embodied Construction of Interactional Space and Joint Attention in Virtual Environments

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

Multiplayer social interaction has been a feature of digital games since the publication of Tennis for Two in 1958. But only recently, a growing body of research in multimodal interaction analysis has begun to study how gamers interact when they play together (e.g., Mondada 2013, Reeves et al. 2016, Baldauf-Quilliatre/Colón de Carvajal 2019, Tekin 2021). While we build on this body of research, we shift the focus from studying social interaction of players in front of the screen to analyzing embodied interaction in VR gaming environments in which the clear division between the real space of embodied interaction and the simulated game space is eliminated.

Our goal is to explore how players interact between real and virtual environments in co-located VR games and how they bring about joint attention towards objects in this overlaid world.

For our presentation, we focus on the multiplayer VR game Spacecraft – A New Way Home (Leisi 2021, https://tinyurl.com/yy2rv25p). Two things make this game especially interesting. First, the players, represented as avatars in the virtual space, are co-present in the same physical space. Second, instead of restricting the players to a small area (via a "guardian") the entire home of the players becomes the play area: it is 'transformed' into the interior of a spaceship, in which they can interact and move freely. This results in a spatial setting where virtual and real spaces are blended in rich ways through the following:

- when the players move through their flat, the proprioception of their movement matches the movement of their avatar through the virtual spacecraft;

- when the players interact with each other, they can hear and touch their partners' body, while the visual perception of their partners is mediated: they see them only as avatars;

- to beat the game, the players have to use the complete flat and work together by manipulating virtual objects, intensifying the necessity of joint attention

Using the method of fine-grained sequential analyses, we will show how the participants orient to this complex spatial setting both in their conversations and their use of other embodied resources (positioning of body, gestures, etc.). Our data consists of video recordings from several days of playtesting at the Zurich University of Arts.

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Abstract ID: AILA635

Culturally Sustaining School Leadership with/for Multilingual Learners: Implications for Research and Practice

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Multilingual learners, or students who are actively developing English language proficiency at school in addition to other (home) languages they speak, are a quickly growing school-age population in most Anglophone immigrant-receiving countries (Author, 2020, 2021). Although a substantive scholarship has focused on enhancing education for multilingual learners, most research examines micro-level instructional and/or evaluation practices, especially English language teaching and learning practices (see Heritage et al., 2020; Walqui & Bunch, 2019; Wright, 2010; Ramirez et al., 2017). In comparison, much less literature has focused on enhancing school leadership for multilingual education (see Callahan et al., 2021).

Research has demonstrated the significant role of educational leaders in creating and sustaining diverse, equitable, and inclusive learning environments for underrepresented students (e.g., see Mackey et al., 2021). In particular, a growing, influential body of research has advocated for the implementation of culturally responsive school leadership for teachers and students of diverse backgrounds (e.g., see Khalifa, 2018, 2020). However, relatively less is known about how this social justice oriented leadership model can prepare school leaders and educators to work with multilingual learners. To address this gap, this study conducted a systematic literature review on effective school leadership practices that promote cultural diversity and inclusive learning environments for multilingual learners.

To collect and review the relevant research literature as the data for this study, I adopt the research review principles proposed by Boote and Beile's (2005). They demonstrate that a high-quality review should be foundational for all research work, and they examine the quality of reviews from the five categories (adopted from Hart's criteria, 1999): coverage, synthesis, methodology, significance, and rhetoric. With these evaluation rubrics, they conclude that "the best literature reviews were thorough, critical examinations of the state of the field that set the stage for the authors' substantive research projects" (p. 9).

Based on the systematic review of the empirical studies, this study discusses the findings and implications of research-based, practice-oriented culturally sustaining school leadership approaches to working with multilingual learners. First, instructional leaders of multilingual education need to maintain critical and reflexive practices in both enhancing students' linguistic and academic development and sustaining students' diverse cultural backgrounds (Paris, 2012; Paris & Alim, 2017). Second, school leaders should consistently supervise language education programs and teachers to embrace culturally sustaining practices in classrooms and schools, embrace and advocate for cultural diversity in curricula design and instruction, and address the needs of multilingual learners of diverse backgrounds (Colleagues & Author, 2020). Third, promoting culturally inclusive school environments can proactively advocate for multilingual learners' habitus and cultural capital (Bourdieu, 1977) and sustain students' diverse cultures through language teaching and learning activities (Harman & Burke, 2020). Finally, schools should emphasize the connections with the multilingual learners' community, which can help educators better understand multilingual learners' as well as their families' linguistic and cultural contexts, embrace their multilingual and multicultural backgrounds, and promote diversity, equity, and inclusion in the learning environments.

Abstract ID: AILA636

Narratives of the self: autobiographical literary writing as a way to understand identity reconstructions of crisis migrants

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

In the South-South context, forced migration triggers pain and countless transformations for those who experience it. It is a movement that, in addition to involving losses of economic and symbolic capital, imposes on the migrant scenarios of violence on their bodies and identities, conditioning their agency to the logic of the dominant system. It is also important to note that courses in Portuguese as a host language (in Portuguese 'Português como Língua de Acolhimento' - PLAc), aimed at the public composed of crisis migrants, are concerned with the teaching-learning of the majority language of the host country. Therefore, the contemplation of the linguistic and cultural baggage and the experiences of these students, as well as the reflection on how these individuals also transform the new place of residence, are disregarded from the classroom. However, for Bakhtin (2015), language is a social activity that constitutes individuals, in the same way that it is registered by them. In other words, upon arriving in a particular country, migrants modify their own linguistic and cultural repertoire as much as they influence and are influenced by local languages and practices.

Therefore, our contribution starts from the Bakhtinian perspective with the objective of bringing the teaching-learning of PLAc closer to artistic methods. More specifically, we are interested in reflecting on how autobiographical literary writing allowed five migrants (who have already completed their journey in learning Portuguese in PLAc courses in Brazil) to perceive their identity (re)configuration from the acquisition of Portuguese and, also, awakening to how they also influence the majority language of Brazil and its social practices. For this purpose, we will present as object of our reflection the e-book Narrativas: Exílios e Encontros, an autobiographical, plurilingual, multi-genre and multimodal book, written by those five crisis migrants mentioned above, former students of Portuguese as a host language courses at the Federal University of Paraná, in Brazil.

Thus, we will analyze extracts from the book aiming to show how the authors realize their relationship with Brazilian language and culture and how they see their own identities reconstructed. Our methodology is based on the ideas of critical interculturality (WALSH, 2009), in which the search for social transformations comes through action. For that we will bring autobiographical literary writing as an alternative for the creation of a second space (CAMPANO, 2007), in which the writer has the possibility to walk a path of becoming aware of himself, understanding his own questions regarding the lived experiences, as well as influencing and being influenced by local languages and practices.

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Abstract ID: AILA638

Dealing with EFL Communication Problems through Multimodal Practices: A Study of Secondary School Students in Task-based Interactions

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This paper deals with the role of hand gestures and other types of visible behavior (eye gaze, body posture, facial expressions etc.) in task-based classroom interaction. In the past few years, more and more attention has been paid to the crucial role of gestures in L2 learning, as previous research has shown a strong relationship between gesture use and grammar, vocabulary, or prosody (Gullberg, 2006; Huang et al., 2019; McCafferty, 2006). In addition, studies in Conversation Analysis and interaction research (e.g. Mondada, 2019 Pekarek-Doehler, 2018; Sacks et al., 1974) have further grounded the notion of L2 competence as socially-situated and embedded within interactional practices, which closely echoes the concept of "interactional competence" (IC) (Galaczi, 2014; Hall et al., 2011) which focuses on the ability to manage several aspects of the interaction (e.g. topic management, interactive listening, repair etc.). Further in line with this notion of IC, our goal is to explore the interactional role of gestures in L2 learning to achieve and maintain intersubjectivity during peer interactions. Learning a second language does not only require linguistic skills, but interactional ones as well to maintain the coherence and cohesion of the exchange. For instance, Gullberg (2011), who has worked extensively on communication strategies in L2 production, described how learners dealt with interaction-related difficulties by exploiting the full range of multimodal resources they had at their disposal.

In line with this body of work, the present empirical study is based on a longitudinal corpus of video-recorded conversations between 24 pairs of secondary school students in ESL classrooms in France (Manoïlov, 2017). The 48 students were recorded while performing information tasks at the beginning and end of the school year. Specific attention is paid to the emergence of gestures within the sequential development of the exchange, as well as shifts in posture and gaze direction to signal and overcome communication problems. Analyses reveal instances of joint gesture production, with interactive pointing gestures, among others, used to seek agreement and understanding, during which peers co-achieve the task at hand.

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Abstract ID: AILA644

Language shift during primary school? Reported Language Use, Proficiency and Narratives in German-Italian bilingual children

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Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

Background: Language dominance has often been related to (i) the majority language in a given (national) setting, (ii) reported language use, (iii) relatively proficiency. We will add a fourth dimension: narrative abilities. We investigated whether bilingual children have different degrees of formal and informal language experience and whether these correlate differently with measured proficiency. We were further interested in a potential dominance shift during primary school from minority to majority language (e.g., Kupisch et al. 2021).
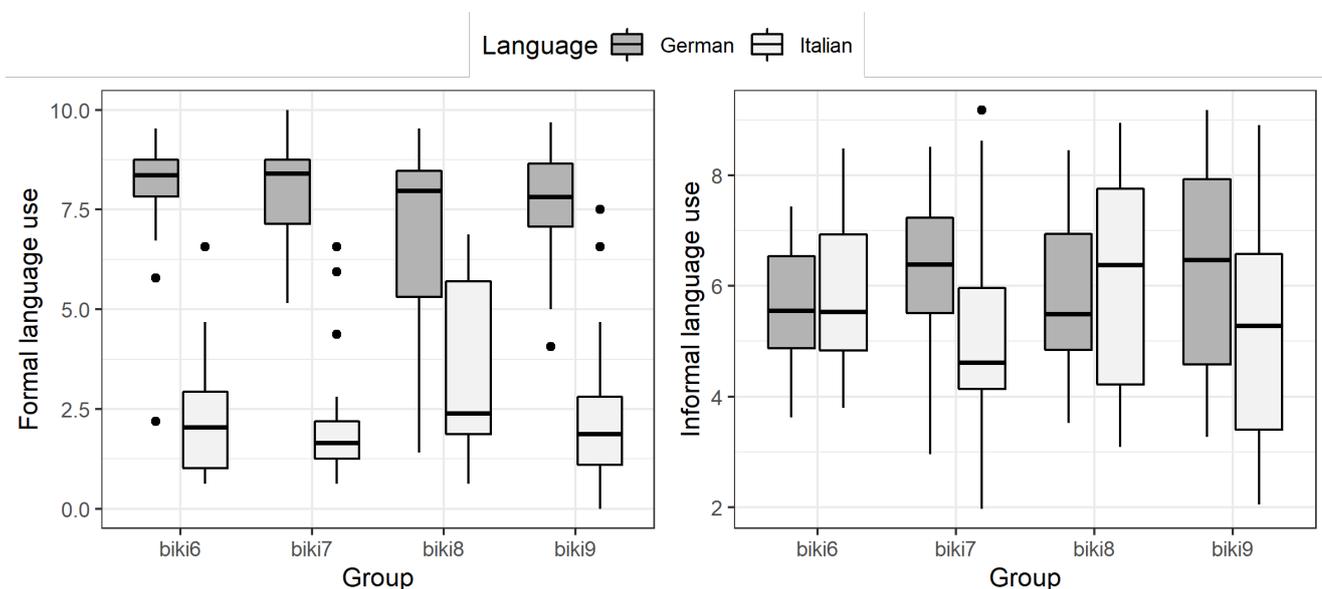
Hypotheses: We hypothesized, first, that reported language use, particularly formal, would correlate with linguistic proficiency since amount of language exposure at school was previously shown to determine linguistic proficiency (Goldberg et al. 2008, Paradis 2011). Second, we expected to find a shift in dominance determined by age and language experience.

Methods: We tested 84 Italian-German bilingual children (6-9 years) in Germany. Reported language experience was assessed by questionnaires, linguistic proficiency (*Microstructure*) and narrative abilities (*Macrostructure*) with the MAIN Narrative task (Gagarina et al. 2019) carried out online. Linguistic proficiency was determined using Mean Length of Utterances, lexical diversity and fluency measures (speech rate). The MAIN score was used to calculate narrative abilities.

Results: Results showed that Italian informal language experience correlated with all Italian

proficiency measures (excl. TTR), whereas German informal language experience only correlated with German speech rate. Moreover, Italian informal language experience correlated with lower proficiency scores in German (excl. MLU) and German informal experience with lower scores in Italian. Formal language did not affect proficiency in any language.[TK1] All children developed VOCD and macrostructure comprehension faster in German. Overall, the study implies that language experience in informal contexts[TK2] promotes proficiency. The study also suggests that, during primary school, a shift from the minority to the majority language seems to be in progress.

Figure 1. Formal and Informal Language Use in German and Italian

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Naturalistic Data Collection in Rural Cameroon: Challenges and Ethical Issues

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

 Naturalistic Data Collection in Rural Cameroon: Challenges and Ethical Issues

This study is an experience report based on two ethnographic studies on rural multilingualism, carried out in Lower Fungom, an intensely linguistically diverse, rural area in the Northwest Region of Cameroon. Rural multilingualism is still an under-researched area and to study a phenomenon with a lot of grey areas necessitates a qualitative design that gives the researcher a first-hand look; the kind that allows the subjects to be observed in a natural setting and also allows the collection of spontaneous speech data. There has been a humanitarian and political crisis pummeling through the English-speaking Regions of Cameroon since 2016. The severity of this crisis in some rural regions has sent around waves of fear, anxiety, and despair. These feelings in a consultant interfere with the collection of naturalistic data; wearing an obvious lavalier microphone and a recorder and having a video camera on a consultant while they carry about their daily activities has become difficult as this seems precarious to consultants and those around them. Collecting spontaneous speech and naturalistic observation allowed for the exploration of rural multilingualism which is still an uncharted are. Naturalistic data collection favoured a rich, vivid and detailed study but with the current crisis, audio and video recorders could paint the picture of an emissary. Consultants need to be left unharmed in such situations no matter the research goals. This study reports personal, related experiences as an attempt to create awareness on the researchers' impact and their responsibilities towards their consultants especially when this area is rural and many are not used to the presence of research instruments such as large tripod supported video recorders.

The Early Development of the Dual Language Assessment of Sociocultural Competence (DL_ASC)

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Dual language (DL) education is a rapidly growing program model in the U.S. and the majority of the programs are Spanish-English programs that serve Latinx students, both those who are classified as English learners (Els) and those who enter as bilingual or English dominant (Howard et al., 2018). Over the past twenty years, the U.S. has seen a ten-fold increase in the number of dual language (DL) programs (Gross, 2016). While there has been considerable research documenting the ability of these programs to promote academic achievement and bilingualism and biliteracy, there is a notable gap in the research base on the third goal of sociocultural competence (SCC) (Feinauer & Howard, 2014). The rapid increase of these programs and their embrace by white, affluent, English-speaking parents has led to criticisms of the programs as being elitist and biased towards the interests of the dominant culture and failing to serve the needs of students of color in general and English learners (ELs) in particular (Cervantes-Soon et al., 2017; Flores, 2016). These scholars have called for programs to respond to the cultural needs of minoritized students and interrogate the power dynamics that may be influencing program design and outcomes. This call aligns with the goal of SCC, which is the least well-defined and therefore the least understood by practitioners, policymakers, and researchers alike, leaving teachers with little guidance about how to help students develop competence in this area. However, as the rising criticisms of DL education point out, this lack of attention to the so-called 'third goal' (Feinauer & Howard, 2014) may seriously undermine the ability of DL programs to meet the other two goals, and to do so in a way that is equitable for all students rather than skewed towards the needs of students from the dominant culture (Feinauer & Howard, 2014; Franchino, 2020). Thus, we argue that SCC should be reprioritized as the first goal of DL programs because it supports the whole student's well-being, and is likely to be the driver of bilingualism and biliteracy as well as other academic outcomes in a way that promotes equity for all students, particularly those classified as English learners (ELs) and other historically marginalized groups.

Here we share the Dual Language Assessment of Sociocultural Competence (DL_ASC), an individually administered measure for dual language students in grades 3-6. The measure takes into account aspects of criticality and critical cultural awareness in the transformational DL education framework (Freire, 2014, 2020), which also seeks to help students sustain their identities through a social justice stance; culturally sustaining pedagogy, which seeks to affirm and incorporate the resources of students and their families into pedagogical practices, thus centering historically marginalized voices in the classroom (Paris & Alim,

2017); the Social Justice Standards ("Social Justice Standards", 2018); the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC, COE, 2016); and related literature. We describe the different phases of measure development using the Rasch-Guttman Scenario Scales (Ludlow et al., 2020).

Abstract ID: AILA649

Motif detection and teacher-child interaction in bilingual children's Mandarin learning

Authors:

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Marjolijn Verspoor [2][^] University of Groningen

Siew Ann Cheong [3][^] Nanyang Technological University

Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

He Sun is a research scientist at the National Institute of Education, Nanyang Technological University, Singapore (https://www.researchgate.net/profile/He_Sun6). Her research is about how cognition and environment (i.e., individual differences) co-shape the developmental rate and route of early bilingualism, and how the bilingual experience, book reading and language use in particular, influences children's social-emotional skills and executive function. Her work has appeared in many renowned journals such as *Bilingualism: Language and Cognition*, *Child Development*, *International Journal of Bilingual Education and Bilingualism*, and *Studies in Second Language Acquisition*. She serves as an associate editor for *Journal of Child Language* and *Journal for the Study of Education and Development*.

Marjolijn Verspoor is a professor of English language and English as a second language at the University of Groningen, Netherlands. She is known for her work on second language development and Complex Dynamic Systems Theory. Her publications have appeared in various edited books and journals.

Siew Ann Cheong is an associate professor at School of Physical & Mathematical Sciences, Nanyang Technological University. He is interested in understanding the dynamics of complex systems with very many degrees of freedom, from both modeling and data perspectives. His goal is to develop a computational theory of complex systems, by treating their dynamics as information processing, and discover the underlying logic. In particular, he would like to how understand evolutionary processes geared towards information processing shape the complex network topologies and dynamics of complex systems.

Abstract ID: AILA653

Integrating digital puzzle games into the language classroom: Practical steps and rationale

Authors:

Michael Hofmeyr [1] [*] [^] Osaka University

Abstract Topics: [SYMP28] Digital Game-Based Language Learning: Design Choices and Classroom Integration

Abstract Summary:

Two decades ago, Prensky (2001) and Gee (2003) directed the attention of researchers and teachers towards the untapped potential of digital games for education. In the years that followed, much research has been carried out on digital game-based learning, including a substantial number of studies investigating the potential of such games for foreign language education (Peterson, 2013; Peterson et al. 2020). The findings of these studies indicate that certain digital games can effectively facilitate various aspects of language learning, most notably the acquisition of new vocabulary. The research also suggests that in general, games designed for entertainment purposes, rather than for education, tend to result in more effective language learning (Dixon & Dixon, 2022). Furthermore, researchers have found that by supplementing digital game tasks with scaffolding materials and activities that draw the attention of learners towards specific target L2 structures, language teachers may play an active role in significantly improving game-based learning outcomes (Miller & Hegelheimer, 2006; Ranalli, 2008; Wang, 2019).

In this presentation, I will provide a practical overview of how I integrated the cooperative puzzle game *Keep Talking and Nobody Explodes* into a communicative English language course at a university in Japan. I will also identify the design elements of the game that mark it, as well as other games with a similar information-gap play mechanic, as a promising tool for language learning. I will then present a brief overview of a case study carried out in order to investigate the processes of SLA during face-to-face spoken interaction between learners as they played this game in a small group. The presentation will conclude with some practical ideas on how to adapt and use the game, as well as other similar titles, for language education purposes in a classroom or self-access setting.

Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York, NY: St. Martin's Griffin.

Dixon, D. H., Dixon, T., & Jordan, E. (2022). Second language (L2) gains through digital game-based language learning (DGBLL): A meta-analysis. *Language Learning & Technology*, *26*(1), 1–25. https://doi.org/10125/73464

Miller, M., & Hegelheimer, V. (2006). The SIMs meets ESL incorporating authentic computer simulation games into the language classroom. *Interactive Technology and Smart Education*, *3*(4), 311–328. https://doi.org/10.1108/17415650680000070

Peterson, M. (2013). *Computer games and language learning*. New York, NY: Palgrave Macmillan.

Peterson, M., White, J., Mirzaei, M. S., & Wang, Q. (2020). A review of research on the application of digital games in foreign language education. In M. Kruk, & M. Peterson (Eds.), *New technological applications for foreign and second language learning and teaching* (pp. 69–92). IGI Global.

Prensky, M. (2001). *Digital game-based learning*. New York, NY: McGraw-Hill.

Ranalli, J. (2008). Learning English with The Sims: Exploiting authentic computer simulation games for L2 learning. *Computer Assisted Language Learning*, *21*(5), 441–455. https://doi.org/10.1080/09588220802447859

Wang, Q. (2019). Classroom intervention for integrating simulation games into language classrooms: An exploratory study with the SIMS 4. *CALL-EJ*, *20*(2), 101–127.

Non players' embodied practices of engagement in videogaming

Authors:

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Heike Baldauf-Quilliatre [2][*][^] Lyon 2 University

Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

Videogaming is a very popular activity and numerous technological devices are widely used in everyday life. Different studies have shown how players organize their gaming activities in physical presence or at a distance, how they interact to accomplish actions inside or out of the game. More recently and with regard to the social role of videogaming, non-players and their practices came into the focus: do (and if so how do) non-players participate in the gaming interaction? What does it mean to participate in a videogame session without actively playing,? Which role(s) non-players take on? How do player(s) and non-player(s) construct togetherness with or despite the screen?

Our paper focuses on a particular videogame situation involving player(s) and non-player(s): a couple is sitting on the sofa in the living room, side by side, one is playing an adventure game on a large screen, the other is playing/acting on a tablet. Both are not playing silently without noticing each other, but in contrast interact in an "open state of talk" (Goffman 1981) where they focus alternatively on their own (private) activity and on the activity of their partner. While the activity on the small tablet screen remains mostly private, the activity on the large TV screen more likely attracts attention. We therefore concentrate on this activity and the way the two participants construct togetherness with regard to the gaming activity on the TV screen.

For about 40 years, the concept of "active spectators" developed in media sciences, has highlighted the fact that people do something when they watch others. However, active spectators have mostly been studied in the context of media reception (theatre, cinema, television), in so-called unilateral communication. Only very few studies have dealt with a) other types of watching and b) with the interactional practices different parties use to display their activeness. Concerning videogaming, recent research has shown that players and non-players co-construct the participation framework jointly (Tekin & Reeves 2017), according to the affordances of the game and in conjunction with the construction of their relationship (Baldauf-Quilliatre & Colon de Carvajal 2021).

Building on these studies, our conversation analytic paper proposes a micro-analysis of the above-mentioned gaming-situation in order to show how the non-player engages in the player's gaming interaction. We analyze the temporal unfolding of engagement and disengagement during the whole game and the multimodal practices used by the participants to co-construct different levels of participation.

This paper contributes to a better understanding of the role of co-participants in technology-based interactions, especially with regard to the construction of participation frameworks, as well as to a fine description of spectatorship from an interactional point of view.

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Baldauf-Quilliatre, H., & Colón de Carvajal, I. (2021b). Spectating: How non-players participate in videogaming. Journal für Medienlinguistik, 4(2), 123-161. https://doi.org/10.21248/jfml.2021.33

Goffman, E. (1981). Forms of talk. University of Pennsylvania Press.

Tekin, B. S., & Reeves, S. (2017). Ways of spectating: Unravelling spectator participation in Kinect play. In Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems, 1558-1570. https://doi.org/10.1145/3025453.3025813

Abstract ID: AILA656

Decolonizing Pre-Service English Language Teacher Training Programs

Authors:

Masaki Oda [1] * ^ Tamagawa University

Abstract Topics: [SYMP78] Innovations in Language Teacher Education in Times of Decolonization and Antiracism

Abstract Summary:

In Japan, pre-service teacher trainings are conducted in teacher training programs approved by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) at universities. Students who wish to become teachers must complete one of the programs at their institutions. These training programs not only play an important role in shaping teachers' identity but also affect learners' beliefs about language learning.

In this presentation, I will first look at the current guideline for the programs and examine 1) how it has been interpreted by institutions and consequently 3) how teacher training programs limit the trainees' access to information relevant to their own contexts of teaching. Narratives from English teachers with a few years of experience were analyzed in order to investigate how their beliefs about English language teaching had been influenced by their limited accesses to the resources provided by teacher training programs and how they had modified their beliefs as well as their subsequent actions through their experience. Through the preliminary analysis, it was found that the training programs were designed based on dominant concepts mostly those of the West, such as 'native speakers', 'four skills', and/or 'standards' without sufficient discussion on their relevance to the contexts of Japanese schools and the trainees had no choice but to accept them as their alternatives were rarely presented.

The presentation will conclude by stressing the importance of the teachers' continuous reflections on the trainings they had received at different stages of their teaching career, as an effective strategy to align their training and experience with their own contexts.

References

Oda, M. (2014) Reconditioning the Conditions for Second Language Learning: Social Conditions and Learner Motivation. In Sung, K and Spolsky, B, eds. *Conditions for English Language Teaching and Learning in Asia*. Cambridge Scholar Publishing. 105-125.

Abstract ID: AILA658

Multilingualism in Education and Social Cohesion: findings from a systematic transdisciplinary literature review

Authors:

Gabriela Meier [1] [*] [^] University of Exeter

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Authors: Gabriela Meier & Simone Smala

This talk makes visible the complex linkages between language and social cohesion dimensions, and the fundamental role education plays as a site where the interrelationships between languages and social cohesion are negotiated. A systematic review of literature at the crossroads of sociology, social psychology and applied linguistics, among other disciplines (Meier & Smala, 2022), resulted in insights relevant for social contexts – including education – in which decision makers and researchers grapple with questions of social cohesion in the presence of linguistic diversity. The findings, based on a thematic analysis of 285 peer-reviewed articles from 50 countries, establish language repertoires as tools that facilitate social networks and access to resources. Furthermore, language norms and allegiances were found to subjectively shape the way groups use their language resources, which can result in social inclusion, exclusion and/or mediation between language groups.

Our talk is aimed at readers who may have specific educational contexts in mind, where hierarchies, tensions and conflicts between language communities might exist or be suspected, and where an interlinked language and social cohesion lens, such as the one we propose, may offer a theory-informed and accessible way of exploring the powers that may be at play in such situations, so that appropriate and context-sensitive action can follow. In order to support such endeavours, we offer concrete tools

1) A systematic analysis, unpacking and restructuring 285 relevant articles into 6 lenses through which the interlinkages between languages and social cohesion can be explored: contextual, distributional, ideational, emotional, behavioural and organisational. Illustrated in Fig. 5.1, p. 104.

2) An Endnote Library (Meier, Smala & Lawson, 2021, https://data.mendeley.com/datasets/ydtms99mjm/3), including a thematically structured and downloadable bibliography, which can serve as a source of information for policymakers, researchers and practitioners.

3) A list of thematically sorted and accessible questions (table 5.1, p. 113) that serve as starting points for further transdisciplinary explorations, e.g. by educationists, policy makers, researchers.

This may enable stakeholders to better support respectful and meaningful collaboration in situations where groups with multiple languages and diverse viewpoints do not simply coexist but come together to negotiate their differences and identify shared goals in the interest of the common good.

References:

Meier, G. & Smala, S. (2022). Languages and Social Cohesion: A Transdisciplinary Literature Review. Routledge. Advances in Sociology

Meier, G., Smala, S., & Lawson, H. (2021). Languages and Social Cohesion: A transdisciplinary literature review (Dataset)", Mendeley Data, Vol. 3, doi: 10.17632/ydtms99mjm.3. [download EndNote Library from: https://data. mendeley.com/datasets/ydtms99mjm/3]

Bilingual profiles in Catalan-Spanish children at the onset of primary schooling

Authors:

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Marta Segura [2] [^] Universitat Internacional de Catalunya

Helena Roquet [3] [^] Universitat Internacional de Catalunya

Noelia Navarro [4] Universitat Internacional de Catalunya

Yağmur Elif Met [5] Universitat Internacional de Catalunya

Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

Describing linguistic abilities in children entering primary school is relevant to setting appropriate expectations for development during the initial stages of schooling and advising concerned parents about the effects of early multilingualism. Since early differences in language skills may compound, creating increasing gaps in achievement, determining the best recipients for linguistic support early on is crucial for educators. In doing so, describing bilingual profiles (i.e., profiles of proficiency that consider both languages simultaneously) provides a valuable tool. This study investigates abilities in Catalan and Spanish at the beginning of Grade 1 in Catalonia, a province where Catalan and Spanish are co-official languages, where Catalan is the minority language.

Catalan-Spanish bilingual children (N=162) completed tests of receptive vocabulary and grammar in the two languages during the first two months of primary education (ages 5-6). Parents completed a background questionnaire that yielded information on participant/family demographics and their linguistic environment. We investigated two questions: 1-What bilingual profiles are present in the data? 2-What are the best predictors of these profiles?

Given previous research on bilingual development in Catalan-Spanish bilingual children, for question 1, we hypothesized that there would be two main profiles in the sample: one that is more Catalan-dominant (i.e., higher scores for the two Catalan tests and lower scores in the Spanish tests) and a Spanish-dominant one. For question 2, we hypothesized that the former group would be characterized by significantly higher exposure to Catalan in the home and at school, and vice versa for the Spanish-dominant group.

To answer question 1 empirically, we employed k-means clustering, which found two main bilingual profiles in the data. Contrary to our hypothesis, one bilingual profile could be described as high-

performing in the two languages, with the second one appearing as relatively low-performing.

To answer question 2, we ran a logistic regression predicting whether a participant would be classified in the high-performing or in the low-performing group. The predictors were language use (in the home, with friends, and in the classroom), frequency of Catalan and Spanish use in reading/watching TV/extracurricular activities, and socioeconomic status. The model found two predictors that contributed significantly to the model. Specifically, it was found that participants in classrooms where Spanish was the most common language were significantly more likely to be classified in the low-performing cluster, and participants who engaged in reading activities more frequently in Catalan were more likely to be classified in the high-performing cluster.

Two main findings emerge from these results: 1-When it comes to receptive abilities in Catalan and Spanish at the onset of primary school, languages do not take away from each other. That is, higher abilities in one language are related to higher abilities in the other language, resulting in high-performing and low-performing profiles. 2-Despite societal bilingualism in Catalonia, engaging more frequently with the minority language, Catalan, at school and outside may confer advantages not only in Catalan but in Spanish as well.

Abstract ID: AILA661

Writing TV series scripts to measure learning from extensive audio-visual input

Authors:

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Maria Del Mar Suárez [2] [^] University of Barcelona

Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

It it has been shown that greater amounts of exposure to language input through TV, listening to music, and playing games results in higher L2 proficiency affecting L2 listening and reading comprehension (Lindgren & Muñoz, 2013). Audiovisual input, such as movies and TV series in the original version, has been proven a valuable resource for L2 development as well. Research on the topic suggests positive effects of videos on L2 listening comprehension, vocabulary, grammar, and speech processing (see Montero Perez, 2022). However, most studies on the effects of audio-visual input have used strict, rarely productive tests to evaluate learning from short or extensive exposure to audio-visual input. Therefore, little is known about the potential of audio-visual input to promote elaborate output, both methodologically and theoretically. One exception that attempts to measure language uptake through language production is fan fiction analysis. For instance, Sockett and Kusyk (2015) found that those participants who watched L2 audio-visual input more frequently demonstrated significantly more use of frequent TV series constructions in their written fan fiction production. The present study attempts to explore further the possibilities of elaborate output through analysing the scripts of the TV series episode written by the L2 viewers.

In our study, 113 participants of varying L2 English proficiency levels (from A1 to C2) viewed 10 episodes of a comedy TV series with or without captions. After every two episodes, they were tested on some grammar units and expressions appearing in it. After viewing the last episode, the participants were additionally asked to produce a TV script for the next episode of the series. The participants were prompted to include as many words, expressions, and grammar from the 10 episodes of the TV series as possible. The students were given the same amount of time (20 minutes) to perform the task and the same word limit (200-220 words).

The analysis will include a comparison of the scripts of the ten episodes of the target TV series, and the scripts produced by the participants with the use of a Python script. The results will further be analysed using mixed methods to establish whether the language production was affected by the participants' viewing mode (with or without captions), and their language proficiency.

In our presentation we will discuss the methodological and practical implications of using episode script writing to measure language uptake and output from extensive exposure to audio-visual input.

Lindgren, E., & Muñoz, C. (2013). The influence of exposure, parents, and linguistic distance on young European learners' foreign language comprehension. *International Journal of Multilingualism*, *10*(1), 105-129.

Montero Perez, M. (2022). Second or foreign language learning through watching audio-visual input and the role of on-screen text. *Language Teaching*, 1–30.

Sockett, G. & Kusyk, M. (2015). Online informal learning of English: frequency effects in the uptake of chunks of language from participation in web-based activities. In T. Cadierno, & S.W. Eskildsen (Eds.), *Usage-based perspectives on second language acquisition* (pp. 153–177). De Gruyter Mouton.

Abstract ID: AILA662

Language Beliefs of English language teachers in Norway in times of change

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

In evolving multilingual spaces, schools try to systematically develop multilingual competencies through teaching languages, including English. Still, teachers struggle to adjust their practices to align with inclusive teaching practices (Alisaari et al. 2019; Erling and Moore 2021) in times when conceptualizations of language and the English language are evolving (Berthele 2021; Cogo et al. 2022). In 2020, a new national curriculum in Norway granted ideological and implementational spaces for multilingualism to be viewed as a resource and English as a multilingua franca for the first time. Still, while English teachers in Norway generally express positive attitudes towards multilingualism and linguistic and cultural diversity, their teaching practices tend to reflect monolingual ideologies (Krulatz and Dahl 2016; Flognfeldt et al. 2020).

This research explores these tensions and aims to identify the language beliefs and ideologies (Woolard 2020; Kroskrity 2010) of English teachers in multilingual classrooms in Norway and the factors that influence these. An ecological view is assumed and language teacher cognition used as the theoretical frame (Borg 2006) in this mixed methods, explanatory sequential study. Phase 1 was a survey study (N=110) with results suggesting a complexity of beliefs and practices in which conflicting beliefs co-exist, and that the age of the teachers and the learner age group were significant factors for some beliefs. Phase 2, the focus of this presentation, is a longitudinal, qualitative study of teachers in grades 1-10 (N=6) in their school contexts. Teachers were interviewed multiple times during the span of one school semester and classroom observations made. The data is analyzed through considering the macro-, meso- and micro-contextual levels that impact teachers' language beliefs, and through discourse analysis. Initial results will be presented and discussed.

Alisaari, Jenni, Leena Maria Heikkola, Nancy Commins, and Emmanuel O. Acquah. 2019. Monolingual Ideologies Confronting Multilingual Realities. Finnish Teachers' Beliefs about Linguistic Diversity. *Teaching & Teacher Education* 80: 48–58. doi:10.1016/j.tate.2019.01.003.

Berthele, Raphael. 2021. The Extraordinary Ordinary: Re-engineering Multilingualism as a Natural Category. *Language Learning* 71: 80–120. doi:10.1111/lang.12407.

Borg, Simon. 2006. *Teacher Cognition and Language Eeducation: Research and Practice*. London: Continuum.

Cogo, Alessia, Fan Fang, Stefania Kordia, Nicos Sifakis, and Sávio Siqueira. 2022. Developing ELF Research for Critical Language Education. *AILA Review* 34: 187–211.

Erling, Elizabeth J., and Emilee Moore. 2021. Introduction–Socially Just Plurilingual Education in Europe: Shifting Subjectivities and Practices through Research and Action. *International Journal of Multilingualism* 18: 523–33. doi:10.1080/14790718.2021.1913171.

Flognfeldt, Mona Evelyn, Dina Tsagari, Dragana Šurkalović, and Theresé Tishakov. 2020. The Practice of Assessing Norwegian and English Language Proficiency in Multilingual Elementary School Classrooms in Norway. *Language Assessment Quarterly*: 1–22. dio:10.1080/15434303.2020.1827409.

Kroskrity, Paul. 2010. Language Ideologies - Evolving Perspectives. In *Society and Language Use*. Edited by Jürgen Jaspers, Jan-Ola Östman and Jef Verschueren. Amsterdam: John Benjamins Publishing Company.

Krulatz, A., and A. Dahl. 2016. Baseline Assessment of Norwegian EFL Teacher Preparedness to Work with Multilingual Students. *Journal of Linguistics and Language Teaching* 7: 199–218.

Woolard, Kathryn A. 2020. Language Ideology. In *The International Encyclopedia of Linguistic Anthropology*. pp. 1-21.

Investigating the impact of The Enduring Principles of Learning on multilingual pupils' language and literacy development

Authors:

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Suzanne Graham [3] University of Reading

Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

The overarching aim of this quasi-experimental study was to examine if a US-established professional development intervention, known as the Enduring Principles of Learning (EPL), can influence teaching practice and subsequently improve primary-aged multilingual learners' English proficiency in England. The EPL uses socio-cultural enquiry-based pedagogical approaches (Vygotsky, 1978) through which teachers engage intentionally with student-led classroom dialogue (Alexander, 2020). Whilst this is the first time the EPL is being investigated within the UK context, previous studies elsewhere have demonstrated the positive impact EPL can have on multilingual learners' attainment when teachers receive targeted cycles of professional development (Teemant, 2014; Teemant & Sherman, 2022).

This study aimed to evaluate whether the EPL intervention improved language and literacy outcomes for 80 Year 1 pupils (aged 5-6) and 75 Year 4 pupils (aged 8-9) across 4 linguistically diverse primary school classrooms in South East England. 89% of participating pupils were considered 'English as an Additional Language' (EAL) learners, who together, have exposure to over 20 languages.

Teachers of 4 classes in the experimental schools (n = 85) received professional development in the EPL, while teachers of 4 classes in the control school (n = 70) conducted business as usual. Bespoke pre- and post-tests, measuring pupils' English proficiency in speaking, listening, reading, writing, based on World-Class Instructional Design and Assessment (WIDA) materials were developed for the study. These were complemented by the British Picture Vocabulary Scale (Dunn et al., 1997) to provide an indicative measure of pupils' English vocabulary. Pre- and post-tests were administered to experimental and control pupils in December 2021 and June 2022.

At pre-test Year 4 pupils had broadly similar starting points across all tests, while in Year 1 there were significant differences between control and experimental pupils for listening. Monolingual Year 1 pupils also had higher levels of vocabulary than did multilinguals. This presentation will outline findings from a mixed ANCOVA to explore whether the greater pre-post test improvement anticipated for the experimental group did occur, controlling for vocabulary scores.

The implications of the study for classroom practice, teacher-friendly multilingual learner test design and theoretical considerations of the role of the teacher in multilingual pedagogy will be considered. They will also be discussed against a backdrop of pertinent contextual factors. These include covid-induced disruptions of pupils' schooling experiences, as well as the diverse nature of participants featured in this study.

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Alexander, R. (2020). *A dialogic teaching companion*. Routledge.

Dunn, L., Dunn, D., Whetton, C., & Burley, J. (1997). *The British Picture Vocabulary Scale* (2nd ed.). NFER-Nelson.

Teemant, A. (2014). A mixed-methods investigation of instructional coaching for teachers of diverse learners. *Urban Education*, *49*(5), 574–604. https://doi.org/10.1177/0042085913481362

Teemant, A., & Sherman, B. J. (2022). Coaching content teachers toward pedagogical equity for multilingual students. *European Journal of Applied Linguistics and TEFL*, *11*(1), 169–187. https://doi.org/10.13140/RG.2.2.27259.39207

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (eds.)). Harvard University Press.

No more talk of Hell in Latin: an analysis of stakeholder discourse on the use of the vernacular for Catholic liturgy, Post Vatican II

Authors:

Steven Breunig [1] [*] [^] University of Southern Denmark

Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

"We live in a godless world". So begins Tara Isabella Burton's inquiry (2020) into religious practices in the Secular Age. Burton observes, like many others, that people are becoming more religiously unaffiliated, but proposes they still seek what religion traditionally provides, just differently. Many do not reject religion, instead they "remix" it through strange rites, having fun in a way that "John Milton's Satan is fun". The "Remixed", she says, desire "a sense of meaning in the world and personal purpose within that meaning, a community to share that experience with, and rituals to bring the power of that experience into achievable, everyday life" (Burton 2020: 10). Significantly, "the affirmation of life", writes the philosopher Charles Taylor (1996: 18), is "a powerful constitutive strand of modern western spirituality". Thereby, the religious and the religiously unaffiliated seem similar. Both seek the spiritual in ordinary life, welcoming participation from the "laity". The "Remixed" seem quite successful creating social cohesion, as they celebrate diversity, in such magical places as New York City's McKittrick Hotel, a performance art space. The elements shaping and influencing the "Remixed" as a community of practice are not my focus, yet I wonder about church-goers, such as Catholics, especially with the loss of Latin as a shared language of worship.

To explore this question, I provide a thematic analysis of stakeholder discourse, namely Catholics concerning the use of the vernacular for worship on the social media platform Reddit.com. For centuries, a mutual suspicion has existed between the Catholic Church and the forces of modernity. Yet with Vatican II (1962-1965), the Church officially "opened its windows" to the modern world. For instance, the decree *Sacrosantum Concilium* allowed languages other than Latin. Significant for understanding a community of practice is that a preliminary review of the discourse on "R/Catholic", a subreddit, reveals a divided Catholic laity. These divisions have implications for engendering a community of practice for the transcendent within modernity.

Following the thematic analysis, I discuss the significance of the themes in relation to the dynamics between social cohesion and the role of shared languages. I conclude by situating the stakeholder discourse within Taylor's "Catholic Modernity". Taylor's views may not provide the "mortar" (McKenna 2021) to strengthen communication and mutual understanding among Catholics, but it may shed some light on Satan's question in Milton's *Paradise Lost* about why God would favor "talking monkeys" over angels. For this case, it may have to do with the diverse ways humans create meaning and different communities within sacred and profane spaces, such as social media-not unlike the "Remixed"-using different languages and modalities in a globalized world, despite converging and diverging forces that may create more despair than joy, making the world feel godless.

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McKenna, C. 2021. An invisible mortar. The essential role of speech acts within tri-segregated moviegoing. *AILA Review*. 34(1), 102–121.

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Using the Integrated Model of Technology Acceptance to evaluate an Artificial Intelligence (AI) speech evaluation program for English speaking practice

Authors:

Bin Zou [1] [*] [^] Xi'an Jiaotong-Liverpool University

Abstract Topics: [SYMP19] Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

Abstract Summary:

Artificial intelligence (AI) and machine learning have equipped Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) with more advanced technology, such as individual tutoring systems, automatic speech recognition and speech evaluation systems. Some AI speech evaluation programs have been developed to help EFL learners practice speaking skills (e.g. *Doulingo*, *IELTS Smart Learning* and *EAP Talk*). However, very few studies evaluated users' acceptance of AI speech evaluation programs with a framework or model, such as the Technology Acceptance Model (TAM) which is a popular model used for examining users' acceptance of technology (Davis, 1989; Teo, 201), or the Integrated Model of Technology Acceptance (IMTA) (Fagan, Neill & Wooldridge, 2008), which is adapted from Davis (1989)'s prestigious TAM. The IMTA has been used to examine the perceptions and acceptance of CALL, such as online learning, mobile learning, and learning management systems. In the wake of the AI revolution, whether IMTA can be applied to empirical research on AI-assisted language learning is still an under-researched field. Therefore, this paper intends to analyze an AI speech evaluation system for English speaking practice, in the context of higher education through the IMTA. Research instruments encompassed questionnaires ($n = 224$) and semi-structured interviews ($n = 21$). All participants who are EFL learners from 47 universities used an AI speech evaluation program to practice speaking skills. The results suggested that (1) most participants found the AI program useful, pleasant and easy to use. They also strongly intended to use it; (2) perceived usefulness (PU) and perceived enjoyment (PE) are significant predicting factors for behavioural intention to use (BI). Meanwhile, problems related to user interface design, the accuracy of automatic feedback and especially the lack of face-to-face interaction were reported. This study demonstrated how

IMTA could be applied in AI programs for EFL speaking practice. The findings also offer insights into further research and development in AI tools for EFL speaking practice.

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Bibliography

Bin Zou is an associate professor at the Department of Applied Linguistics, Xi'an Jiaotong-Liverpool University, China. With a PhD degree from the University of Bristol, UK, his research interests include ELT, EAP, CALL and AI. He is the Editor-in-Chief of the International Journal of Computer-Assisted Language Learning and Teaching.

Abstract ID: AILA669

Vocabulary explanations in beginning-level adult L2 French classroom interactions: A multimodal conversation analysis perspective

Authors:

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

This contribution follows the current research in conversation analysis (CA) in the field of second language (L2) acquisition, which emphasizes the crucial role of social interaction in language learning and the importance of active participation. This perspective conceives learning as involving not only the acquisition of language skills, but also the development of a set of interactional resources for participating in L2 social interactions (Hall & Pekarek Doehler 2011). These resources include appropriate turn-taking and co-constructing larger sequences of social actions with others, in order to engage in classroom activities. Increasingly, studies also shed light on learners' participation through use of multimodal resources, including gestures, gaze, and manipulation of classroom artifacts.

Explanations are one of the most typical activities in the language classroom and are often the responsibility of the teacher. In this paper, I examine how L2 French *learners* provide multimodal and collaborative vocabulary explanations (Fasel Lauzon 2014, Morton 2015, Tai & Khabbazbashi 2019) and thus challenge the traditional institutional roles and become active participants in the classroom interactions (Merke 2016). Providing explanations require mobilizing language, logical thinking, and adapting to others and context. They can thus present a challenge, particularly when learners have limited L2 resources and cannot rely on a shared L1 in the classroom.

My data consist of 50 hours of video-recorded whole-class interactions in a language school for adult migrants in Switzerland. Students are following intensive L2 French courses at a beginner level. The study draws on multimodal CA to investigate how learners provide collaborative (i.e.,

co-constructed by different participants) vocabulary explanations and how these explanations are organized, distributed, and locally accomplished.

More specifically, I discuss (1) how learners mobilize a set of multimodal resources, including depictive gestures, gaze and classroom artifacts to provide vocabulary explanations and (2) how participants co-construct larger explanatory sequences in a collaborative way.

My analysis highlights how this activity allows learners to exercise their participation and demonstrate both linguistic and interactive expertise by challenging traditional institutional roles. My findings contribute to a deeper understanding of the functioning of collaborative explanations in the L2 classroom and, in particular, of the specific participatory dynamics in language classes for beginner learners with migrant backgrounds. They also highlight the multimodal participatory strategies deployed by learners, enabling them to participate actively even with limited language resources.

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Merke, S. (2016). Establishing the explainable in Finnish-as-a-foreign-language classroom interaction: student-initiated explanation sequences. *Learning, Culture and Social Interaction, 9*, 1-15.

Morton, T. (2015). Vocabulary explanations in CLIL classrooms: a conversation analysis perspective. The Language Learning Journal, 43(3), 256-270.

Tai, K.W.H, & Khabbazbashi, N. (2019a). Vocabulary explanations in beginning-level adult ESOL classroom interactions: A conversation analysis perspective. *Linguistics and Education, 52*, 61-77.

Interpréter \

Authors:

 Véronique Traverso [1][*][^] CNRS - Laboratoire ICAR

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

L'expression "comment ça va ?" ("how are you") est probablement une de celles qui a été le plus étudiée dans les travaux interactionnels, en tant qu'exemple canonique de "paire adjacente" (Sacks, Schegloff, Jefferson, 1974), de communication phatique (J. Coupland, 2000), de rituel (Goffman, 1974), et d'expression de politesse (Kerbrat-Orecchioni, 1992). En analyse conversationnelle, elle a surtout été étudiée à travers son rôle de structuration, pour signaler le passage d'une phase à une autre de l'interaction.

Dans les interactions médicales, "how are you?" est une des questions utilisées pour initier la phase de présentation du problème. Plusieurs études ont montré qu'elle est interprétée différemment selon son emplacement séquentiel (J. Coupland et al. 1994, Heath 1981, Robinson et Heritage, 2006), et qu'elle prête souvent à ambigüité, étant traitée soit une comme question d'ouverture de conversation, soit comme une demande de présenter le problème.

Boyer (2018) fait des observations similaires en France dans un corpus de médecine générale et conclut que la question "comment ça va ?" peine à faire émerger un motif clair en comparaison avec une question du type "qu'est-ce qui vous amène ?". Dans une étude de cas sur un contexte de santé mentale, Ticca et Traverso (2017) observent en outre que la psychologue utilise également un changement de voix sur "comment ça va ?", et que l'interprète reproduit cette caractéristique.

Dans cette contribution, je vais étudier l'usage de "comment ça va ?" dans un corpus de consultations en santé enregistrées dans le cadre du projet Remilas (http://icar.cnrs.fr/projet-remilas/). L'étude se focalisera sur l'impact de cette question dans le contexte particulier de consultations destinées à l'établissement d'un certificat médical pour la demande d'asile.

Dans ces consultations, dont une bonne partie se déroule par le truchement d'un interprète, la question "comment allez-vous ?" n'est pas utilisée à l'ouverture de l'interaction. Mais ceci n'entre pas en contradiction avec les études antérieures, puisque ces consultations ne sont pas orientées vers le soin et qu'elles ne contiennent par conséquent pas de phase de "présentation du problème". La question est en revanche posée plus tard dans l'interaction (entre 40 minutes et 1h10 après son début), pour marquer la transition de la discussion sur l'histoire du patient et l'inventaire des sévices qu'il a subis, vers l'évaluation de son état actuel.

Dans cet emplacement, la question ouvre une séquence à fort enjeu, puisque l'état décrit par le patient pourra permettre de le catégoriser, par rapport aux nomenclatures (ex.DSM-V, *Manuel diagnostique et statistique des troubles mentaux)*.

Sur le plan interactionnel, "comment ça va ?" déclenche presque systématiquement une réparation de la part du patient .

La façon dont elle est rendue par l'interprète est un aspect qui mérite également l'attention, puisque le demandeur réagit à l'ensemble constitué par la question originale et sa traduction par l'interprète.

Elle est également intéressante parce qu'elle est déclinée de différentes façons par les différents médecins enregistrés dans le corpus, certains cherchant à établir, par des pratiques multimodales un contact direct avec le demandeur, au-delà de la médiation de l'interprète.

Abstract ID: AILA671

Combining nexus analysis with linguistic ethnography to explore a superdiverse context

Authors:

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Abstract Topics: [SYMP87] Nexus analysis as a methodological framework for more engaged language studies

Abstract Summary:

Combining nexus analysis with linguistic ethnography to explore a superdiverse context

In the latest decades of sociolinguistics, scholars have emphasized a need for particular attention to the increasing diversity and complexity of society and social life, often adopting the term *superdiversity* (Vertovec 2007). It has been argued that fundamental questions need to be raised about what theories and methods are suited to address the forms of multilingual communicative behaviour that characterize these contexts (Blommaert 2013).

This presentation draws on my ongoing dissertation project, which aims to understand and make visible linguistic practices in a Swedish lower secondary school marked by superdiversity, and explore how norms related to multilingualism are expressed and negotiated in these practices. In this presentation, the principal focus is on how the project fuses together nexus analysis and linguistic ethnography, the former seen as an analytical framework, and the latter as a method for constructing rich sociolinguistic data.

The data-set is constructed through a linguistic ethnography on a school marked by superdiversity, as well as by low socio-economic status. The majority of the students have languages associated with migration in their repertoire, among them the project's 13 focal students. The data-set consists of field notes and photographs, recordings of student interaction, ethnographic interviews and policy documents.

This diverse ethnographic data set makes for a challenging task in achieving analytical

structure. The framework of nexus analysis (Scollon & Scollon 2004) is a good match since it provides a systematic and structured approach to managing multi-faceted data (Hult 2015).

At the same time, the nexus approach gives prominent space to detailed analyses. This constitutes another strong argument for the pairing of nexus analysis and linguistic ethnography, as one of the strong points of the ethnographic approach is the uniquely local insights afforded by close study. This attention to the local is for example manifested through the strong emphasis in the model on social action, which encourages attention to what is accomplished in the interaction (and how) rather than what linguistic resources are used and why. This generates a specifically local understanding of multilingual language use, eschewing irrelevant labels and generalizations.

In the presentation, this advantage will be shown in relation to sociolinguistic issues emerging in the analysis, for example how students, teachers and other social actors position each other in relation to different languages and linguistic varieties. The argument will be made that the particular combination of linguistic ethnography and nexus analysis is well suited for analysis of sociolinguistic issues in contexts characterized by superdiversity.

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Abstract ID: AILA672

Of taunting, swearing and slurring – insults as social practice in competitive games

Authors:

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Matthias Hahn [2] [^] University of Marburg

Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

With the internet and an 'always on' culture also came a shift in computer games development and thus playstyle. Competitive gaming became a centre piece of videogame culture and as in any competitive setting arguing with your opponent (or teammate) can lead to insults pretty quickly. If anything, these situations may themselves be a whole FTA (face threatening act, Brown/Levinson 2013) that is seldomly resolved with face-saving strategies.

Additionally, in competitive multiplayer games we often have at least two (sometimes three in the case of streaming) different recipients, which also makes every encounter of FTAs a two-face interaction, with one being the one with speaker and addressee, while the other is one where the speaker metapragmatically addresses the audience (again, these can be two in cases where streamers take on the speaker role). This is why acts of insult and the like have to resolve three things here: the act of affective self-expression, the act of insulting the opponent itself as well as the entertainment function for the rest of the audience. All this happens against the background of a virtual world and avatars, only played by the humans that are insulted in the process. Very much in a sense of common ground (Clark 1996) and indexical ground (Hanks 1992) this virtual world and its characters become a resource for the individual speech acts.

While giving an overview of insulting practices in German as well as the indexical properties they can carry, our talk addresses insult as a social practice in competitive settings based on data taken from competitive online games and analysed with a CA (conversational analysis) approach focussing structures of semantic variation as well as – where applicable – statistical quantification. Unlike other approaches, e.g. Balogh/Veszelszki (2020), in this we analyse how the very act of aggression is produced verbally. We focus on the macro-classes of insults (gender, heritage, …) and how they are enacted. The data show that e.g. there is a referential mismatching between character features of the opponent (player or avatar) and the used slurs to insult depending on the level of frustration of the speaking player. On the other hand, acts of taunting and swearing are closely bound to a situation of

superiority and therefore include much more verbal expression of dominance that can often be attributed to hypermasculinity.

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Abstract ID: AILA677

Analysing language and LGBTQ+ youth identity construction through a queer, intersectional approach

Authors:

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

In this paper, I consider the impact of prevailing norms surrounding gender and sexuality on lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ+) young people. I introduce a linguistic ethnography project with LGBTQ+ youth in England which uses a queer discourse analytic approach to examine how they construct their identities and to show what this reveals about their marginalisation. Drawing on intersectionality theory (Yuval-Davis 2011), I argue that each young person's unique combination of experiences informs the way that they position themselves in relation to broader structural inequalities. Underpinning the discourse analysis is a sociocultural linguistics approach (Bucholtz and Hall 2005), which facilitates analysis of the links between broader ideological structures and interactional moments of identity construction.

To demonstrate this here, I focus on just one of the 32 participants involved in this project: a 14-year-old South Asian trans girl called Zeba, who was living with a foster family in a different part of the country to her parents at the time that I interviewed her. In my analysis, I discuss the specific intersections that she inhabits and show how these impact on her identity construction. Specifically, I analyse the stances that she takes through her language use and the role of affect within this. I analyse moments from the interview in which Zeba describes feeling forced to adhere to masculine outward signifiers in order to pass safely through airport security, a context in which she already feels vulnerable as an immigrant. Through an intersectional, interactional sociocultural linguistic analysis of identity as it is constructed in moments such as this, I argue, we can better understand how marginalised individuals' lives are constrained by external structures of power and oppression.

In demonstrating how research such as this can inform a queer *applied* linguistics, I also speak here to the work carried out as part of this project to influence and inform public conversations and policymaking around gender and sexuality in relation to young people in the UK. In particular, I share my experiences developing an awareness-raising social media campaign with participants in my project, as well as a report on the key policy implications of the research which was shared with

members of the UK government. I also present my plans to help increase public understanding of language used to talk about the LGBTQ+ community, including pronouns.

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Angewandte Linguistik und (Sprach-) Ideologien: einige grundsätzliche Fragen

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

Im Allgemeinen interessieren sich angewandte Linguist:innen für *folk ideologies*, also für (Sprach-) Ideologien linguistischer Lai:innen; ganz selten geht es um Ideologien von Linguist:innen, ebenso wenig um das gegenseitige Verhältnis, das zwischen Linguist:innen- und *folk* Ideologien gesehen werden kann. Ähnliches lässt sich im Übrigen auch für die *attitudes*- und die *language awareness*-Forschung feststellen – auch hier stehen *folk beliefs* im Zentrum, so als ob Linguisten *a prioriattitude*- und ideologiefrei wären. Hier interferiert möglicherweise die nach wie vor verbreitete Vorstellung von Ideologie als „falschem (in diesem Fall: nicht-wissenschaftlichem) Bewusstsein" (Kopp / Steinbach 2018, 181; Woolard 1998, 7).

Ich sehe in diesem Zusammenhang drei Forschungsanliegen für die angewandte Linguistik: Erstens sollten Ähnlichkeiten und Unterschiede zwischen all den Ansätzen, die sich mit „metasprachlichen" (inzwischen meist „metapragmatisch" genannten) Äußerungen, Einstellungen, Überzeugungen von Lai:innen und Linguist:innen befassen, näher untersucht werden – dabei ist nämlich anzunehmen, dass es sich bei der *Attitude-, Language Awareness-, Language Ideology*-Forschung und auch bei *Folk Linguistics* (vgl. Wilton / Stegu 2011; Stegu et al. 2018) zu einem beträchtlichen Teil gar nicht um unterschiedliche Forschungsinteressen und -objekte handelt, sondern feststellbare Unterschiede vor allem durch die Zugehörigkeit zu verschiedenen *research communities*bedingt sind.

Zweitens: Wenn es eine Aufgabe Angewandter Linguistik ist, zwischen wissenschaftlichen und *folk approaches* zu vermitteln, müsste noch mehr über die Unterschiede zwischen diesen Ansätzen reflektiert werden (auch über die Grenzen einer solchen Unterscheidbarkeit) und gefragt werden, wo *folk beliefs* & *ideologies* als solche belassen werden können und wo sie hingegen durch angewandt-linguistische Expertise beeinflusst und modifiziert werden sollten.

Drittens: Zweifellos bedarf es ganz allgemein auch einer genaueren Auseinandersetzung mit (Nicht-nur-Sprach-) Ideologien von Linguist:innen, z. B. einerseits mit dem doch noch immer verbreiteten

Ideologem, dass echte Wissenschaft ideologiefrei ist oder sein sollte, aber auch andererseits mit dem Faktum, dass sehr viele, vor allem kritische Linguist:innen sehr prononcierte ideologische Positionen vertreten – etwa im Bereich der *Critical Discourse Analysis* oder auch von *Queer Linguistics* (Stegu 2021), ohne dass die Rolle von stark und weniger stark ausgeprägten ideologischen Bestandteilen in der Angewandten Linguistik sehr oft aus einer grundsätzlichen, z. B. wissenschaftstheoretischen Perspektive diskutiert wird.

Hier handelt es sich um einen Beitrag, der vor allem Grundsatzfragen behandelt; zur Illustration sollen jedoch Beispiele aus den Bereichen genderfaire Sprache und Mehrsprachigkeit angeführt werden.

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'Inert benevolence' towards languages beyond English in the discourses of English primary school teachers

Authors:

Clare Cunningham [1] [*] [^] York St John University

Sabine Little [2] [^] University of Sheffield

Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

While overwhelmingly, the teachers in our study shared a generically benevolent viewpoint towards multilingualism, when we looked in detail into the language used, it was clear that teachers' contributions were influenced by curriculum pressures, as well as, in some cases, pervasive language linked to the othering of multilingual pupils, or a generic deficit model of multilingualism. This is in no way intended to detract from good practice, nor indeed, to say that we ourselves would be entirely free of similar linguistic conventions that prevail in policy texts as well as general speech. We do argue, however, that these conscious and subconscious barriers warrant further introspection, as they may prevent teachers from turning their inert benevolence into concrete, research-informed practice. It is interesting to note that this inert benevolence could also be said to rule England's policy context: while the most recent attempt at composing a National Languages Strategy makes positive mention of multilingualism in principle, there is still no concrete dedicated space for actively fostering multilingualism within the English national curriculum, beyond the notion of foreign languages education, and no significant centralised governmental guidance on EAL has been produced since 2009. While the study is situated within the context of England, the meaningful engagement of pupils' multiple languages in the classroom is a global issue, as highlighted in the literature review, and as such, the study has global ramifications in its ramifications and recommendations.

Even over the course of a single interview, many participants stated that the space to reflect on the affordances of multilingualism, and ways to integrate them in the classroom, was helpful. As such, we propose that professional conversations to create reflective spaces where staff are able to explore their beliefs and attitudes towards multilingualism, could be a powerful

tool for staff development, in the absence of the availability of more structured and long-term teacher training opportunities.

By developing policies to include practices which not only encourage a multilingual world view, but actively facilitate multilingualism through targeted activities which enable students to make use of all their languages - and have them valued - in formal education contexts, the curricular deficit model perpetuated for so long by the monolingual *habitus* could be addressed, seeing multiple languages, not as distinct and separate languages in one body, but as a holistic, single identity, which needs to be respected and nurtured. Allowing and enabling children to draw on their full linguistic repertoire in order to succeed will facilitate teachers to move on from a state of enforced inert benevolence, to a position where they are able to act on the growing demand of those that view multilingualism in schools as a social justice issue. Importantly, such policies would not only support multilingual children, but help to prepare all children to live and thrive in a multilingual world.

Building Narratives of Informal Language Development: Ethnographic and Qualitative Research Synthesis (QRS)

Authors:

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Denyze Toffoli [2][^] Université Toulouse III - Paul Sabatier

Ju Seong Lee [3][^] The Education University of Hong Kong

Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

The successful mass acquisition of second languages through informal engagement with digital media has been well-documented in quantitative studies across a wide range of international settings and contexts in the past two decades. But an additional set of questions also exists, not about outcomes but about processes, or about *how* individuals acquire/learn new languages through digital media. These questions require fine-grained examination of qualitative, ethnographic data (interviews, logs, diaries, field notes) and the tracing of narratives across time and multiple contexts, to generate a global, generalized narrative of informal language development (ILD).

Our methodology follows the seven-stage "primer" for Qualitative Research Synthesis (QRS) described by Chong and Plonsky (2021; see also Chong & Reinders, 2021). First, we have designed two research questions:

1. Is there a general narrative and timeline for ILD that can be traced from nascent exposure to a new language through levels of development?
2. What salient geographic, demographic, and formal educational variables (e.g., national context; availability of digital resources; age; gender; availability of resources; co-occurring formal instruction) contribute to variations in the general narrative of ILD?

Second and third, we are currently developing a list of keywords to guide our literature search (e.g., ethnography/ethnographic; case study; naturalistic language learning; autonomous language learning; OILE/IDLE/EE; qualitative; narrative) from two sources: 1) a set of studies from a pre-selected comprehensive review of databases on ILD between 2000 and 2020; and 2) an updated review of databases from 2020 to June 2022. In the fourth stage, we are narrowing our list of studies to mixed-method and ethnographic, qualitative studies that include case studies and narratives of individuals learning a language informally. Our preliminary review of these studies shows that they are geographically divergent but demographically and educationally convergent and include studies from nearly every world region and continent.

In the fifth QRS stage, we will extract the narrative portions of ILD from each selected study, along with any contextual variables named in each study, with attention to which portions are "raw data" and which are "interpreted findings" (p. 1030). In the sixth stage, we will begin to synthesize this data using grounded theory and three rounds of coding: *initial*, *focused*, and *axial*, to generate thematic narratives of ILD. In the latter stages of coding, we will rely on constant comparative (Glaser, 1965) methods to synthesize a general narrative and differentiations according to salient contextual variables.

In the seventh, final stage, we will report our findings in three forms: 1) a written, narrative report; 2) data charts and tables; and 3) visual representations using figures and possibly animation. Our goal is to remain ethnographically focused, considering the entire range of contextualizing variables presented through narrative reportage.

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Chong, S., & Reinders, H. (2021). A methodological review of qualitative research syntheses in CALL: The state-of-the-art. *System, 103,* 1-15.

Glaser, B. (1965). The constant comparative method of qualitative analysis. *Social problems*, *12*(4), 436-445.

Abstract ID: AILA681

The ebb and flow of heart rate: Assessing physiological fluctuations in anxiety during oral production tasks in virtual reality.

Authors:

Tricia Thrasher [1] [*] [^] Immerse, Inc.

Abstract Topics: [SYMP14] AILA ReN - Emerging technologies and language learning and teaching

Abstract Summary:

Researchers have found that VR can reduce foreign language anxiety (Gruber & Kaplan-Rakowski, 2021; Thrasher, 2022; York et al., 2021). However, research has yet to empirically measure both learners' real-time self-reported and physiological anxiety during VR activities and to establish whether this lower anxiety leads to better language performance.

This presentation addresses these research gaps by presenting a study that examined how the physiological and self-reported anxiety of two focus groups of three students each ($N = 6$) fluctuated and impacted students' performance during group interpersonal speaking tasks in three learning environments. At the onset, participants' background and baseline self-reported anxiety were first established. Then, participants completed six comparable 20-minute group interpersonal consensus building tasks in French over a 12-week period in three different environments: two in a classroom, two in *Zoom* and two in the VR application, *vTime XR*. All tasks were video-recorded and participants' heart rate (HR) was continuously tracked second-by-second during each task. Immediately after each task, participants self-reported their anxiety via a questionnaire.

Each groups' video-recorded discussions were transcribed verbatim and coded into seven incremental levels of interpersonal discourse, ranging from simple to more complex, using Hull & Saxon's (2009) Interaction Analysis Model. Then, participants' HR data was merged with the transcriptions and video-recordings to determine how heart rate fluctuated in response to participants' conversations. Specifically, each participant's HR data was overlayed onto the video recordings to be able to visualize increases and decreases in HR. Moments of peaks and lulls in HR were triangulated with the transcriptions and qualitatively analyzed within the context of the conversation to pinpoint specific moments where anxiety ebbed and flowed in the different environments.

This presentation will report the findings that emerged from this analysis in an effort to understand how various factors within each learning environment impacted anxiety and, subsequently, oral performance in French. Specific emphasis will be placed on how anxiety fluctuated in VR, since it was found that participants, particularly those with high anxiety in general, were less physiologically susceptible to potential stressors in VR and, subsequently, produced more understandable, fluent, and complex French speech.

Gruber, A., & Kaplan-Rakowski, R. (2021). The impact of high-immersion virtual reality on foreign language anxiety when speaking in public. *SSRN*. https://ssrn.com/abstract=3882215

Hull, D. M., & Saxon, T. F. (2009). Negotiation of meaning and co-construction of knowledge: An experimental analysis of asynchronous online instruction. *Computers and Education, 52*(3), 624-639. https://dx.doi.org/10.1016/j.compedu.2008.11.005

Thrasher, T. (2022). The impact of virtual reality on L2 French learners' language anxiety and oral comprehensibility: An exploratory study. *CALICO Journal*, *39*(2), 219-238. https://doi.org/10.1558/cj.42198

York, J., Shibata, K., Tokutake, H., & Nakayama, H. (2021). Effect of SCMC on foreign language anxiety and learning experience: A comparison of voice, video, and VR-based oral interaction. *ReCALL, 33*(1), 49-70. https://doi.org/10.1017/S0958344020000154

The Burkini in German Legal Discourse: Individualized Integration, Belonging, and the Role of State

Authors:

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

While gender has long played a key role in the politics of belonging (Yuval-Davis 2011), research indicates that nationalistic body politics increasingly require Muslims and those with non-Western backgrounds to signify individual integration through cultural participation (De Waal 2021; Wodak 2021), particularly regarding veiling in Europe (Hadj Abdou 2017, Sauer 2016). This paper shows how judicial rulings frame coeducational swimming lessons in public schools as a site where such cultural participation is required of school-aged Muslim children. Specifically, through a critical discourse analysis of the foremost German case on a student's right to freedom of conscience, state control of education, and Islamic dress, it reveals how the judiciary validates a form of sociopolitical belonging in which the concept of integration is applied to bodily practices in an educational context. The research is based on a corpus consisting of the case's four judicial rulings; it represents the German court system from the court of first instance for administrative justice for the city in which the case originated (i.e., Frankfurt am Main) to the country's highest judicial authority, the Federal Constitutional Court. It is guided by the following research questions: How do judicial rulings construct, maintain, or reproduce the notion of what it means to belong and, by extension, how is integration marked through individual participation in activities that are defined as culturally significant? Three sub-themes emerged from the main theme of integration: individualized integration, belonging, and the role of the state. The findings show how a garment designed to meet the needs of Muslim women is recontextualized by the courts as a physical expression of German liberalism and tolerance even as the guidelines for when and how it is worn remain at the direction of the state and thus, limit individual agency. As research on the burkini is limited compared to other Muslim head and body coverings, this paper contributes not only to how legal discourse delineates and manages difference within society, but also adds to scholarship on how the veil is framed and regulated in nation-specific narratives (Korteweg and Yurdakul 2014; Rosenberger and Sauer 2012).

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De Waal, Tamar. 2021. *Integration Requirements for Immigrants in Europe: A Legal-philosophical Inquiry*. Oxford: Hart.

Hadj Abdou, Leila. 2017. "'Gender nationalism': The New (Old) Politics of Belonging." *Österreichische Zeitschrift für Politikwissenschaft* 46(1): 83-88.

Korteweg, Anna C., and Gökçe Yurdakul. 2014. *The Headscarf Debates: Conflicts of National Belonging*. Stanford: Stanford University Press.

Rosenberger, Sieglinde, and Birgit Sauer, eds. 2012. *Politics, Religion and Gender: Framing and Regulating the Veil*. London: Routledge.

Sauer, Birgit. 2016. "Gender and Citizenship: Governing Muslim Body Covering in Europe." In *Contemporary Encounters in Gender and Religion: European Perspectives*, edited by Lena Gemzöe, Marja-Liisa Keinänen, and Avril Maddrell, 105-129. Cham: Palgrave Macmillan.

Wodak, Ruth. 2021. "Re/nationalising EU-rope National Identities, Right-Wing Populism, and Border- and Body-Politics." In *National Stereotyping, Identity Politics, European Crises*, edited by Jürgen Barkhoff and Joep Leerssen, 95-121. Leiden: Brill.

Yuval-Davis, Nira. 2011. *The Politics of Belonging. Intersectional Contestations*. Los Angeles: SAGE.

Abstract ID: AILA685

Community Service Learning as social cohesion paradigm for learners, teachers, and social actors

Authors:

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Monika Jezak [2] [^] Ottawa

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

This session will look at pedagogical approaches that include community service learning (CSL) as an integral part of language learning process. The CSL model puts language learners in direct contact with reality and allows them to tackle new, concrete challenges involved in learning a discipline, while testing their commitment to the community. To strengthen the learning process, the tasks accomplished in the community context must be meaningful and satisfy students' motivational needs. In addition, students reflect on their experience through various parameters inherent to the language learning process. Their reflection deepens and enhances a learning process geared towards their future, the skills they are meant to acquire throughout their university program and the challenges posed by society, both today and tomorrow. Experiential language learning through collaboration with the community is an expanding conceptualization of the action and autonomy theory Little, D. (2007), Bloom, M. and Carolyn Gascoigne, Ed. (2017), on one hand, and of the positive psychology theory (MacIntyre, P.D., Gregerson, T. and Mercer, S. Editors (2016); (Clifford & Reisinger, 2018) on the other.

To illustrate the CSL model at work, we will look at quantitative and qualitative analyses of a Canadian university students' journals relating CSL experience embedded in their language courses (+ N = 800 collected since 2008), as well as at institutional surveys results coming from students, professors, and community partners.

The data show that the use of CSL in language learning incidentally fosters many individual and social dimensions that stretch the learning beyond the desired linguistic outcomes, allowing students to become social actors and mediators, within citizen's responsibilities and leadership community projects. These aspects cultivate both intrinsic and extrinsic motivation, self-esteem, and self-construction of meaningful tasks with exposure to expected or unexpected circumstances and

learning. Based on our findings, the CSL pedagogical shift confirms the validity of theoretical constructs grounded in positive psychology and is an innovative tool in best language teaching practices using an expanded action approach.

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Bloom, M.and Carolyn Gascoigne, Ed. (2017). Creating Experiential Learning Opportunities for Language Learners: Acting Locally While Thinking Globally. Multilingual Matters.

Clifford, J., & Reisinger, D. S. (2018). Community-Based language learning: A framework for educators. Georgetown University Press. http://muse.jhu.edu/book/62431

Dörnyei, Z. and Ushioda, E. (2009). Motivation, Language Identity and the L2 Self. Second Language Acquisition, Series Ed. David Singleton. Multilingual Matters Bristol, UK.

Little, D. (2007). Language Learner Autonomy: Some Fundamental Considerations Revisited. Innovation in Language Learning and Teaching, 1(1), 14-29.

MacIntyre, P. D. (2016). So Far So Good: An Overview of Positive Psychology and Its Contributions to SLA. In Gabryś-Barker, D., & Gabryś, D. (2016). Positive Psychology Perspectives on Foreign Language Learning and Teaching (Second language learning and teaching). Springer International Publishing, 3-20.

MacIntyre, P.D., Gregerson, T. and Mercer, S. Editors (2016). Positive Psychology in SLA. Second Language Acquisition: 97. Multilingual Matters. Bristol, UK.

L1 Spanish in contact with HL English and with HL Bulgarian: Does language dominance relate to lexical specialization?

Authors:

Radoslava Stankova Laykova [1] [*] [^] EUM Fray Luis de León / University of Valladolid

Raquel Fernández Fuertes [2] University of Valladolid

Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

In the case of simultaneous bilingual acquisition, language dominance has been defined in terms of language proficiency (e.g., Petersen 1988; Genesee et al. 1995), language knowledge (e.g., Yip and Matthews 2006), or related to the amount of language input (e.g., Romaine 1995). Liceras et al. (2008) offer a language-internal definition of the dominant language (DL) in terms of the Grammatical Features Spell-out Hypothesis (GFSH). Under the GFSH, the DL is the language whose features are more lexically specialized. It is also the language that will determine both the directionality as well as the effect of crosslinguistic influence.

In the case of the acquisition of copula verbs in English and Spanish, Fernández Fuertes and Liceras (2010) argue that, given the lexical specialization in Spanish (two copulas, 1), as opposed to English (one copula, 2), bilingual children overcome the null copula stage that characterizes monolingual children sooner (Becker 2004). This will be so because the lexically specialized language will make the necessity of the overt copula in English more obvious.

1. *pro* es una investigadora   *pro* está en Valladolid   SER/ESTAR
2. she is a researcher   She is in Valladolid   BE
3. Tya e izledovatel   Tya e v Valladolid   SUM

Considering these previous works and in order to test the GFSH, we analyze the copula-auxiliary verbs of two L1Spanish/HL(heritage)English bilingual children (FerFuLice corpus) and one L1Spanish/HLBulgarian child (ra2UVALAL corpus) from the age of 2;03 to the age of 5;00. The spontaneous longitudinal bilingual data are compared to L1 English (Brown corpus), L1 Spanish (Marrero corpus), and L1 Bulgarian (LabLing corpus) monolingual data. These corpora, except for the ra2UVALAL, are available in CHILDES (MacWhinney 2000).

Given that these verbs are lexically specialized in Spanish (1) but not in English (2) or in Bulgarian (3), the 2L1 children show no influence from the one-copula language into Spanish, and their production is similar to that of monolinguals. However, in the case of the English and Bulgarian verbs, Spanish accelerates the acquisition of the adult-like structures compared to L1 children, which indicates that the DL as per the GFSH is shaping these children's acquisition patterns.

Selected references:

Becker, M. 2004. Copula omission is a grammatical reflex. *Language Acquisition* 12(2), 157-167

Fernández Fuertes, R., J.M. Liceras. 2010. Copula omission in the English developing grammar of English/Spanish bilingual children. *International Journal of Bilingual Education and Bilingualism* 13(5), 525-551

Genesee, F., E. Nicoladis, J. Paradis. 1995. Language differentiation in early bilingual development. *Journal of Child Language* 22, 611-631

Liceras, J.M., R. Fernández Fuertes, S. Perales, R. Pérez-Tattam, K.T. Spradlin. 2008. Gender and gender agreement in the bilingual native and non-native grammar: a view from child and adult functional-lexical mixings. *Lingua* 118(6), 827-251

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Petersen, J. 1988. Word-internal code-switching constrains in a bilingual child's grammar. *Linguistics* 26,479-493

Romaine, S. 1995. *Bilingualism*. Blackwell

Yip, V. S. Matthews. 2006. Assessing language dominance in bilingual acquisition: a case for mean length utterance differentials. *Language Assessment Quarterly* 3(2),97-116

Abstract ID: AILA687

Towards a Better Understanding of SI Dynamics: Results from a Qualitative Study

Authors:

Isobel Kaihui Wang [1] * ^ University of Edinburgh

Andrew D Cohen [2] ^ Prof. Emeritus, University of Minnesota

Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

It will be provided upon request.

Abstract ID: AILA688

Perspectives and Trends of culturally and linguistically responsive teaching strategies in classrooms with d/Deaf and hard of hearing learners who have recently immigrated and are multilingual

Authors:

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Caroline Guardino [2] ^ University of North Florida

Katharina Urbann [3] ^ Humboldt University of Berlin

Nicole Marx [4] ^ University of Cologne

Eun Young Kwon [5] ^ University of British Columbia

Maike Beyer [6] ^ University of Cologne

Abstract Topics: [SYMP49] Migrant Deaf and Hard-of-Hearing Additional Language Learners

Abstract Summary:

Argument:

In the education of of d/Deaf and hard of hearing learners internationally who are multilingual (IDMLs; learners with a home language that varies from the dominant culture spoken language [e.g., English] or sign language [e.g., American Sign Language; British Sign Language]) culturally and linguistically responsive teaching (CLRT) strategies are recommended throughout the literature (McCain & Farnsworth, 2018). Examples of CLRT strategies include: explicit instruction, decodable texts, using prediction, observing patterns in text, using sign language story videos, experiential learning, peer learning, using context clues, and activating background knowledge. Many of these strategies are already recommended for learners who are d/Deaf or hard of hearing, yet there appears to be minimal professional development on how to apply these strategies with IDMLs (Cannon & Luckner, 2016; Scott, et al., 2022). Therefore, our research team sought avenues to increase clarity regarding what CLRT strategies are, how they look in practice, and how we can better provide professional development to encourage utilization of these strategies by educators who work with IDMLs. The team developed three major goals of the project to address this need: (1) understand teachers' perspectives on cultural competence, how to meet culturally and linguistically responsive needs of IDMLs; (2) empower teachers through reflection of video examples of CLRT; and (3) examine ways to use those video examples to prepare educators how to use CLRT. To accomplish these goals we plan to collect two types of data: (1) survey and focus groups ; and (2) video examples of CLRT (data to answer Goals 2 & 3). Data from the surveys and focus groups will be used to explore goals 1-3 and the video examples will be used to explore goals 2 and 3. The survey and focus groups will include teachers and other professionals working with IDMLs. From these data sets, we will gather contact information of teachers who agree to be recorded to capture CLRT strategies. The international research team will have researchers across 4-5 countries/research sites to collect both types of data. Each research team will conduct a pilot study the first year of the project to resolve any issues before collecting further data. Preliminary data from the international

pilot study will be presented during this symposium. Quantitative survey results will be reported, as well as qualitative analysis of open-ended questions and focus group responses to determine themes that may be relevant to preparing teachers of the deaf and hard of hearing to use CLRT strategies.

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Abstract ID: AILA689

The role of multimodalities in assessment in CLIL: A reconceptualisation of integration

Authors:

Mark De Boer [1] [*] [^] Akita International University

Abstract Topics: [SYMP02] AILA ReN - Assessment in CLIL

Abstract Summary:

With CLIL, "there is a focus not only on the content, and not only on the language" (Coyle, Hood, & Marsh, 2010, p. 1), which presents a problematic dichotomy. Indeed, CLIL is the integration of content and language, yet, evident in classrooms around the world, the tendency is to focus on one or the other (Nikula et al., 2016; Ikeda et al., 2022). There have been advances in how the integration is dealt with, for example, conceptualising the unified construct as the intersects of content and language pedagogy (Leung & Morton, 2016), with Cognitive Discourse Functions (CDFs) (Dalton-Puffer, 2013), with literacy at the center of learning (Meyer et al., 2015), or through multimodal mediational means (Leontjev & deBoer, 2020). In this presentation, using the CDF construct and multimodalities, integration of content and language will be reconceptualised to illustrate an assessment framework (deBoer, forthcoming), based on Feuerstein et al.'s Learning Propensity Assessment Device (2010) designed to develop the learner. Empirical evidence for this presentation comes from learners in a General English course at a Japanese university as they worked on research projects, using an asynchronous online forum to communicate, share files and information, and create a presentation. Their interaction will be used to illustrate how multimodalities exemplify CDFs and how learners integrated the content and language to co-construct knowledge and advance their joint understanding. The assessment framework for CLIL will be demonstrated, providing insight into how educators can mediate learners through transduction (Kress, 1997) and CDFs to develop learners' understanding of concepts, rather than focus on content or language.

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Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education. *European Journal of Applied Linguistics*, *1*(2), 216–253.

deBoer, M. (forthcoming). *Integrating CDFs and multimodality in CLIL*.

Feuerstein, R., Feuerstein, R. S., & Falik, L. H. (2010). *Beyond smarter*. Teachers College Press.

Ikeda, M., Izumi, S., Watanabe, Y., Pinner, R., & Davis, M. (2021). *Soft CLIL and English language teaching: Understanding Japanese policy, practice, and implications*. Routledge.

Kress, G. (2005). Before writing: Rethinking the paths to literacy. In *Before Writing: Rethinking the Paths to Literacy*. Routledge.

Leontjev, D., & deBoer, M. A. (2020). Multimodal mediational means in assessment of processes: An argument for a hard-CLIL approach. *International Journal of Bilingual Education and Bilingualism*, (0), 1–16.

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Meyer, O., Coyle, D., Halbach, A., Schuck, K., & Ting, T. (2015). A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making. *Language, Culture and Curriculum*, *28*(1), 41–57.

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A Corpus Discourse Analysis of College German Textbooks in China: Focusing on Environment Issue and Value Orientation

Authors:

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

Research background

Global education "involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems"（Tye & Knip 1991:47). Among these issues, what tops the list is the issue of environment. Due to the environment degradation of our Mother Earth, the issue of environment has been ranked as one of the most urgent issues which requires immediate action. Therefore, environment education in schools at all levels is quite necessary.

Environment education is not only an increasingly important educational agenda around the world, it has also become part of the FL (Foreign Language) curriculum worldwide. By integrating environment education in FL curriculum, educators can enhance students' interest in global issues that might directly influence their futures, promote language learning and meaningful communication about environmental issues, and motivate them to contribute to a healthier, more sustainable world.

Textbooks, as the main instructional teaching materials in foreign language classrooms, are the direct source of education for students.In China, German has been taught as one of the main foreign languages in colleges for the past several decades, and a variety of textbooks of *College German* areavailable in the market. Unfortunately, few studies on German textbooks used in China's colleges have been conducted in terms of integration of environmental problems into language education. Given this gap, the current research was conducted to explore the environment contents and the value orientation reflected in China's *College German* textbooks .

The research questions:

(1)Are there any environmentally related contents in China's *College German* textbooks,and what specific topics are covered?

(2)How are these environmental contents constructed discursively in terms ofeco-discourse analysis(transitivity and ergativity analysis), and what environmental values (destructive, ambivalent or beneficial discourse) are conveyed?**Selected textbooks**

5 *College German* textbook series available in China's market were chosen as sample textbooks for analysis. They were *Studienweg Deutsch*, *Hoch Schuldel*, *Klick auf Deutsch*, *Stichwort Deutsch*, *Einblick*, and altogether they accounted for 95% of the *College German* textbook share in China's present market. These textbooks were published by Foreign Language Teaching and Education Press, Shanghai Foreign Language Education Press, and Higher Education Press.

Research results

We only analyzed the reading articles in the selected *College German* textbooks. The environment-related reading articles were sorted out and used as the final research corpus by way of eco-discourse critical analysis. The results suggested that while China's *College German* textbooks did cover diverse environment topics, most of them centered on shallow environmentalism, and there is a need for deep environmentalism topics and contents. Discursively, ambivalent discourse accounted for the largest percentage for the environment contents, followed by destructive discourse and beneficial discourse, which indicated there is a need for more beneficial discourse in textbooks to actively encourage students to protect the systems that support our life.

Given the current situation in China's*College German* textbooks for tertiary students, when renewing *College German Curriculum Criteria*and textbook compilation, more concerns should be put regarding environment education. Teachers,meanwhile, should devise certain pedagogical tasks to compensate for the gaps existing in the textbooks regarding environment education.

Abstract ID: AILA695

Narratives of international peer collaboration in Business Studies: Negotiating language quality and agency in group work assignments

Authors:

Maria Kuteeva [1] [*] [^] Stockholm University

Kathrin Kaufhold [2] [^] Stockholm University

Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

Group work has become an important learner genre that can be found across a wide spectrum of disciplinary contexts in English-medium education. This type of collaborative work is mostly associated with preparation for a graded, high-stakes assignment, which is usually a written text but can also be an oral presentation. Universities often motivate the choice of this form of assignment by emphasising the role of team work for future employment.

In this paper, we conceive of group work as a genre: a staged, goal-oriented, social activity (Martin & Rose 2003) in which students engage as participants in their English-medium programme. It is social because it involves interaction between different people, goal-oriented because it is used to get things (i.e. the assignment) done, and staged because it usually involves several steps to reach the goal. In this study, we are focussing on students' reported experiences of peer collaboration during the preparation, and not on the outcome of the group work.

Taking the ROAD-MAPPING framework (Dafouz & Smit 2020) as our point of departure, we address the following research questions:

-How do the study participants present themselves as **agents** in this collaborative genre?
-What problem-solving strategies are reported in the collaborative **practices** of group work?
-What **roles** of English in multilingual settings can be identified in the students' narratives?

Our data include interviews with students taking an undergraduate English-medium programme in Business studies, which regularly attracts both local and international students in roughly equal proportions. At the time of the interviews, the participants in our study were at different stages of

their programme (years 1, 2, and 3). Our analytical framework combines narrative (e.g. Georgakopoulou 2007) and positioning analysis (Davies & Harré 1990). Our particular focus is on self-reported problem-solving episodes and on how the students position themselves and their English language uses in relation to others, and others in relation to themselves. The analysis points towards the prominence of issues related to English language quality, expectations of academic text quality (outcome), and (dis)engagement by different group participants. Zooming in on academic text quality, lexico-grammatical and textual features are foregrounded to different degrees depending on the sub-discipline of the programme (e.g. Finance vs Marketing).

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Martin, J. & Rose, D. (2003). *Working with discourse: Meaning beyond clause.* London: Continuum.

Abstract ID: AILA696

What difference does spacing make in fluency practice? An investigation of short- vs. long-spaced practice

Authors:

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

There has been a growing interest in examining the role of spacing in repeated task performance and L2 speech fluency development (e.g., Bui et al., 2019; Suzuki & Hanzawa, 2021). Although research in cognitive psychology suggests that spaced learning is generally more beneficial than massed learning (Wiseheart et al., 2019), previous studies in L2 fluency research have shown mixed results. In this line of research, it is still particularly unclear to what extent spacing influences L2 learners' long-term fluency development. Importantly, no research to date has investigated the effects of spacing on L2 fluency development by systematically manipulating the ISI–RI ratio (i.e., the ratio of the interval between practice sessions [intersession interval, ISI] to the interval between the last practice session and the posttest [retention interval, RI]). An investigation of specified ISI–RI ratios is necessary to gain a better understanding of the effects of spacing on L2 speech fluency development, and how the research findings from cognitive psychology can be applied to the rather complex skill of L2 speaking.

The current study aimed to examine the effects of spacing on L2 learners' speech fluency development by using the ISI–RI ratios of 10–30%, an optimal range suggested by previous research in cognitive psychology (Rohrer & Pashler, 2007). In this study, 116 Japanese university students were randomly assigned to one of four groups, which consisted of two experimental groups (a short-spaced group [1-day ISI] and a long-spaced group [7-day ISI]) and two control groups. The experimental groups engaged in four practice sessions while the control groups only took the three tests (pretest, posttest, delayed posttest) which followed the same schedule as each corresponding experimental group. The results overall showed an advantage of long-spaced practice over no practice (i.e., control group) and short-spaced practice especially on the delayed posttest, demonstrating greater retention of enhanced fluency performance (e.g., faster speech rate, shorter mid-clause pauses). In this presentation, the presenters will focus on the results from the practice sessions to elucidate how manipulating the timing of repeated practice might influence L2 learners'

fluency development over time. The present findings contribute to the existing body of L2 research by yielding insights into the role of spacing in optimizing fluency practice.

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Abstract ID: AILA697

What role do input quality and quantity play in French-English bilingual acquisition of past tense-aspect morphology by English-dominant children?

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Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

I investigated how bilingual children learn to use the past verb forms available to them in their dual-language input. Past tense forms are particularly relevant to the study of heritage language (HL), as their acquisition depends on various factors, such as the frequency of the form in the input, its functional complexity or discursive salience (Tomasello, 2009; Nicoladis & Paradis, 2012; Parisse et al., 2018). Because bilingual children are often unevenly exposed to their two languages, monolinguals may draw patterns from their more stable input faster than their bilingual peers (Paradis 2010; Paradis et al., 2011). I questioned whether children acquiring French as a HL differed from their French monolingual peers in their paths and rates of acquisition of past morphology.

I analyzed longitudinal data from two French monolingual children living in Paris and aged between 1;06 and 4;06 (Parisse & Morgenstern, 2012), and two French-English bilingual children living in London and aged between 2;06 and 3;07 (Hervé, 2016). All the children were video-recorded monthly in interaction with their caregivers. The data was transcribed and coded using the CLAN software. All verb forms were identified and described formally. Past verb forms were further coded as target or non-target (in which case the deviation from target was characterized), and as either contributed by the child to the interaction or reproduced from a previous utterance.

The results suggest dominance effects on the acquisition of past morphology by the two bilingual children under study, especially in their HL. Individual differences were linked to language use - the child who used French more consistently over the period followed the same path of acquisition as the French monolingual children whose productions were analyzed. Crosslinguistic influence accounted for the bilingual children's non-target realizations of French past forms, which differed qualitatively from those observed in the monolingual corpora.

This study supports usage-based theories of language acquisition by confirming that the children's path of acquisition of past morphology was guided by input properties, regardless of language status (majority or HL), but that the quantity of input received impacted the children's rate of acquisition of past verb forms.

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Abstract ID: AILA698

Challenging government's low-intensity language policies on the ground: Family language policies in Castilian-Spanish dominated Galicia

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

Contemporary research on language policy underscores how top-down policymakers tend to endorse the interests of dominant social groups, marginalise minority languages and attempt to perpetuate systems of socio-lingual inequity. This paper demonstrates how pro-Galician parents from the urban terrains of Galicia become policy intermediaries at home and on the exterior by monitoring their children's language development through a favourable literacy atmosphere in the minority language, developing prestige for the minority language through continuous encouragement, selecting and promoting companionship with minority-language-speaking peers of their children. Moreover, we argue that the parents' under-the-radar participation in the policy discourse may appear extremely intermittent and ad hoc, but their individual actions, when galvanised into collective mobilisations such as setting up minority-language-medium schools in Galicia, can lead to bottom-up language policies.

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Replicating a qualitative study in Applied Linguistics - insights and lessons learned

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Replication studies are valuable because they provide a sound research grounding (Camerer et al., 2018). They can increase the validity, reliability, and generalizability of findings and are often quantitative in nature. This paper presents findings from a qualitative replication study, thus responding to Smith and Schulze's (2013) call for qualitative replication studies, seeking to "obtain a clearer picture of phenomena observed" (Smith & Schulze, 2013, p. i) and "generate 'a richer and deepened' understanding of the phenomena" (TalkadSukumar & Metoyer, 2019, p. 2).

The specific phenomenon under investigation is the phenomenon of students dropping out of blended language learning classes. We replicated the early qualitative interview study by Stracke (2007), who explored why foreign language learners drop out of a blended language learning class. While the 2007 study was carried out in the German Higher Education context, we conducted this study at a university in Vietnam.

In our paper we will present key findings of our study that we compare with the 2007 findings. It is noteworthy that the lack of complementarity and integration between the face-to-face and online components of the blend can still cause challenges for the learners in our study. Our study allows for a deep understanding of the reasons why Vietnamese English as a Foreign Language (EFL) students leave a blended language course, thus providing evidence-based ideas for pedagogical adjustments for the delivery of current EFL blended language classes. Such changes can lead to higher retention rates, reduction of costs (both financial but also emotional), an increase in student satisfaction, and a better student experience.

We conclude this presentation with a critical evaluation of the value that qualitative replication studies can add to the field. We reflect on what we have learned in the process and the methodological understandings gained and argue that replicating a qualitative study can yield significant insights. The study and its finding might well encourage other researchers to attempt a replication of their qualitative studies, thus adding to the continuous development of our field of inquiry in Applied Linguistics.

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(Language) learning as a tool to promote healthy aging: resting-state EEG and learning interventions in seniors

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Investigating ways of promoting healthy aging has never been more pressing than in our rapidly aging society. Language learning has been proposed as a particularly effective training, as the activated brain regions overlap with areas often affected by age-related cognitive decline (Antoniou et al. 2013; Antoniou, & Wright, 2017). Tentative findings in mostly small samples suggest that what has been labeled third-age language learning indeed has the potential to be an effective tool to promote healthy aging, as some studies report, among other factors, enhanced cognition (Meltzer et al., 2021; Pfenninger, & Polz, 2018; Bak et al., 2016), but these effects have not been robustly found (see Kliesch et al., 2021; Pfenninger, & Polz, 2018; Ramos et al., 2017; Ware et al., 2017; Berggren et al., 2018). Following mixed findings, Ware et al. (2017) and Valis et al. (2019) suggest that L2 learning could - in the absence of cognitive boosting effects - at least help maintain cognitive functions in seniors. Crucially, it needs to be pointed out that third-age language learning and the effects ensue form an emergent field that need replication in larger samples and more comparability (for a review see Pot et al., 2019; van der Ploeg et al., 2020), as well as more research in general.

In our study we investigated the influence a language intervention (n=8; learning English in a non-Anglophone environment), compared to musical training (n=9; learning how to play the guitar) and an arts workshop (n = 4; as a social control group), on cognitive flexibility and neuroplasticity in elderly with subjective cognitive decline. We report behavioral findings, collected with the Digit Span task (WAIS-IV; Wechsler, 2008) and the modified Wisconsin Card Sorting task (mWCST; Nelson, 1976), and report resting-state EEG data that measure changes in cognition and neuroplasticity. Though resting-state EEG has been shown to be susceptible to training-related changes (Styliadis et al., 2015), language-induced changes in resting-state EEG have yet to be investigated in seniors.

Our data suggest that different types of interventions have the potential to improve and/or maintain cognition at an older age to different degrees. In our (small) sample, language learning appears to be the most promising tool to induce neuronal changes. Furthermore, this study shows that resting-state EEG is an adequate tool to investigate these cognitive (language-induced) changes in elderly. Though the study is based on a relatively small sample size, these tendencies outline a niche in need of further investigation.

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Abstract ID: AILA703

Learning to use versus using to learn

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

"Learning to use" versus "using to learn"

Howatt (1984) concluded that the Communicative Language Teaching movement had two distinct versions: a weak version with a "learning to use" approach and a strong version with a "using to learn" approach. Most applied linguists would agree that a strong version is much more effective in L2 teaching (cf. Lightbown & Spada, 2013). Long (2000) regretted the "learning to use" approach with its heavy emphasis on focus on forms and mentioned that there was not a good linguistic theory to support strong versions of CLT. At the time, the dominant view of language was based on 1960's theories. There was a universal grammar and grammar, and syntax drove the language system.

Much more in line with a "using to learn" approach is a Dynamic Usage Based (DUB) view of language. It is based on theories from the 1980's. Usage Based Linguistics focuses on how humans learn language through embodied experience and general learning mechanisms involving perception, association, categorization, schematization and so on (cf. Schmid, 2020). In the late 1990's, Complex Dynamic Systems Theory found its way into SLA (Larsen-Freeman, 1997) and claimed that there are no separate systems in language, the learner, or the context, but that all sub-systems interact with each other over time, resulting in non-linear development, and Langacker (2009) argues that language is a complex, dynamic system. In L1 acquisition, Tomasello (2001) argues that languages are learned on the basis of using language and Van Geert (1994) shows that language development is a dynamic process. In SLA research, usage-based linguistics is now well-established (cf. Ellis, 2008). Unfortunately, however, DUB has hardly made its way to general linguistics courses, teacher training colleges, teachers, textbooks or classrooms.

In this presentation, I will briefly review the theories but then focus on what teachers need to

know about a DUB approach to language and language learning, so that they can let go of their "learning to use" approaches and confidently move to a "using to learn" approach.

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"Als Mann bin ich grundsätzlich positiv eingestellt gegenüber einer gendergerechten [...] Sprache" [As a man I'm in principal in favour of gender-fair language] – Positioning oneself towards gender-inclusive language in the german discourse

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

The debate about gender-fair language is among the most polarised concerning the intersection and interaction of language and political ideas. Part of the debate in german-speaking contexts are different forms usable and used for gender-inclusive language, e.g. using both a feminine and a masculine form (*Lehrerinnen* [teacher; fem.] und *Lehrer* [teacher; masc.]) instead of just a masculine one with a supposedly generic reading (*Lehrer* [teacher; masc.]), capital I (*LehrerInnen*) or other typographic signs before attaching the feminine suffix (e.g. *Lehrer*innen, Lehrer:innen, Lehrer_innen*). Due to the spread of gender-inclusive language as well as potential indexicality of the speech forms (Kotthoff 2020), we assume that there is high pressure to position oneself (vgl. Dang-Anh/Scholl 2022; Schneider 2020). Based on data from discussion formats in german public broadcasting (Deutschlandfunk) and interviews we conducted, subtler and very explicit positionings and forms of stancetaking towards gender-inclusive language will be presented and analysed. The debated forms can be seen as shibboleths, eliciting not only stances on the respective usage of gender-fair language, but are furthermore read as stancetaking on issues of justice, gender and equality and language's role, due to different assumptions about who uses which forms and whether these, for example show support of a struggle for equality. The difference between more subtle and more open positionings, with the latter being more frequent due to polarisation of the debate, can be exemplified by context and the linguistic means used to position oneself: While first data shows that e.g. categorized self-references (Whitehead/Lerner 2021) are used to position

oneself in a more subtle way and suggest, among others, gender as a motive for certain stances, topoi, hypertrophic language use (Felder 2018) and some cognitive metaphors, e.g. those equating gender-inclusive language with violence or rape, are very much "in your face" when it comes to evaluating the discursively constructed notion of gender-inclusive language use that the speakers are taking a stance on.

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Abstract ID: AILA705

Use of digital sources in writing a graduate thesis

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Academic writing is a complex and cognitively demanding task, which entails that students search, read and critically evaluate a substantial number of sources that are then synthesised and incorporated in the students' own texts. This ability of using sources efficiently is a cornerstone to academic literacy (Cumming et al., 2016), while the way how students handle the sources affects the text quality (Leijten et al., 2019). To our knowledge, research on the use of sources in writing longer authentic academic texts over an extended period of time is scarce (cf. Ivanov et al., 2022). The aim of this paper is to analyse what kind of, when and how digital sources are used in the process of writing a graduate thesis (15 ECTS) in the teacher education programme through the lens of Simple View of Writing (Berninger & Amtmann, 2003). The data was collected using a keystroke logging software (Inputlog), that recorded all events on the participant's laptop in 62 writing sessions of approximately 258 hours over 9 weeks. The recording was administered by the participating student, a 46-year-old female, at the end of her education for primary school teacher. The in-built function of Inputlog was used to analyse the data quantitatively to provide a picture of when and to which extent the student used digital sources, while manual qualitative analysis was used first to categorise the sources and establish at what stage of the text production they were consulted and then to reveal how these individual sources were incorporated in the student thesis. The results show how digital sources are used to compose the body of the thesis as well as to monitor the writing process and revise the thesis. For example, less than one third of the consulted peer reviewed articles were used in the final version of the thesis. The fine analysis of how they formed the thesis is ongoing. The results may inform the instruction in literature searching and referencing while writing a graduate thesis as well as contribute to students' awareness of how digital sources can be efficiently used.

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Quand les symptômes ne sont pas clairs : le travail interactionnel de l'interprète lors de la description de troubles psychophysiques

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Dans l'étude des interactions de santé, une attention particulière a été portée à la phase de présentation du problème, lors de laquelle le patient annonce la raison de sa visite et décrit ses symptômes (Heritage & Robinson 2006). Il a été montré notamment que, dans cette phase, le patient a la possibilité de décrire sa maladie dans ses propres termes et que, de ce fait, son autorité épistémique est mise en avant. Néanmoins, la description des symptômes peut se révéler une activité interactionnelle complexe, demandant le déploiement de plusieurs ressources sémiotiques (Heath 2012). La description de symptômes relevant de troubles mentaux constitue un défi particulièrement important, au point qu'elle peut amener à un diagnostic erroné (Tate 2020).

Dans des consultations de santé avec des demandeurs d'asile, qui se déroulent par l'intermédiaire d'un interprète, la description des symptômes demande un travail interactionnel important tant au patient qu'aux autres participants à l'interaction. La tâche de l'interprète, spécialement délicate, consiste à retransmettre la souffrance du patient tout en restant « neutre » (Piccoli 2019) et en rendant compréhensibles pour le soignant des éléments implicites ou connotés culturellement (Anderson & Cirillo 2020). De plus, l'enchevêtrement entre les sphères de la santé physique, des troubles mentaux et de la précarité administrative apparaît spécialement fort chez ce public (Gekière 2017), ce qui peut rendre ardu l'établissement d'un diagnostique.

En se fondant sur un corpus de 91 consultations vidéo-enregistrées dans le cadre du projet REMILAS, cette contribution s'intéresse à des séquences de description de symptômes psycho-physiques dans différents contextes médicaux (consultations de médecine générale, suivis de psychothérapie, visites pour l'établissement de certificats) en France, avec des demandeurs d'asile et des interprètes professionnels ou non-professionnels. En particulier, nous nous focaliserons sur les différentes ressources mobilisées par l'interprète pour retransmettre au soignant des descriptions ambiguës, centrées sur des symptômes qui pourraient relever tant de la santé physique que de la santé mentale, et nous nous demanderons dans quelle mesure les choix de l'interprète peuvent faire pencher l'interprétation du soignant vers l'un des deux champs. Une attention particulière sera

accordée aux formulations et reformulations multimodales (Traverso 2017) qui permettent aux participants de donner une définition fine des symptômes.

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Abstract ID: AILA707

Distinguishing fraudulent ads in online illicit markets with forensic linguistic

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Online fraud has long been an issue of concern to forensic scientists, particularly in terms of detection of fraudulent ads. Indeed, detecting a fraudulent ad is not always obvious, especially when the victims themselves do not realise that they are victims of a fraud (Rossy and Ribaux, 2020). However, when these are detected, it becomes interesting to approach them from a forensic intelligence perspective in order to detect crime series. The detection of links between cases is based on traces of different nature (Ribaux et al., 2022). The objective of this paper is to determine whether it is possible to detect links between fraudulent ads using the textual data available, through the language trace (Renaut et al., 2017) and a methodology derived from forensic linguistics. This is a field of research involving statistical analysis of textual data or style analysis for various purposes in a judicial context, including author recognition. These approaches can be used to identify author-specific features, which can be assimilated to language "traces" that can be used in different contexts, such as authorship analysis or the detection of similarities between two texts.

To understand the issues faced by specialists in fraud detection, a preliminary study is made through interviews with online crime analysts. Since online frauds may happen in both legal and illegal online markets, data from three Dark Web cryptomarkets are analysed: Empire Market (data collected from April 2020 to August 2020), White House Market (data collected from April 2020 to March 2021), and Darkmarket (data collected from July 2020 to June 2021). By hypotheses, they indeed allow distinguishing frauds through the feedback left by buyers. The textual data from the ad description and the texts present in the ads evaluations are analysed. The first step consists of distinguishing legitimate ads from fraudulent ads based on feedback. Then, we detect patterns in the ads and infer links between the fraudulent ads. A non-exhaustive list of linguistic characteristics common to fraudulent ads is then formalised.

Renaut L, Ascone L and Longhi J (2017) De la trace langagière à l'indice linguistique : enjeux et précautions d'une linguistique forensique. Ela. Études de linguistique appliquée (188): 423–442.

Ribaux O, Baechler S and Rossy Q (2022) Forensic Intelligence and Traceology in Digitalised Environments: The Detection and Analysis of Crime Patterns to Inform Practice. In: Gill M (ed.) The Handbook of Security. Cham: Springer International Publishing, pp. 81–99. DOI: 10.1007/978-3-030-91735-7_5.

Rossy Q and Ribaux O (2020) Orienting the Development of Crime Analysis Processes in Police Organisations Covering the Digital Transformations of Fraud Mechanisms. European Journal on Criminal Policy and Research 26(3): 335–356. DOI: 10.1007/s10610-020-09438-3.

Abstract ID: AILA708

"It's not so good now because I made it up". Journalistic self-criticism in media production

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Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

Media criticism starts from self-criticism, i.e., the ability and willingness to critically question and further develop one's own practices and products of media production (Perrin, 2020).

This presentation shows how such self-criticism in media editorial offices can be fostered by transdisciplinary research. In this context, transdisciplinarity means: doing research on, for, and with practitioners to sustainably solve societal problems in which language plays a key role (Perrin & Kramsch, 2018).

Empirically, the article draws on large data corpora from over two decades of text production research in media workplaces, focusing on problems of linguistic recycling while transforming sources' spoken language into media language (Haapanen & Perrin, 2020).

Findings show that with increasing globalization, localization, and digital networking of the news business, translating has become more and more important, and that with social media, the recycling of others' statements accelerates. So there are good reasons to encourage journalists' ability to self-critique their linguistic recycling practices.

This is exactly what can be achieved by choosing and implementing a transdisciplinary research framework. It includes recognizing the subject matter in its theoretical and practical significance, building mutual trust across stakeholder groups, and contributing to the further development of all the fields involved.

Haapanen, L., & Perrin, D. (2020). Linguistic recycling. The process of quoting in increasingly mediatized settings. Introduction. AILA Review, 2020(33), 1–20.

Perrin, D. (2020). "Das ist jetzt nicht mehr so gut, weil ich habe es erfunden". Journalistische Selbstkritik in der Medienproduktion. In H.-J. r. Bucher (Ed.), Medienkritik. Zwischen ideologischer Instrumentalisierung und kritischer Aufklärung. Grundlagen, Fallanalysen, Problemfelder(pp. 107–130). Köln: Halem.

Perrin, D., & Kramsch, C. (2018). Transdisciplinarity in applied linguistics. Introduction to the special issue. AILA Review, 31, 1–13.

Abstract ID: AILA710

Looking at the relationship between working memory and oral fluency: on the importance of the languages involved in L2 oral production

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Good oral production skills are fundamental to the integration of non-native speakers into their host society. In particular, L2 *oral fluency* (OF), i.e., the rapid, smooth, accurate translation of communicative intention during on-line processing (Lennon, 2000, p. 26; see also Segalowitz, 2010), has been shown to be of great importance in maintaining listeners' attention (Suzuki & Kormos, 2020). However, although L2 OF may largely depend on L1 OF skills (Tavakoli & Wright, 2020), it still represents a distinct challenge for L2 speakers as it requires a real-time efficient allocation of cognitive resources. Specifically, *working memory* (WM), which refers to the limited capacity system responsible for the temporary storage and manipulation of information (Baddeley, 2012), has been shown to be most important in speech production (Wen & Li, 2019). However, these cognitive resources are limited and vary from one speaker to another (Kormos, 2006), and may also differentially interact with language forms (Awwad & Tavakoli, 2022; Ellis & Sinclair, 1996), which can differ from the L1 to the L2. To our knowledge, no previous studies have verified whether WM interacts in a distinct manner depending on the speakers' L1 and the language used for L2 production. Therefore, the present communication reports on a study that investigated this relationship. 30 ESL French-speaking and 30 French L2 English speaking adults were subjected to a picture-based narration task in both their L1 and L2. To maximize language production, participants were given two minutes planning time (e.g., Foster & Skehan, 1996). Each narration, which lasted on average three minutes, was recorded. Participants' WM was measured using the *Highest-Number Task* (Oakhill et al., 2011), a numerical span test known to measure both temporary storage and manipulation of information. Fluency was holistically assessed using a flowchart using a scheme adapted from Turner and Upshur (2002). Three judges independently coded the narrations. An interrater agreement of .89 was obtained. Factorial analysis results show a distinct pattern in the mediating role of WM in the L1-L2 OF relationship. These results are discussed in light of previous studies.

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Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition, 18*, 299–323.

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Turner, C. E., & Upshur, J. A. (2002). Rating scales derived from student samples: effects of the scale maker and the student sample on scale content and student scores. *TESOL Quarterly, 36*, 49–49.

Segalowitz, N. (2010). *Cognitive bases of second language fluency*. New York: Routledge.

Wen, Z., & Li, S. (2019). Working memory in L2 learning and processing. In J. Schwieter & A. Benati (Eds.), *The Cambridge handbook of language learning* (pp. 365-389. Cambridge University Press.

Abstract ID: AILA711

Learning for Peace and Social Responsibility: Preparing Language Teachers for Activist Pedagogy in Bosnia and Herzegovina

Authors:

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Abstract Topics: [SYMP82] Teachers as agents of change: Language Education for Peace and Social Responsibility

Abstract Summary:

The proposed paper begins with the hypothesis established by Davies (2011) that the link between state fragility and educational system fragility can be interrupted by certain sorts of critical teacher training, capacity development, and making national plans for education. By introducing new educational paradigms in language teacher education and in language teaching through specific focus on creating socially responsible classrooms, by integrating global themes into teaching, and by grounding the language curriculum contents in critical and peace pedagogy principles, the teachers of languages can be encouraged to assume more critical roles in the society to advocate for change, and to contribute to holistic education of the children and youth. This would enable our language learners to cope with numerous challenges in the fragility of deep fragmentations and polarizations which we witness on a global scale in today's world in different settings: the societies still coping with the post-conflict reconstruction, healing, reconciliation and social recovery; the aftermath of the Covid-19 pandemic; the war-caused crisis situations around the globe; the environmental challenges seen in all corners of the world. The pedagogical perspectives of teachers, their perceptions of teaching goals, and their teaching practices and philosophies will greatly be influenced by their personal and professional identities which are shaped by their previous experiences in schooling, as well as by the institutional climate, dominant politics and ideologies, teaching methodologies, and political traditions that are deeply embedded in the approaches and strategies that teachers use in their practice. The main goal of this paper is to better understand how language teachers in Bosnia and Herzegovina use the potential of language in their classrooms and how they operate with specific critical and peace pedagogies to implement social responsibility goals in their language education (teaching for peace and about peace, addressing migration issues, introducing inclusive education practices through language teaching, addressing the environmental crisis, integrating the study of history, literature, and human behaviour with ethical decision making and innovative teaching strategies to promote diversity, equality, justice, etc.), i.e., what are some specific pedagogies used to implement those goals through language and culture teaching?

Multilingual Standards in Language Assessment? Perspectives from Participatory Engagement

Authors:

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

Educational and professional assessment of knowledge and skills have been strongly associated with 'standards'. The use of standards or proficiency benchmarks in language assessment in test-driven systems, broadly speaking, presupposes at least a degree of 'buying-in' on the part of test-takers and test-users (e.g. university admissions tutors). The buying-in is premised on (a) the perceived usefulness of the standards involved, and (b) the standards have universal and stable validity (however defined) within the domain concerned. The marketing values of assessing language with reference to some undisputed standards, particularly in relation to the English language (as an additional/second language), have been in no small measure associated with the promotion of Standard English (e.g. Quirk, 1990). The description and projection of Standard English have, however, been largely exemplified by representations of formal lexico-grammatic features at sentence or clause levels in monologic and dialogic texts. There is also eliding of citational forms of high-status pronunciation conventions (e.g. Received Pronunciation, General American Pronunciation or Educated Australian) with Standard English. Furthermore, it is now becoming increasingly clear that the ideal-type English language proficiency, as operationalized in many large scale international English language tests, is referenced to a narrow seam of language used by middle-class speakers in public and professional contexts (Leung, in press). The public face of language proficiency tends not to include the language of conflict or intimacy.

The growing research in flexible and fluid use of languages in multiethnic-multilingual social interaction suggests that such putative qualities of universality and stability should not be assumed. In this presentation I will discuss relevant questions triggered by the notions of plurilingualism and plurilingual mediation from the CEFR, and also from aspects of language use in translingual community interpreting. I will pay particular attention to the highly contingent, situated and unpredictable nature of participant uptake in multilingual interactional language use that are implicated in both plurilingual mediation and translingual community interpretation. The use of speakers' multilingual repertoire flexibly for real-life purposes to facilitate peer-to-peer communication involves more than invocation of language knowledge, it also calls forth an exercise of sensitivity and sensibility in respect of, inter alia, access to message content and language support (for others), and in-group face maintenance. Such online decision making *in situ* far exceeds issues of language knowledge and skills, and established descriptions of social conventions of language use. The interactional flux may call for communicative 'one-offs'. The Hymesian dictum of *factum valet* come to mind. Externally introduced language standards are unlikely to be able to account for the complex and diverse ways in which participants initiate and respond to situated multilingual communication. I will conclude with some thoughts on possible ways of handling contingency and fluidity in assessing multilingual interactional communication.

Leung, C. (In press). Language Proficiency: From Description To Prescription And Back? *Educational Linguistics*.

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"I really didn't like that": a sociopragmatics analysis of the uses of evaluation in narratives of child victims of sexual abuse

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Nearly one in three child victims of sexual abuse does not disclose their abuse during the investigative interview. The main factors explaining this reluctance include the victim-perpetrator relationship and the feeling of shame. Our previous work suggests that having been led to perform sexual acts towards the perpetrator can also explain the reluctance of some victims to disclose their abuse during the investigative interview (Allard-Gaudreau, Laforest & Cyr, 2021). Specifically, we observed that children who reported having performed such acts, the type of victim that we termed "agentive", are more likely than "non-agentive" victims to avoid naming sexual acts using ellipses.
The objective of the present research is to further explore the impact of the sexual agency on the discourse of child victims of sexual abuse. More precisely, we compared the evaluation of narratives of personal experience of eight "agentive" and eight "non-agentive" victims. Our results show that agentive victims evaluate their story significantly more often than non-agentive victims, i.e. they introduce more propositions that aim to comment on the narrated action (Labov, 1972), such as "I really didn't like that". Moreover, our analysis suggests that they evaluate their story mostly to justify their behaviours and to highlight the fact that they did not initiate or enjoy the sexual acts. This study further supports that having performed sexual acts has an impact on the discourse of child victims. Thus, this phenomenon should be considered by investigators.

Allard-Gaudreau, N., Laforest, M. & Cyr, M. (2021). Les modalités du non-dévoilement dans les récits d'enfants victimes d'agression sexuelle : une étude de l'ellipse narrative. *Travaux Neuchâtelois de linguistique, 75*(1), 1-19.

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Abstract ID: AILA715

Structure and agency in the narratives of adult migrants' language learning strategies: perspectives from Norway

Authors:

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Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

Learning the host country's language(s), a necessary step toward social and professional inclusion, is often regarded as a challenging task for migrants. Moreover, the language learning process, including learning strategies, depends heavily on the sociocultural context in which migrants are situated (Gao & Hu, 2020; Thomas et al., 2022). Do all migrants have the same conditions and opportunities to learn the host country's language(s)? In the lack or absence of learning access, what strategies do migrants resort to?

The study presented in this paper is part of a larger project in which the language practices and language learning experiences of highly educated Indonesians in Norway are examined through a variety of methods and theoretical frameworks. Following the social turn in second language learning research, the present study aims to investigate how social context influences migrants' strategies and sources of regulation in learning Norwegian. The data was collected through a mixed-method qualitative approach consisting of sequential in-depths interviews, language diary, and focus group discussions with four focal participants who recently moved to Norway. Based on the investment model (Darvin & Norton, 2015), participants' narratives of their reported language learning strategies are analyzed in relation to language ideology, identity, and capital in their language learning experience.

The findings from this study suggest an entanglement between structural and agentive factors in the participants' language learning strategies. Migrant learners' ideal learning strategies are influenced by their language ideologies. However, different structural conditions, such as migration status and the pandemic situation, have a considerable impact on their learning opportunities, and consequently, on why and how they end up using certain learning strategies but not others. Migrants' social and economic capital and social identities such as gender, race/ethnicity, and class, also play an important role in the (in)ability to access various learning resources such as artefacts and the

target language communities (Gao & Hu, 2020).

By analyzing migrant learners' narratives, this study provides a more enriched, nuanced, and learner-centered understanding of language learning strategies and sources of regulation in the context of migration in the globalized world. This study also contributes new insights into the use of learning strategies of other languages than English by adult migrant learners inside and beyond the classroom.

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Gao, X. (Andy), & Hu, J. (2020). From Language Learning Strategy Research to a Sociocultural Understanding of Self-Regulated Learning. In M. J. Raya & F. Vieira (Eds.), *Autonomy in Language Education: Theory, Research and Practice* (1st ed., pp. 31–45). Routledge. https://doi.org/10.4324/9780429261336

Thomas, N., Rose, H., Cohen, A. D., Gao, X. (Andy), Sasaki, A., & Hernandez-Gonzalez, T. (2022). The third wind of language learning strategies research. *Language Teaching*, 1–5. https://doi.org/10.1017/S0261444822000015

Représentation du vieillissement dans le discours publicitaire marchand : Discours anti-âge dans les magazines féminins

Authors:

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Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

L'objectif de cette communication consiste à étudier la représentation du vieillissement dans le discours publicitaire s'adressant aux femmes, notamment les discours promouvant les produits de beauté *(Cosmetics advertising)*. En effet, le discours anti-âge s'inscrit parfaitement dans l'étude que je mène dans le cadre de ma thèse à travers laquelle je me propose d'analyser les particularités linguistiques ainsi que les stratégies visuelles adoptées par les publicitaires pour promouvoir les produits cosmétiques. Il s'agit d'analyser les messages publicitaires s'adressant aux femmes dans le monde contemporain en prenant appui sur l'ensemble des numéros du magazine féminin « ELLE » anglais et français sur une période d'un an (2020), et ce, en adoptant une approche multimodale (Kress & Van Leeuwan 2005 ; Forceville 2010). La multimodalité constituerait l'approche analytique la plus judicieuse car elle permet d'analyser les éléments linguistiques ainsi que les éléments extralinguistiques employés par les annonceurs dans un but purement persuasif, séducteur et incitatif (Adam et Bonhomme 2012 ; Berthelot-Guiet 2015).

Par ailleurs, dans le cadre thématique de ce symposium, je focaliserai sur la représentation du vieillissement chez les femmes à travers l'analyse du discours anti-âge *(Anti-aging discourse)*. Ce dernier représente un sujet relativement peu exploré en analyse de discours. Il s'agit d'étudier les techniques persuasives, discursives et non-discursives, permettant de vendre de l'espoir et de faire-croire que le produit vanté est capable de prévenir, de ralentir ou de corriger les signes de vieillissement chez la femme (Ringrow 2014, 2016). Ce discours publicitaire de nature marchande nécessite ainsi un recours à des éléments rhétoriques (Aristote) et à la créativité lexicale et visuelle qui participent à la création de l'unicité de la publicité promouvant le produit anti-âge en question (produits anti-âge, anti-rides, lifting, etc.). Le texte ainsi que l'image incarnent des éléments argumentatifs utilisés afin de persuader la consommatrice cible qu'un certain aspect physique chez elle constitue un problème à résoudre et que la solution réside dans le produit vanté (Hoey 1983, 2001). L'ensemble des stratégies mises en place visent à concrétiser le passage de « faire-croire » au « faire-faire », permettant ainsi la transformation de la consommatrice-cible d'une réceptrice passive

à une consommatrice active.

Ce sujet pluridisciplinaire fait naître de multiples questions, et celles que j'envisage de traiter et de privilégier à travers ma communication s'inscrivent dans l'objet d'étude relatif à l'analyse contrastive de la représentation du vieillissement dans deux aires distinctes au niveau géographique, socio-culturel et identitaire. En effet, l'analyse comparative des pratiques publicitaires discursives et non-discursives permettra de voir comment les langues française et anglaise fonctionnent par rapport à la notion du vieillissement chez les femmes. Nous allons alors tenter d'apporter des réponses pertinentes aux questions suivantes : Où réside la puissance rhétorique du discours anti-âge relatif au « *female aging body* » ? Existe-il des similarités ou des contrastes concrets inhérents à ce type de message publicitaire dans les deux corpus étudiés visant les consommatrices françaises et anglaises ?

Abstract ID: AILA717

Language policing inside and outside the home: Children of Kabyle immigrants in the UK

Authors:

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Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

Based on ethnographic and interview research this study explores the language practices of four Kabyle families living in the UK in three multilingual spaces, i.e. a cultural organisation, in domestic environment and online platforms. The family's language practices are informed by the parents' diverse socio-economic status and political engagements, and shaped by their migration trajectories, which consequently influence the children's everyday language behaviour. The study's main argument revolves around how the children appropriate their parents' ideologies and aspirations while at the same time navigate their own choices, according to the context. Young Kabyles use language to either distance themselves or to create close relationships, to gain particular positions in the various discourses spaces that they navigate. Put concretely, they resist the use of Arabic and in some cases French to maintain 'Kabyle' during Kabyle gatherings. At the same time, they use French and English in order to secure a socio-economic status in their daily multilingual interactions. The analysis of the Kabyle case allows us to appreciate how children of Kabyle migrants negotiate many "heterogeneous, diverse identities across multiple localities and across the perceptual and physical boundaries" (Beswick, 2020: 31).

Following the pathway of politically active Kabyles, most families involved in this study have worked on revitalising their language variety, which is evidenced on their children's orientations. Parents' wish to create a Kabyle transnational 'imagined community' turned out into involving their children in concrete practices in different discursive spaces, such as social gatherings in a Kabyle Café in London, creation of online chatting spaces and organisation of events within a cultural organisation, creative and artistic activities, poetry, performance of Kabyle theatrical pieces, and music that were inspired by ancient Kabyle and Amazigh history, traditions, and mythology. Their efforts also involved the inclusion of Kabyle in a multilingual online dictionary called *Glosbe* by young Kabyles active in diaspora. In addition to Numidia's family's plans to open a complementary school to teach Kabyle to children wishing to learn the language in the UK.

The study draws on the notion of discursive space (Heller 2007) to include the participants' orientation towards their heritage language as they engage inside and outside the home as well as online as part of expressing their everyday ethnicity in the UK through language use. However. Children whose linguistic capacity was limited, tend to display their ideologies through Kabyle material culture and food consumption.

In this presentation, two main questions will be addressed:

1. To what extent do migration trajectories, and the British environment, as a relatively recent migratory setting, shape the Kabyle families' language choices and practices in diaspora?
2. How do political and socio-cultural backgrounds influence how children of Kabyle migrants navigate their parents' aspirations, their social identifications and positionings both offline and online?

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Abstract ID: AILA718

Embodying the "best" English speaker: Social positioning amongst multilingual children in Catalonia

Authors:

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Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

This paper discusses the experiences and the negotiation of the social image "I'm the best in English", of three primary school girls of Catalan background, in their immediate environment (home, school, and peer group). Unlike what is expected in this region, these girls have been raised in English at home. The Spanish and Catalan-speaking parents decided to socialise their daughters in English owing to various reasons discussed widely in the literature on Family Language Policy (King & Fogle (2006). In this particular case, the parents reproduce the various tropes around English as the language of the future, and the discourses around the commodification of English. However, the parents' histories, family stories, and the decisions that they make reveal much more complex processes. English is constructed as a clear mark of how they want to present themselves socially as "a family". The parents' past life experiences, and their engagement with English seem to play an important role in their present courses of action regarding their daughters' socialisation, and their imagined future (Bryant and Knight 2019). As a result, the girls, aged 10 at the time of the fieldwork, position themselves as, and embody the social image of, "being the best" English-speakers in their social environments. In addition, we analyse certain chronotopes (Bakthin 1981, De Fina 2022) that might help explain this desired personhood, as well as the processes that it triggers and shapes within Catalan society. This case reveals ongoing social transformations in Spanish society, where learning English is constructed as a high-priority skill that can be converted into (inter)cultural and economic capital. The girls' practices and views were collected ethnographically, by two researchers. We observed them in an online after-school drama club over the course of 3 months during the pandemic, and conducted several in-depth virtual family conversations. The online environment favoured the participation of the researchers' children as spontaneous participants (Mansfield 2022). This allowed us to create a safe space to share children's experiences and views, the methodological implications of which will be discussed during the presentation.

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Mansfield, M.A. (2022) *Socializing for Success: A Critical Sociolinguistic Ethnography of High Socio-Economic Status Multilingual Families in the UK Brexit Context*. Unpublished PhD thesis. University of Southampton.

Abstract ID: AILA719

Integration of children arriving in Hungary from Ukraine

Authors:

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Abstract Topics: [SYMP10] AILA ReN - Participatory Linguistics: Non-academic language expertise in linguistic research

Abstract Summary:

Due to the state of war in Ukraine, since February 24th, 2022, a large number of refugees have arrived in Hungary. A significant part of them came with their families or followed their father, who had already worked "outside" (meaning in Hungary), leaving behind the older generations whose task was to look after the former residences of the emigrants in the hope of the possible return of the young and middle-aged working population. They are mainly men between 18 and 60 and their families. When the armed conflict broke out, it was unknown how long it would last. Thus, some families decided to send their children to school in Hungary and not, or not only, to continue the 2021/22 academic year online in Ukrainian public education. In the end, they finished this year in their new schools.

Our research aims to examine the children's enrollment process into the Hungarian public education system and their experience with the change in their place of residence. The research methodology we follow is a participatory approach (Bodó et al. 2022, Buchholz et al. 2016, Svendsen 2018), given that we want to learn about children's experiences. Alongside researchers, the children's parents and teachers are involved in the research as participants. We gather data about the children in different ways (1) in the form of interviews with the children, (2) their parents and teachers narrate events from everyday interactions, in which they were participants; and also they retell and audio record stories narrated by the children; (3) they keep diary records; (4) they also make audio and video recordings at home and school. In addition to the data collection, the participatory approach actively invites the participants to develop the research questions and their thematics, embrace and explore their own experiences and become inherent actors of the research.

Among the research subjects, there are four linguistically different groups. The children are between 5 and 10 years old.

1. The common characteristics of the first group of children are that they all come from

Transcarpathia and speak Hungarian.

2. The second group includes children whose first language is Ukrainian. They do not speak Hungarian at all.

3. In the third group, the children belong to the Russian minority in Ukraine.

4. The other Russian-speaking group includes children born in a Russian-Ukrainian marriage who speak both languages equally.

From the grouping above, we can also see how the language and ethnic issues can appear in Ukraine in many different ways due to the country's multicultural situation. Thus in the present research, we explore, to the best of our ability and from as many perspectives as possible, but without claiming to be exhaustive, the outlined issues of school integration of refugees and those displaced by the war in Ukraine.

In this paper, we present the integration patterns that emerged in the first year of the research, which concentrates on the phenomenon of language use and school integration.

Abstract ID: AILA721

Early education policy makers as collective agents in rethinking local language education policy towards diversity

Authors:

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

Study background

The target city is situated in the northern area of Israel. Most of its residents are immigrants from all over the world. The linguistic and cultural diversity of the city poses many challenges in managing preschool education, due to lack of clearly declared early language education policy and planning, lack of professional knowledge and skills in approaching this diversity, and a relatively slow progress of children's competence in the societally dominant language, Hebrew.

Over the last years, the failure of preschool education to meet the needs of the highly heterogeneous preschool population urged local early-years educationalists, policymakers and parents address the challenges more effectively. One of the main questions raised is: What is the place of home languages and cultural funds of knowledge in a preschool classroom?

As a first step towards the development of *early language education policy,* local policymakers initiated a forum, a 'language leading team,' aimed to influence their own work. The forum's meetings focused on changes in policymakers' attitudes towards LCD in the classrooms and planning actions aimed to empower LCD children and their families.

Method

This study was implemented as a case-study, using purposeful sampling. In addition, it was also ethnography-oriented research since we conducted classroom observations with focus on language policy documents, photographs of classroom language landscape, and language resources provided by the policymakers.

The main data consisted of video-taped zoom focused group discussions and seven individual interviews in which heads of the early childhood education municipal department and the Ministry of Education department reflected on histories of their collective agency, beliefs and practices, individual experience, personal professional and life knowledge, and the most critical events in the 'language leading team' in the years 2020-2021.

Results

Our analysis revealed the following characteristics of collective agency: (1) planning changes in language education policy in the city's preschools by creating a community of practice; (2) high level of commitment to preschool pedagogical staffs and families; (3) critical reflections on gained experience and rethinking attitudes towards LCD in the classrooms; (4) practical steps in approaching linguistically and culturally responsive teaching; and (5) future visions and long-term expectations from engagement in times of change.

We found that education policy makers' transformative thinking drew largely on change emerging from their own life experiences, and awareness of past mistakes.

The participants manifested their agency also in reporting on proactive actions, in line with changes in their attitudes. These actions encompass recruiting forces from the academy, engaging social mediators, preparing for welcoming new coming LCD families, creating language mediating resources for teaching staff such as multilingual vocabularies and games to improve their

communication with LCD families.

Conclusions

This study proposes an agency-centered approach as a means of understanding and promoting educational change. Bottom-up language education policy initiatives can be instrumental in achieving changes in educational beliefs and practices. Collective agency of policy makers is manifested in their belief in their self-efficacy in supporting teachers facing LCD in preschool classrooms.

CLIL students' written performance on curricular and noncurricular topics

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

This paper investigates knowledge communication and transferability in the written performances of CLIL students in two school subjects. 'Interdisciplinary transfer' is considered a dimension of subject literacy; one that contributes to quality education and enables students to become lifelong learners (Beacco et al., 2015). Previous studies have compared CLIL students' performance across subjects (e.g., Evnitskaya & Dalton-Puffer, 2020) but no studies have focused on the same students' performance in a curricular and a non-curricular topic. In this study, we analyse and compare CLIL secondary students' texts who study several curricular content subjects through English (History, Geography, Biology, Art, Technology, Physical Education or Music) in addition to English as a foreign language subject (EFL). The students write academic texts on topics in the content subjects that they can draw on when composing texts for the EFL class. The texts from the content subjects represent 'pedagogised knowledge' (Maton, 2014) and the texts from EFL represent 'common-sense' world knowledge. In both topics, the students' answers were triggered by a series of prompts that elicited the full range of cognitive discourse functions (CDFs)-linguistic realizations of cognitive processes in academic contexts-Dalton-Puffer, 2013): define, describe, compare, explain, evaluate, explore, report. We interpret students' performance through the lens of specialization codes-one of the tools in Legitimation Code Theory, LCT (Maton, 2014)-to consider not only how students epistemically relate (ER+) to an object of study (knowledge code; e.g., use of academic terms, structural appropriateness, and grammatical accuracy), but also how their individuality and individual skills help them to socially relate (SR+) to the target object (knower code: e.g., use of authorial voice and appraisal), for which we used Martin & White's (2005) appraisal theory.

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Multimodal strategies of polarization in anti-gender violence campaigns

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Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

The fight against gender violence is one of 4th Wave Feminism's main worries. Feminist journalists and discourse analysts insist that, when addressing gender violence, a new discourse of solidarity and hope -rather than the traditional one of fear and threat- needs to be deployed (Arruzza et al.; Barjola 2018; Cooper et al. 2020). This new discourse, which is starting to permeate not only the more public and political discourse of the mass media, but also private, everyday conversations, is made evident in the slogans created by feminists in rallies organized worldwide in the last years, which contain many calls to stop gender violence and victim blaming, and, most importantly, to encourage women to rebel while giving themselves permission to enjoy (Requena 2020). Anti-gender violence discourse, in addition, is a prototypical field in which polarized strategies come naturally, as two opposing groups are clearly construed: the in-group including feminists and battered women and the delegitimized out-group of male aggressors.

Drawing on critical and socio-cognitive approaches to multimodal discourse (Abdel-Raheem 2019; Alonso & Porto 2020; El Refaie 2009; Forceville 2020; Forceville & Van de Laar 2019; Hart 2017, 2018; Kress 2010; Machin & Mayr 2012; Author 2021, 2022; Wawra 2018), this paper focuses on how the struggle against gender violence is conceptualized in political and institutional campaigns as represented in 30 posters for November 25 (International Day for the Elimination of Violence Against Women) published on paper and on social media platforms like Twitter or Instagram (2020 to 2022).

Preliminary results show clear us-them multimodal discursive strategies realized within the interactions of (i) verbal -personal pronouns, deixis and negation- and (ii) pictorial modes -specific colour ranges, participants and objects. The multimodal polarizing strategies analysed show how different institutions try to call attention on gender violence while construing new cognitive and social frames in which women are conceptualized as members of the same community; a community in which they are active citizens and not submissive victims.

Key words: multimodal strategies, polarization, political posters, anti-gender violence discourse

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„Didn't you tell me you wanted to know how children learn foreign languages?": using initial exposure to an unknown language as a method of eliciting YLs' participation in FL (aptitude) research

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Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

The present study describes the post validation process of a novel aptitude measure for YLs. During the validation process three studies (N=49; N=207, N=209) were conducted in order to establish the final product of the validation: a novel aptitude test. A measure consisting of three tasks was designed using a natural language which was at the same time a new language to the participants. The validation process using only the quantitative approach proved to be faulty due to the fact that it could not explain why certain tasks showed neither internal not external validity despite being age appropriate (e.g. the paired associates task). In addition to this, other tasks like a measure of language analytic ability (LAA) proved to be both internally and externally consistent but showed very low predictivity. The third measure, an auditory alertness (AA) task operationalized as a number learning task, proved to be both internally and externally valid and showed good predictive validity but received a rather unusual classification from the participants. Namely, YLs failed to see the new language in this task considering the fact that the content of the task were only numbers.

All these insights show that without the YLs' perspective, which was spontaneously offered during the three validation studies, the final product, the novel aptitude measure, cannot be fully explained nor its validation completed. Therefore, a new study involved both the quantitative and the qualitative approach.

In addition to the quantitative approach achieved by analyzing the results of the described aptitude test battery, the qualitative approach was achieved by means of a meta-task interview. The participants, ages 6 & 7, N=50, were asked to say what a specific task was

about and what it was exactly that they did in order to achieve the task's goal. Preliminary results indicate a towards a positive correlation between accuracy on different aptitude measures and YLs' ability to verbalize either the linguistic rule they were supposed to extrapolate or the memorization strategy they employed. The results are discussed in light of the emerging (YL) aptitude theory and child participatory research.

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Why "Real Men Don't Speak French": The enduring legacy of patriotism and patriarchy in English schools.

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Abstract Topics: [SYMP07] AILA ReN - Ideology in the History of Language Learning and Teaching

Abstract Summary:

In his language memoir, Richard Watson's recounts the existential terror he felt at having to speak French, an emotional impression that "French sounds syrupy and effeminate" (1995, 58) and that "real men don't speak French". This cultural response has deep roots, and continues to shape attitudes both to French as a foreign language, and more specifically to *speaking* French. The Reform Movement of the late 19th century has often been framed as a "remarkable display of international and interdisciplinary co-operation" (Howatt 1984, 169), yet adoption of the Movement's core principle that "the spoken language should be emphasised" (Howatt and Smith 2002, ix) met with considerable opposition in the teaching of modern languages in English schools and universities. The study presented here considers how the aims of the Reform were circulated and debated in England through the newly established professional fora of conferences and journals and these aims are examined against the discursive and structural formations that inhibited the adoption of the Reform's advocated methods. In particular, I focus on the ideological premise that 'speaking' foreign languages was "unmanly, even unpatriotic" (Bayley 1998, 56; Cohen 2003) and on the concomitant institutional bias against native-speakers (McLelland 2018) as the teaching profession anglicized at the end of the 19th century (Radford 1985), consciously seeking to match the prestige of the classics through emphasizing modern languages as a liberal rather than a utilitarian discipline. I conclude that this ideological shift, with its enduring legacy, was coherent with the mores of late Victorian and Edwardian nationalism, a time of swelling imperial pride and increased militarism.

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Abstract ID: AILA735

Social and affective factors influencing home language transmission – a quantitative approach

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

Rationale

This paper discusses the preliminary findings of a transnational quantitative study that examines factors impacting home language transmission, focusing specifically on social and affective variables. Thus, the study contributes to the slowly growing literature adopting quantitative approaches in a field still dominated by small-scale qualitative studies with little generalisability and limited ability to disentangle the impact of various factors on home language transmission.

Background

Many studies on home language maintenance and development have used Spolsky's (2009) language policy framework in the context of the family. Like language policy more generally, family language policy was conceptualised around three interrelated but independent components that help account for language choices: language ideologies (beliefs about the value and status of languages), language practices (what people actually do in their daily lives), and language management (initiatives implemented by families to foster language maintenance and development). This framework, however, appears limited and needs to be supplemented by two additional components: On the one hand, family language policies do not exist in a vacuum but are affected by societal conditions. On the other hand, recent research (De Houwer 2020; Pavlenko 2004) has shown the strong impact of affect and emotions on home language transmission or its failure. Therefore, in addition to the above framework components, we incorporated social and affective factors in our study.

Methodology

In line with the rationale and background, we conducted a validated online survey covering the factors mentioned above as well as demographic variables. It was initially designed in English and piloted in Australia, with the idea of expanding it in a larger number of languages and countries at later stages. Survey questions included mostly closed questions, with the exception of questions on affective factors in which respondents were offered the opportunity to express their feelings in short open-ended responses in their preferred language. Statistical analyses explore the role and clustering of the different factors in home language maintenance and development.

Findings

The data collection is still ongoing, but we will present preliminary findings in this paper. In particular, we focus on factors that enhance language maintenance and development as well as families' reasons to transmit their language(s) or not to do so. Moreover, we investigate the affective impact these decisions have on parents and carers. Unlike most other studies in the field, the survey also targets parents and carers who decided not to transmit their language(s), who are usually not given a voice in these studies. The findings of this study will serve as a springboard for further cross-country comparisons as well as across selected diasporas.

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Abstract ID: AILA737

The essential role of speech-acts within tri-segregated moviegoing.

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Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

The symposium seeks to apply the principles of J. L. Austin's speech-act theories to the study of local business segregation in the Jim Crow South. In particular, it borrows the notions of illocutionary and perlocutionary force when examining the seemingly bland and prosaic statements often used to normalize segregation within the business of commercial entertainment. For purposes of expanding the complexity of typical Manichaean (i.e., Black vs. White) ethnic studies, this analysis was developed within the context of tri-racial segregation as applied to rural moviegoing within Robeson County, North Carolina during the first half of the twentieth century. Notably, the development of Robeson's historical cinema-exhibition spaces eventually resulted in a highly unusual venue-i.e., the three-entrance theater-whose physical architecture reflected tensions between local ethnic demographics and desired social hierarchies. Yet even in the face of these unusual physical constructs, this study contends that seemingly everyday, objective/descriptive, and non-demonizing language remained an essential component in enforcing segregation.

Abstract ID: AILA738

Constructing a taxonomy of listening strategies in the EMI classroom

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Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

Listening used to be regarded as the 'Cinderella' skill (Vandergrift, 1997) because of the lack of research attention compared to the other three skills – reading, writing, and speaking. While the recent two decades have seen more research attention on listening strategies, these studies tend to investigate listening to audio recordings, leaving the much more prevalent task of listening to the teacher input in the classroom underexplored. We problematise the lack of listening strategy research particularly in the English Medium Instruction (EMI) classroom because students learn content subjects through their less familiar language – second language (L2) English. Together with the well-documented findings that the classroom interaction in EMI is dominated by teacher talk, it is essential to examine how learners process and comprehend the EMI teacher input using listening strategies.

This study recruited an EMI class of Grade 11 Biology in Hong Kong. A unit of six lessons was observed and videotaped, and the lesson videos were subsequently used in stimulated recall interviews to elicit from students their strategy use. Using thematic content analysis with a combination of deductive and inductive approaches, a listening strategy taxonomy was created. The taxonomy included some strategies identified in previous research (Vandergrift & Goh, 2012; Fung & Macaro, 2021), as well as some novel strategies (e.g., *division of terminology*, which was particularly relevant for words with multiple morphemes in Biology). The taxonomy also contained an additional feature – that some cognitive strategies were content-mediated and some language-mediated – mirroring the dual goal of both content and language learning in EMI. In addition, through comparing the strategies employed by four students who were purposefully selected based on their levels of linguistic knowledge and Biology achievement, the findings indicated that students who would deploy a range of language-mediated, content-mediated, and metacognitive strategies in combination yield better comprehension. This strategy combination or clustering is also deemed effective in previous research (e.g., Graham & Santos, 2015), and could assist students with a lower level of linguistic knowledge in overcoming language barriers to comprehend teachers' explanations of content knowledge.

This paper ends with implications for future research and pedagogy. We would call for more research to be devoted to this important context of listening to the teacher input, contributing to making the taxonomy that we have proposed more comprehensive. We also recommend that teachers be aware of the potential of strategies in facilitating students' comprehension. EMI teachers can play a vital role in prompting students to employ strategies in arriving at an understanding because of the interactive nature of teacher input and student uptake in the classroom.

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Abstract ID: AILA740

The different ways to write publishable research articles – Common patterns and variation across eight research areas in science and social science disciplines

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Many studies have investigated the linguistic features and variation of research articles (RAs) to guide the teaching and learning of English for Research Publication Purposes (ERPP). These studies predominantly adopted a discipline-based framework to foreground the influence of (sub-)disciplinary conventions on RAs. They collect writing samples, group them by (sub-)disciplines, and compare differences among the groups (e.g., Hyland, 2008). While these studies provided valuable insights into understanding research writing, they may fall short in revealing linguistic variation within and transcending disciplinary boundaries. As increasing new evidence has pointed to linguistic variation that obscures (sub-)disciplinary conventions (e.g., Triki, 2021), this study proposes an alternative approach without foregrounding the influence of (sub-)disciplines. Guided by the APPRAISAL framework, this study examined 240 RA discussions from eight research areas in four overarching disciplines: Chemistry, Geoscience, Education, and Management. This study used Cluster Analysis to explore linguistic variation without pre-grouping the samples. The analysis classified the discussions into five clusters characterized by distinct linguistic profiles demonstrating statistical significance. The profiles do not strongly associate with specific (sub-)disciplines and are likely to be motivated by various factors. Specifically, Cluster 1 is characterized by the infrequent use of features to convey attitude and stance as the RAs devote more space to describing relatively objective processes, such as experimental results, research design and implementation, and real-world observations. Cluster 2 is characterized by the frequent use of linguistic devices that emphasize the study's positive practical value, which may be motivated by the researchers' rhetorical choice to promote their research by drawing readers' attention to the highlights. Cluster 4 employs more attribution resources, indicating higher citation density. This could be due to the RAs' highly cumulative knowledge base requiring them to elaborate on what has already been known in the field before making sense of the findings. The opposite is true for Cluster 3, possibly due to the relatively less cohesive knowledge base and more interpretive knowledge-making of RAs in this cluster. Cluster 5 is characterized by the frequent use of linguistic devices to hedge claims and fend off alternative interpretations, indicating that the research findings do not provide unequivocal evidence to make factual claims. The identified linguistic features and variation of RAs can offer practical guidance to novice researchers on how to write publishable RAs. The findings also provided further evidence to support the call for a re-examination of the discipline-based framework in writing research (Kaufhold & McGrath, 2019). Given the internal fragmentation of (sub-)disciplines and the increasing trend of interdisciplinary research, future ERPP research may need to break free of the discipline-based framework.

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Abstract ID: AILA742

Experimental pragmatics and international law – Legal interpretation and cognitive biases

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

As part of the significant growth experienced by applied linguistics, experimental pragmatics has recently begun to be applied in the sphere of legal language. Interpretation is an essential and omnipresent activity in law and can be understood as a process of language comprehension. Legal norms – so-called maxims, canons or rules of interpretation – typically prescribe (among other things) that a legal norm or legal notion is to be interpreted in accordance with its 'ordinary meaning'. This allows to rely on experimental methods to test various predictions about such 'ordinary meaning'.

In a finalised project, Pirker and Skoczeń looked at whether the legislature (in the case of international law corresponding to the parties to a treaty) can convey more than it said or wrote and what this means for a(n international) judge or arbitrator interpreting the treaty and adding content to a legal rule. Additionally, they examined whether there is an influence of moral factors on interpretation in morally valenced cases. Experiments based on real cases from the international legal-interpretive practice and on pragmatic categorizations provide primary evidence that moral considerations directly impact the notion of ordinary meaning.

In an ongoing project, Smolka deals with the relevance-theoretic and (selected) neo-Gricean accounts of pragmatic enrichment and examines which of these prominent pragmatic theories may be best suited to account for pragmatic enrichment in international law and experimentally test the developed claims. The linguistic item chosen to test these claims in order to develop a future experimental setting is the word 'or' and its interpretation in selected international legal contexts. In the real world, the interpretation of 'or' determines whether e.g. the International Court of Justice has jurisdiction in ongoing proceedings between the Russian Federation and Ukraine.

In an ongoing project, Pirker and Skoczeń use experiments to explore the existence and relevance of cognitive biases caused by the wording of a recently proposed new definition for the international crime of 'ecocide'.

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Abstract ID: AILA743

Multilingual Language Constellations in Nursing - A Discourse Analytic Study of Communication between Spanish-speaking Nurses from Mexico andtheir Patients in a German Hospital

Authors:

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Der demografische Wandel hat in Deutschland bereits zu einem Fachkräftemangel in der Gesundheits- und Krankenpflege geführt (vgl. BMG 2021: 13). Um diesem Fachkräftemangel entgegenzuwirken, werden seit einigen Jahren verstärkt Pflegekräfte aus anderen Ländern (vgl. SVR 20: 20) und seit der Unterstützung des Rekrutierungsprozesses für Fachkräfte aus Mexiko im Jahr 2019 durch das Bundesgesundheitsministerium (vgl. BMG 2019) auch aus Mexiko angeworben. Bedingt durch diese Entwicklung sind mehrsprachige Sprachenkonstellationen, in denen Pflegekräfte Deutsch als L2 sprechen, häufiger. Die neu zugewanderten Pflegekräfte stehen in Deutschland vor sprachlich-kommunikativen Herausforderungen, da die Anforderungen an Pflegekräfte in Bezug auf ihr berufssprachliches Handeln sehr hoch sind (vgl. Haider 2010: 8). Hohe sprachlich-kommunikative Kompetenzen sind zum einen für die Patient*innensicherheit wichtig und zum anderen gelten die Gespräche mit Patient*innen selbst als Teil der Pflege und des Genesungsprozesses (vgl. z.B. Hausreiter et al. 2018). Trotz der Relevanz von Sprache und Kommunikation in der Pflege und der steigenden Zahl von Pflegekräften mit Deutsch als L2, gibt es kaum linguistische Forschungsarbeiten zur Pflege-Patient*in-Kommunikation (z.B. Walther 2001). Vor diesem Hintergrund wird in dem Promotionsvorhaben die Pflege-Patient*in-Kommunikation in Gesprächen zwischen Patient*innen und spanischsprachigen Gesundheits- und Krankenpflegekräften aus Mexiko untersucht. Die Feldstudie hat zum Ziel, sprachlich-kommunikative und institutionelle Gemeinsamkeiten und Unterschiede der Pflege-Patient*in-Kommunikation in Mexiko und in Deutschland herauszuarbeiten. Dafür werden im Jahr 2022 umfangreiche Beobachtungs- und Gesprächsdaten in Krankenhäusern sowie Pflegeschulen in Mexiko (im Rahmen eines Forschungsaufenthaltes) und in Deutschland erhoben und qualitativ ausgewertet. Den methodologischen Rahmen bietet die Funktionale Pragmatik, da diese institutionelle Kommunikation fokussiert und insbesondere Zwecke und Vorwissen der Aktant*innen in die Analyse mit einbezieht (vgl. Ehlich 2007, Rehbein 2001). Im Vortrag werden die bis dahin abgeschlossenen Datenerhebungen sowie Untersuchungsergebnisse aus der funktional pragmatischen Analyse präsentiert.

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Israel: A Multilingual Space Shaped by People, Media Technology, Policies, Ideologies, and Needs

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Abstract Topics: [SYMP09] AILA ReN - Linguistic Challenges in Contemporary Global Migration: The Evolving Field of Migration Linguistics

Abstract Summary:

This paper presents a newly published edited book titled *Multilingual Israel: Language Ideologies, Survival, Integration, and Hybridization* (Multilingual Matters), examining dimensions of Israel's multilingualism. Taking Joshua Fishman's notions of language loyalty and shift as a starting point, the exploration of languages in Israel today shows that its language varieties have become more diverse and go beyond named languages and the hegemony of Hebrew.

A comparison will be made with Spolsky and Shohamy's previous exploration of the linguistic diversity of Israel in 1999. The comparison mainly shows, on the one hand, that numerous language communities, mainly used by Jewish speakers, have shrunk or nearly disappeared since 1999, because of the hegemony of Hebrew. On the other hand, many other language varieties that had not been previously used in Israel emerged, including languages as different as varieties of Chinese, Sudanese Arabic, Tigrinya, Yoruba, Tagalog, Igbo, Telugu, Bengali, Ukrainian, Zaghawa, Nepali, Portuguese, Fur, Kannada, Thai, Isan, and Nuer, showing diverse multilingual patterns..

The presentation will discuss three aspects of Israel's multilingualism: (1) The role of language ideologies, including Hebrew-only ideologies that led to the spread of Hebrew and the lowering of the status of Arabic from "official" to "a special language" in 2018; (2) The challenges of language loyalty, survival, and integration in a wide range of social settings, including African asylum seekers, Jewish immigrants, speakers of endangered Jewish languages, and sign language users from various communities; (3) Linguistic and cultural hybridization, mainly related to the Arabic speakers, exploring the concept of "Israeli Arabic" and looking into

Hebrew-based and English-based hybrids, as well as examining Russian culture in Israel through the lens of folkloric tales that originated in Islamic culture, survived the Soviet revolution, and were imported by immigrants from the former Soviet Union into Israel.

Abstract ID: AILA746

Social and linguistic practices in lower secondary school: combining different theoretical and methodological perspectives

Authors:

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Abstract Topics: [SYMP87] Nexus analysis as a methodological framework for more engaged language studies

Abstract Summary:

Translanguaging and linguistically and culturally responsive teaching are widely used as pedagogical fundamentals in linguistically diverse schools (e.g., García & Kleyn 2016; Heikkola et al. 2022). Nevertheless, the relationship between language, power and society is often neglected when applying new (language) pedagogical approaches. To understand more deeply social inequalities in the development of literacy, and in education in general, both discourse analytic and sociolinguistic concepts and tools are needed.

In this paper, I combine nexus analysis (Scollon & Scollon 2004) and critical sociolinguistic methods (Heller et al. 2018) to investigate students' agency in disciplinary literacy practices at lower secondary school physics lessons. I seek to answer two research questions: 1) how the status and use of different linguistic resources is negotiated at school, and 2) how students' multilingual agency is performed in interaction. The presentation is based on ongoing longitudinal research investigating social and linguistic practices in Finnish basic education context. The data consists of texts written by the students, students' responses to a survey, interviews of students and teachers, ethnographic fieldwork and video-recorded lessons. In analyzing video data, verbal and embodied actions, and the ecology of the space is taken into account (cf. Mondada 2018).

By analyzing video data from physics classroom activities, I demonstrate how agency is fundamentally a social phenomenon which is reconstructed and transformed in and through discursive practices (Miller 2014, 4). In the nexus of social action, the focus is on the key discourses on interaction order, discourses in place and historical bodies (Scollon & Scollon 2004, 19). This circumference of discourses also shapes the trajectories of agency.

The analysis shows that students' engagement in classroom interaction and literacy learning is challenged by the social and linguistic practices used in the classroom, for example in to which extent non-verbal resources are paid attention to. To carry out more socially just education, students' voices have to be carefully taken into account and classroom practices should be discussed critically. Therefore, the elements of critical research methods are needed to complement the framework of nexus analysis.

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Abstract ID: AILA747

because he was disgusting - Practices of positioning in the analysis of messenger-based communication in eSA group psychotherapy

Authors:

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

In many institutional settings, smartphones are usually perceived as disruptive. This is different in eSA ('electronic Situation Analysis') group psychotherapy, where the use of smartphones is explicitly encouraged. This innovative therapy format developed at the LMU Munich aims to treat persistent depressive disorders (Grosse-Wentrup et al. 2020). The concept assumes that people with depression often suffer from interpersonal problems in addition to their depressive symptomatology (Schramm et al. 2011), which manifest in interpersonal interaction. Because social isolation is part of the symptomatology (Bressiere et al. 2008), it is even more important to study the interaction of people with depression.

Using smartphones in eSA group psychotherapy, patients' conflictual messages are analysed within the group on a weekly basis, and suggestions for solutions are formulated in the form of (re)formulated and co-constructed text messages. The aim of eSA group psychotherapy is thus to draft a message for the presented problem and, in this way, to effect change in the patients' communication and to work on interpersonal difficulties. These two objectives can be observed in group psychotherapy in two ways: firstly, through the formulation of text messages to family and friends, and, secondly, in the management of this joint project. In this way, relationships can be formed between group members as well as patients and therapists, which is a current research focus in the field of applied linguistic research on helping interactions (Scarvaglieri et al. in press/2022). Different positioning practices (Torres Cajo in press/2022) take on a central role between the interactants, for example, regarding the persons involved, their behaviours, as well as the group's suggested wordings. Through evaluative practices (ibid.), such as '*because he is disgusting*', the interactants express their compassion, solidarity, and support and, thus, also construct a relationship (Scarvaglieri et al. in press/2022).

Using interactional linguistics (Imo/Lanwer 2019), I focus on practices of relationship building through positioning practices in eSA group psychotherapy as a helping interaction format. The data basis for the investigation is an extensive corpus of 30 group psychotherapy sessions recorded at the LMU Munich in the Department of Psychiatry and Psychotherapy and transcribed in GAT 2.

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English for social change: what literature can and can't do

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

The subject English as a foreign language and the use of literary texts within this context is often said to promote general learning aims beyond international communication, especially those that have to do with social awareness and social change. There has been little discussion so far of what particular social issues need to be addressed in local language classrooms, and how exactly literature can help. We therefore see a need to ask the experts who are expected to put these ideas into practice: the teachers.

We will report from a **survey** with English language teachers from Viennese secondary schools (13 - 19-yo) that asks what they perceive as burning social issues that their students face and the agency they see in their own role to help students deal with them. We will then report from the **focus group interviews** following this survey, in which participants discuss the survey results and debate what possible roles literary texts (understood in a broad sense to include a variety of media) can play in a particular classroom setting in order to broaden learners' awareness of social issues and enable social engagement in their communities.

With this as a starting point, we will then discuss two examples of literature in the digital sphere, gaming and fan activism, as particularly innovative ways of engaging learners in social awareness and change.

Digital games have become a prominent medium in the classroom within the last decade – not just through students' media preferences but increasingly as a pedagogical tool, i.e. digital game-based learning (DGBL). As games reflect different ideologies, cultural norms, or human biases in their realization (Flanagan 2009), students' faculties for reflection need to be engaged. Yet, Mekler et al. (2018) suggest that unguided, leisurely play outside of school rarely results in moments of higher-level transformative and critical reflection, which is why critical video game literacy could be honed through the instructions of educators in formal settings (Jones 2018, Rüth & Kaspar 2021).

Fan activism is a phenomenon for social change with a unique approach to educating and mobilising people, youth in particular, towards civic engagement by tapping into popular culture content and the affective ties, practices and networks of fannish engagement formed around it. Central to this phenomenon and its success is a process of "mapping" between content world and real world, a "conscious rhetorical strategy" (Jenkins 2012), in which elements of a narrative (most frequently a fantasy text) are put in relation to complex issues of social justice and sustainability. The most prominent fan activist organisation, *Fandom Forward*, has been organising fan activist campaigns and creating youth-oriented toolkits for over 15 years for a wide range of different causes, tapping an

equally wide range of popular content worlds.

Case studies from both areas will be used to point out the potential of how these narratives can engender students' awareness of social issues in the context of the English language classroom, and how this awareness can be translated into actual engagement.

Discussion forum discourse for effective professional development in online communities of practice

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

The presentation reports on the development and coordination of effective forum discussion for the professional development of teachers in online Communities of Practice (CoPs). Following the theoretical perspectives of situated learning (Lave and Wenger 1991) and social constructivism, online CoPs constitute a model for effective and sustainable professional development (Wenger et al. 2015).

Participation in online CoPs, enacted through asynchronous text-based computer conferencing in the discussion forum, can be analysed through the Community of Inquiry framework (Garrison et al. 2000), a sound theoretical framework for analyzing computer conferencing for educational purposes (Valverde-Berrocoso et al. 2020). It posits that learning occurs through the interaction of three core components in the Community, namely the cognitive, teaching, and social presences and provides explicit categories, indicators and examples for their analysis. However, there is no conclusive evidence on how best to conduct in-depth forum discussion for meaningful and worthwhile learning outcomes (Garrison & Cleveland-Innes 2005, Atapattu et al. 2019).

The present study complements current cognition by identifying social and teaching presence categories associated with in-depth forum discussion and reported effectiveness in professional online CoPs. It is structured as collective case studies of 4 online CoPs for the professional development of 49 in-service English language teachers in the context of a 5-month teacher education project in Greece. It combines a) qualitative comparative analysis (QCA, Ragin 2009) of the four Communities' forum transcripts to specify the combination of variables leading to in-depth discussion with b) quantitative analysis of teachers' questionnaires to investigate perceived learning and reported effectiveness for their teaching practice. The findings contribute to the refinement of the categories and indicators that define the presences as well

as the specification of the discourse leading to in-depth forum discussion and reported effectiveness: a teaching presence characterized by strong direct instruction combined with social presence that exhibits high levels of affective and cohesive discourse indicators in the discussion forum. This anatomy of success has led to the identification of a framework with practical implications for the development and coordination of effective forum discussions to inform future research and training practice in various professional contexts.

Keywords: presence, in-depth discussion, professional development

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Abstract ID: AILA757

Pedagogical impacts of automated writing evaluation system on both students and teachers in English learning environments in Japan

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Syuhei Kimura [3] [^] Ritsumeikan University

Yukie Kondo [4] [^] Ritsumeikan University

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Recently, the use of pedagogical ICT tools has been attracting attention, driven by the shift to online classes to prevent the spread of COVID-19. In the area of English writing instruction, automated writing evaluation (AWE) has been introduced at universities. The benefits of using AWE for proofreading English, in particular, include to provide consistent feedback on syntactic and lexical errors in a short period of time (Dikli, 2010), the immediacy of the feedback, which keeps learners motivated to revise their texts, and thus better quality of their final products (Stevenson & Phakiti, 2014). However, verification of the efficacy of these AWE feedback on reduction in a specific number of errors and on expected increase in satisfaction and motivation of both learners and the teachers using AWE have yet to be elucidated.

In an aim to identify how technology can enhance students' feedback practice to produce better texts compared to conventional ways of teachers providing comments manually, we used the online-generated feedback, Turnitin Feedback Studio (https://www.turnitin.com/)⎵TFS, hereafter), to the classes in the Life Science Department in Ritsumeikan University in Japan. Students are engaged in science projects, and their results are demonstrated with papers in English up to 2000 words. TFS detect syntactic, lexical and mechanic errors instantly in students' papers, but it does not provide suggestions for revision. Students are required to consider how to revise their texts by themselves. Under this condition, three research questions were formulated; 1) Do TFS assist students better to improve their texts than their teachers' manual feedback? 2) In which conditions, do students' texts improve, revise errors individually, assisted by peers, or assisted by teachers? 3) Does the use of TFS improve students' and teachers' satisfaction and motivation over the feedback practice? As for 1), we examined a control group (without any assistance), a group assisted by TFS, and a group with teacher feedback. As for 2), we examined a control group, a group using Peer Mark Review (peer feedback function in TFS) in pairs with different proficiency levels of English, and a group assisted by their teachers for revision. The number of errors were compared before and after the treatment. As for 3), pre and post surveys were administered and compared, followed by semi-structured interviews with both students and teachers.

Preliminary results show that while students alone could not revise untreatable errors (e.g., choice of words, mechanics as detected by Ferris, 2011), peer/teacher helped more in correcting grammar mistakes. Overall satisfaction and increased motivation toward the use of TFS were noted among the groups of students with positive comments in the post survey. It was

also found that TFS can reduce the amount of marking that teachers have to do, and can focus on meaning-oriented aspects of contents/logics as they allow AWE to mark on syntax/lexis errors beforehand. Limitations of AWE (e.g., pattern-matching feedback, inability of individually-tailored feedback) will be discussed in this paper; however, the authors believe that this study will showcase how technology can make a positive difference in teaching English writing, including better learner experience and better learning outcomes.

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Abstract ID: AILA759

Inclusive French on the internet: a quantitative study of tweets and Reddit comments

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Recent studies in psycholinguistics (Brauer and Landry, 2008; Gygax and al., 2021) show that masculine grammatical forms with generic value generate representations of male referents, thus invisibilising women and non-binary individuals. Numerous proposals have emerged in the French-speaking world to make women more visible or to neutralize gender identity in language: neologisms, such as feminized names of professions (*autrice*) and the gender-neutral pronoun iel, but also pairs (*les étudiants et les étudiantes*) and abbreviated pairs (*étudiant·es, étudiant.es*). Language authorities in France and Canada have not welcomed these forms in the same way: inclusive language has been promoted by the Office Québecois de la Langue Française since the late 1970s, whereas in France it remains controversial.

Even if inclusive French has been discussed extensively in the media, not much is known about its actual use. A few corpus studies have been carried out (Diaz and Heap, 2020; Vanhal, 2021). However, to our knowledge, no large-scale study of inclusive French has been conducted. This proposal addresses the research gap by examining inclusive linguistic strategies used online by women and men, in France and in Canada, on two platforms: Twitter and Reddit.

We hypothesize that 1. the types of inclusive strategies favored by internet users vary depending on their country; 2. women use inclusive language more frequently than men; and 3. both women and men use inclusive language more frequently on Twitter than on Reddit, since Reddit forums tend to be male-centric communities (Flesch, 2022).

We base our study on a 70-million word corpus of Reddit data, collected from the subreddits r/france and r/Quebec, and on a 50-million word corpus of tweets geolocalized in France and in Québec. Gender identity of internet users was obtained by searching for declarations such as *Je suis une femme/un homme* and for grammatical markers of gender. Several inclusive variables including neologisms, pairs and abbreviated pairs were taken into account.

Our research will help to understand which forms of inclusive French are the most frequently used and in what context, in order to help teachers of French as a foreign language to sort out the competing micro-norms: they will be better equipped to enable learners to communicate with French speakers, especially on social media. The collected data could also be used to provide materials for corpus-based learning.

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The use of teletandem sessions in the syllabus of a Letters course in Brazil to enhance students' sensitivity to other cultures

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

The Universidade Federal de Goiás (UFG), in Brazil, has improved its internationalization process at home, which results in the attraction and reception of international professors, students, and technical-administrative staff, as well as in the development of curricula that include an international orientation in its form and content, and in fostering the improvement of the teaching-learning processes of foreign languages. Several authors emphasize the importance of well-defined language policies for the development of the higher education internationalization process (Finardi & Archanjo, 2018; Leal, 2019), which aims, for example, to prepare students linguistically so that they would be able to participate in international mobilities, since experience has shown that the lack of proficiency in a foreign language has been an obstacle to the success of some students (Finardi & Archanjo, 2018; Leal, 2019). Knowing a foreign language is a prerequisite for the university community to participate, for example, in mobility programs. The UFG considers that the participation of students, technical-administrative staff and faculty in international exchange programs favors the learning of another language, the development of intercultural competence, and personal, academic, and professional development. According to a questionnaire responded by undergraduate students at UFG, only 24% of them have an advanced level of English, and 86% of them do not have International Certification in a foreign language. As we can see, the level of language knowledge of undergraduate students is not very high, which corroborates the results found by Finardi & Archanjo (2018) and Leal (2019). This low level of proficiency of the students led us to take some actions that aimed to improve their competence in a foreign language, as the offer of teletandem subjects (Telles, 2009). Teletandem is a context of language learning that it is carried out virtually, through synchronous communication, provided through a

communication software, such as Zoom, etc. So, in this presentation, I share the results of a case study (Johnson, 1992) I conducted about the experience we had when we first offered a teletandem subject to Brazilian and Argentinian students where they had the opportunity to interact for a school semester to teach each other their language and cultural aspects about their countries. The sessions took place every Friday in the morning and the classes were divided into two parts; in one the focus was on Portuguese, and in the other, on Spanish.

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Abstract ID: AILA763

Critical Internationalisation at Home through Critical Virtual Exchange

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

In this contribution, we will present and discuss a proposal for a 4-year collaborative research project, called Virtual Exchange for Social Inclusion (VISion), led by The Open University, UK (OU) in consortium with São Paulo State University, Brazil (UNESP) and Newcastle University, UK. It will work with researchers, students and educators across the curriculum, institutional internationalisation administrators and employers in São Paulo State (Brazil), the UK and globally to promote social justice in higher education (HE) through critical Virtual Exchange (CVE).

Virtual exchange (VE) is a research-informed practice and a strong catalyst in advancing the internationalisation of Higher Education curricula, known as Internationalisation at Home. Having an alternative to physical exchanges is particularly relevant as outward student mobility is still limited, with '7.8 per cent of UK undergraduate students … choosing to study abroad' (https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi reports/intl-facts-figs-19.pdf) and 60,000 out of 8.6 million HE students in Brazil who studied abroad in 2019 (www.educationfair.nl). VEs are known to prepare students for the globalised digital workplace as they focus on developing transversal skills like problem solving, teamwork and leadership, communication, critical and innovative thinking and media and information literacy (Crawford, 2021). These skills feature high on the employability agendas of businesses and organisations dealing with an environment that will be volatile, uncertain, complex and ambiguous (VUCA) (Yarger, 2006) for at least 2 decades due to COVID-19.

VE is not inherently equitable and inclusive. Like other forms of online or blended education, it is prone to Western hegemonies and influenced by inequalities in access to and experience with technology, institutional constraints (e.g. lack of support and incentives for educators), gender, race, age, English language dominance, and socio-political and geopolitical challenges (Helm, 2020). VISion will make a significant, original contribution to theorising and framing the nascent field of CVE that aims to ensure more equitable, inclusive and purposeful student exchange experiences. Our study will be informed by critical digital literacy that leverages digital technologies for social justice-oriented action and change, e.g. by reaching out to a wider, more diverse range of students in collaborative online learning projects (Nicolau, 2021). In this presentation, we intend to expose and discuss VISion aims to:

- Develop and introduce CVE as an inclusive, sustainable, scalable IaH strategy in HEIs;

- Enhance graduate employability through international, intercultural, and transversal skills acquisition;

- Raise awareness of the benefits of CVE for students from all backgrounds and subject areas.

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Abstract ID: AILA766

Creating inclusive and equitable pathways for the varied linguistic, cultural and ethnoracial profiles of second language teachers

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Samantha Van Geel [2] [^] University of Ottawa

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Canada is an officially bilingual country (French-English), and yet school boards nation-wide struggle to find and retain French as a second language (FSL) teachers (OCOL, 2019). Exclusionary beliefs and practices in schools, where French as a subject is not valued and French teachers report being treated as 'second class citizens' in their schools (Lapkin, et. al., 2006), contribute to a sense of de-professionalization among FSL teachers.

De-professionalization can undermine teachers' sense of agency (Masson, 2018) or their sense of legitimacy as speakers of French (Wernicke, 2017). For language teachers of colour, their racial identity intersects with their 'native-/non-native' speaker identity, often revealing deep-rooted racism and discrimination (Kubota & Lin, 2009). Crucial to curbing de-professionalization is understanding language teachers' professional identities (Kayi-Aydar, 2019). Yet, we know very little of how FSL teachers come to identify themselves as professionals.

Using arts-based narratives, we examined the professional identity formation of FSL teacher candidates during a 2-year training program at one of the largest English-French bilingual universities in Canada. Data were collected from seven (N=7) teachers via Venn diagrams, plurilingual portraits and life-story interviews to examine how their social identities and experiences with languages shaped their developing practice. Drawing on critical race theory (Anya, 2021) and raciolinguistics (Alim, 2016), findings reveal that all the participants are second language learners of French with diverse racial and ethnic backgrounds (i.e., Black, White, Asian) which shapes their entry into the profession in unique ways.

The aim of this study is to challenge eurocentric, monoglossic norms and ideologies about FSL in Canada to consider the plurilingual, pluriethnic and pluricultural richness among FSL teachers (Esch, et. al., 2020). Ultimately, we ask how teacher preparation programs and school boards that hire FSL teachers respond to the linguistic, cultural and ethnoracial diversity of teacher candidates to prepare them to remain in the profession long-term.

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Abstract ID: AILA767

The representation of social actors in Jair Bolsonaro's political discourse - land issues in perspective

Authors:

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Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

In the last few years, we have witnessed in Brazil the political rise of the ultra-right (Mudde, 2020), starred by the election of Jair Bolsonaro in 2018. Through this research, we aimed to identify how, in the online electoral discourse of the then-candidate, the representation of social actors – related to land issues – was constituted, through its different social compositions, seeking to understand how ideology and the relations of domination constituted by it (Thompson, 2011) act with regard to agrarian conflicts in Brazil.

For the development of this research, we extracted all publications from the *Twitter* account @jairbolsonaro between January 1st and October 28th, 2018, the day of the second round of the last presidential elections. On the 1,384 *tweets* collected, a lexical programme consisting of 191 words – elaborated from the literature review and retrieved from secondary data analysis –, was applied to the database, filtering a total of 70 *tweets*, our initial *corpus* of analysis.

On this *corpus* of analysis, through a Content Analysis (Bardin, 1977), considering the dimension "rural social actors", the emerging categories were then mobilized: "landless people", "family farmer", "rural producer", "indigenous peoples and quilombolas", "cultural-geographic category", "politicians (institutional politics)" and "others (comprehensive expressions)". After coding the *tweets,* a stratified random sample from each group was then selected in order to develop a Critical Discourse Analysis (CDA) (van Dijk, 1983).

The focus of CDA in this research falls, finally, on topics related to the "representation of social actors" (van Leeuwen, 2008), namely, the processes of: activation and passivation; individualization and assimilation; association; naming and categorization; functionalization and identification; and overdetermination of these actors.

From the research carried out so far, we identify in Jair Bolsonaro's discourse 1) the populist construction of two antagonistic political camps, marking an explicit opposition to the category "landless people"; 2) the inscription of heterogeneous social groups in a "chain of equivalance" (Laclau, 2005), seeking to integrate the categories "indigenous peoples and quilombolas" in his electoral campaign, submitting them to the hegemony of a neoliberal *praxis*; 3) the political articulation with key actors in the Brazilian legislative branch - representatives of agribusiness in Congress; and 4) the prioritization of the social actor "rural producer", whose emphasis on the economic functionalization of the category indicates the preference in his discourse, concerning land issues, for a neoliberal logic of land use.

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Analyzing Secondary Education students argumentation in Natural Sciences

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

The objective of this study is to analyze how Secondary Education students argue in different languages in the field of Natural Sciences when a minority language is the language of instruction. Arguments are becoming increasingly common in science curricula (Polias, 2016). According to the Pluriliteracies Teaching for Deeper Learning (PTDL) approach, "arguing science" is one of the four domains students need to master in order to become experts in the subject specific literacy (Meyer & Coyle, 2017). Cognitive Discourse Functions (CDF) have been defined as the integration between cognitive and linguistic processes, as the CDFs can be understood as the crystallization of cognitive-linguistic patterns of some situations which are very common in the learning process, such as arguing (Dalton-Puffer, 2013, 2016). Content and language integration (Llinares et al., 2012) remains a challenge in multilingual education (Cenoz, 2015). A total of 70 students (age range 13-14) from 3 schools participated in this study. Data collection was conducted in the subject of Natural Sciences, a subject taught in Basque in the three schools. Students covered a regular school unit aimed at critically taking a stance on renewable energies, in which focus is mainly placed on subject specific content. Each participant was asked to produce 6 written texts: 2 in Basque, 2 in Spanish and 2 in English. One in each language before working on the content and the remaining 3 texts right after the unit. The written texts were analyzed following Toulmin's (1958) argument's pattern. The preliminary results from the pre-test seem to indicate that students produce arguments in the three languages using similar argumentation patterns across the three languages. Those arguments are comprised of claims and data. However, few students use warrants or rebuttal structures in their argumentation. The first analysis of the post-test revealed that after covering the unit there does not seem to be a significant improvement in students' patterns of argumentation. This leads us to the conclusion that attention should be placed on "both the cognitive structure of the content and the language used to express and demonstrate understanding" (Coyle and Meyer, 2021:81).

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Digital mirroring as a counter-hegemonic strategy of activism and argumentation in the Arab Levant

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Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

As technology-enhanced polarization shakes societies across the world, social movements, activists, and state critics are in the constant search for new tools of visibility and legitimization. Such a quest is particularly relevant in the Arab Levant, a post-colonial context where ideological divisions are exacerbated by questions of national identity and authenticity, and social movements are often delegitimized as mere neo-imperialist projects.

This paper examines the visual digital strategies of social movements in the Arab Levant within a social media critical discourse perspective (SM-CDS) (KhosraviNik and Esposito 2018). The data consists of a corpus of over one-hundred memes drawn from the public Facebook and Instagram accounts of thirty-two feminist groups in Jordan, Lebanon, Palestine, and Syria, as well as from the public Facebook and Instagram pages of Lebanese and Syrian political activists.

A longitudinal, "screen-based" observation (Androutsopoulos 2017) of data published between 2011 and 2021 allowed us to "purposefully sample" (Patton 2002) texts grounded in historical events with regional and global repercussions, such as the Arab Spring, the MeToo movement, as well as the 2019 wave of protests in the Arab Levant. We analyzed these visual texts through Kress and van Leeuween's (2006) "visual grammar", as well as through the sociolinguistic notion of diglossia and hybridity in Arabic (ANONYMIZED; Brustad 2017).

The analysis reveals that activists contribute to the creation, proliferation and distribution of a shared multimodal repertoire, comprising strategies of self- and other-presentation like iconization and stylization, and a vast selection of media and genres including pop art, photos of street protests and protest signs. This creative and transgressive repertoire, situated in the

sociopolitical post-Arab Spring context, as well as in the digital media infrastructure (ANONYMIZED), functions as a semiotic cue through which activists engage with historically multi-layered discourses, thereby engendering a dialogue surrounding their social and political struggle on a local and global scale.

The digital circulation of these multimodal strategies across different protest groups and movements in the Arab Levant arguably offers new perspectives on digital protest and social change. Contributing to the emerging literature on digital activism as embedded within the polarizing hegemonic neoliberal discourse, this study introduces digital mirroring as an emerging counter-hegemonic strategy of activism and resistance. Embedded in a historically dense context of colonization and post-colonization, and characterized by a kaleidoscope of creativity and memetics, Arab digital discourses of emancipation constitute a collective, intersectional, and argumentative effort.

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The link between home and school regarding multilingual education

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Argument:

Background to the study

In an increasingly multilingual world, the demand for language immersion programs has increased significantly (Barrett DeWiele & Edgerton, 2020). Since immersion programs can be challenging, parental involvement is essential for student success (Selvachandran et al., 2022). However, for parents who do not speak the target language of the program, there is often a breakdown in communication between parents and the school (Tarasawa & Waggoner, 2015).

Contextualization of topic/research problem/research question(s)

In Canadian French Immersion programs, which are publicly funded and designed for non-francophone students, there is an increasing number of English language learners who enroll (Sinay et al., 2018). By design, this means that very few guardians speak the language of instruction (French), and some have low proficiency in the school and community language (English). For many ELL students, they speak their L1 at home, English in the community, and French in school with little overlap across contexts. This study therefore investigated the access to and availability of support in French Immersion programs, particularly as it pertains to the bridge between the school and home environments.

Research aims/objectives

1. How do home factors (e.g., language status, socioeconomic status) affect access to and support within the FI program?

Methodology and findings

In this study, we interviewed 8 parents, 2 teachers, and 1 principal. They were selected from a larger study involving 6 home schools. All parents filled out a demographic questionnaire, and then participated in a semi-structured interview with two graduate students. Results show that participants were highly concerned with the limited access to resources, including assessment, French support at home, French resources in school, costs of resources as well as differences across schools and programs. This presentation will discuss how the relationship between home and school is critical for successful target language acquisition.

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paradox of French immersion education in Canada. *Journal of Multilingual and Multicultural Development*, 1-15.

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Abstract ID: AILA773

Social Network Analysis in Language Teaching and Learning: Lessons and Possibilities

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Social network analysis is an emerging field of research in Applied Linguistics; the scope and utility of mapping the social realities of language learners is yet to be determined. Although sociocultural research in language learning has long recognized the primacy of social interaction for language development, our understanding of the role of relationships in language learning is still insufficient to support our students in our classrooms and beyond. There are many questions that social network analysis can help teachers, learners, and researchers to answer agentively: How important are families, friends, acquaintances, and teachers for language learning or developing a multilingual identity? What qualities in a relationship matter most for learning a new language? How do relationships change over time and how do these changing connections affect language learning or language attitudes? These questions and many others should be asked by language teachers and language learners.

In this talk, I will consider the lessons and possibilities of social network analysis in language teaching and language learning at a time of global challenge and opportunity. Social network analysis is in many ways tailored to this moment where language learning is defined by its complexity, mobility, and innovation within an ever-expanding set of transnational and multilingual learning contexts (The Douglas Fir Group, 2016). The global COVID-19 crisis highlighted the interconnectedness of us. It is in this moment of realization that understanding the multilingual resources students recruit, accrue, and access via their social networks can contribute to understanding language learning in all the unique settings around the world, many very far from the university foreign language classroom.

The transdisciplinary nature of research on social networks in language learning and language teaching is both a strength and a hurdle. Who is utilizing this tool and how is the understanding that is generated being used? Who are the stakeholders and what form will the research take? I will argue that in the hands of teacher-researchers and students, the collaborative use of social network analysis offers language teachers an incredible tool for understanding the social support that students access within and beyond classrooms. Relationships are powerful yet underutilized assets for language learning. Current work with social networks in applied linguistics builds on our understanding of relational ties as the invisible framework that supports language learning in classrooms and other social spaces. Engaging this perspective to better understand how languages are learned can shift pedagogical focus towards the development of the social relationships that motivate and sustain language learning, including multilingual families, peers, and communities. Given the complexities of language teaching in a globally fraught political context, I will argue that social network analysis offers precisely the kind of information we need to understand student agency within the sociocultural and structural constraints (and opportunities) of classroom learning. But only, if we are able to engage in this research collaboratively.

Exploring and addressing the inequalities and uncertainties of English language teaching in rural Colombia

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Colombia is one of the most socioeconomically unequal countries in the world and the second most unequal in Latin-America (WorldBank Group, 2021). According to the National Department of Statistics (2021), there are big social gaps especially in terms of economic income and access to opportunities. Currently, 39.3% of Colombians are monetarily poor, 12% are extremely poor and 16% are multidimensionally poor. Furthermore, despite having signed a peace agreement in 2016 with FARC (*Revolutionary armed forces of Colombia*) – that have kept the country in war for over 50 years,   president Duque (2018-2022) seemed to have made every effort to hinder the fulfillment of the agreements (Arias-Henao, 2019), which has prevented Colombians from advancing satisfactorily in the peace building process. In Colombia, it is no secret that issues of extreme poverty, lack of both economic and academic opportunities, and the armed conflict has affected the rural dwellers more dramatically, which, in turn, has derived in cultural marginalisation against rurality, largely regarded as undesirable.

Despite the multiple social problems, public education policies are thought to be equally beneficial and possible to be implemented in all regions, regardless of their situated particularities. One of the best examples of this are the different ELT initiatives in the country, which aligned with dominant discourses that position English as the language of opportunity and development (Coleman, 2010; Mohanty, 2017), have imposed quite ambitious goals in language proficiency to the national curriculum. That is, English language teaching and learning is mostly seen as a technical task, disconnected to social reality (Guerrero, 2008).

Drawing on critical race theory (Delgado & Stefancic, 2001), this paper discusses how the lack of sensitivity to the social problems of rural areas in the architecture of ELT initiatives has contributed to the reproduction of discrimination that have shaped educational actors' practice unwittingly. The talk will highlight how the socioeconomic and cultural social injustices (Fraser, 1996) are forms of racialisation and how they play a role in configuring teachers' identities and practices. Besides raising awareness of these issues, the presentation shares attempts to disrupt dominant racist discriminatory practices by means developing socially sensitive teaching material.

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Reevaluating the Teaching of Communication Strategies in English Language Teaching in Light of English as a Lingua Franca

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Over the past two decades, English as a lingua franca (ELF) has attracted growing research interest as a communicative phenomenon, and one insight that has emerged is that ELF communication is largely successful despite the fact that interlocutors often come from widely different linguacultural backgrounds. Research into ELF suggests that, rather than adhering strictly to the norms of Standard English, successful ELF users instead deploy their linguistic, cultural and pragmatic resources flexibly in order to co-construct understanding with their interlocutors *in situ*. Communication strategies (CSs) play an important role in this process, and this has led to general advocacy for an increased focus on the development of an ELF-informed strategic competence in English language teaching (ELT) (cf. Cogo & Dewey 2012, Tarone 2016, Kaur 2016).

Although CSs are currently incorporated into mainstream ELT to some extent, insights from ELF research nevertheless suggest that some reconceptualization is necessary. ELF research has highlighted the role of CSs in facilitating fundamental processes such as accommodation and negotiation of meaning (cf. Cogo 2009, Cogo & Dewey 2012). Thus, whereas traditional applied linguistic perspectives have tended to view the use of CSs by language learners as primarily compensating for deficits in linguistic and sociolinguistic competence, an ELF perspective views their use as an important part of helping learners to develop "the ability...to adjust and align themselves to different communicative systems and cooperate in communication" (Baker 2012: 63).

Given the importance of CSs for the kind of flexible communicative competence needed for successful ELF communication, instruction in CSs became a central area of focus in an action research study exploring how insights from ELF research could be translated into classroom practice in a university-level English classroom. The first part of this talk will outline the ELF-informed approach to CS instruction developed in the study, highlighting commonalities and key differences to approaches currently underpinning mainstream ELT. The second part will present classroom data

illustrating how this approach was able to facilitate the development of an ELF-oriented strategic competence and the potential implications of these findings for ELT.

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Abstract ID: AILA780

Teaching to the Strengths: Culturally Inclusive Pedagogies for California Latinx Students

Authors:

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Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

Education is a contested public space where multiple claims to power, justice, equity, and equality play out. In California, the state's demands for unity and control through language promote monolingualism, legitimizing only the colonizing variety, English, as the code for transmitting knowledge. Latinx students comprise the majority of students in California's public education system, yet its post-secondary education is entirely English-monolingual.

This presentation will focus on decolonizing pedagogical techniques emerging in English college courses serving California Latinx students. The presenter's 2022 study of English professors at Los Angeles City College (LACC), a public college whose student body is 54% Latinx, provided relevant data via surveys and interviews, further corroborated by the scholarship in the field. Drawing on culturally responsive teaching theory (CRT: Gay 2000, Hammond 2021, Harmon 2012) and my study findings, I propose pedagogical strategies to facilitate inclusion in language education through the following three-fold approach:

1. Redesigning language teaching curriculum

Curricular content and design, the instructional practices, the social organization of learning, and the forms of student success evaluation enforce and reproduce colonial ideology (Tejeda and Espinoza 2003). To counter it, the surveyed English instructors utilized the following pedagogical approaches:

- Teaching English composition through reading and writing assignments based on literary works of Hispanic American or Latin American writers.

- Giving assignments addressing social, economic, or political struggles of the Latinx community in California, especially in Los Angeles.

- Choosing writing topics that highlight social justice concerns, for example, the impact of violence and the military-industrial complex on the Latinx community.

2. Refocusing cultural foci

Culturally responsive and inclusive teaching advocates for the use of "cultural knowledge, prior experiences, frame of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for

them" (Gay 2000). Some LACC English professors make cultural differences and struggles explicit in their curriculum. They, for instance, reported discussing "the imbalance between white and Latinx representations within American culture and its implications for Latinx people," "assimilation and personal and national identities from a language context," and "the acceptance of speaking and/or writing in a non-perfect or non-standard version of English."

3. Reintroducing linguistic diversity in language classrooms

While 85% of the study interviewees reported examples of the use of Spanish, Spanglish, or indigenous languages of Mesoamerica in some capacity in their classrooms, their use proved to cause tension and variability in English courses. Individual instructors came up with a variety of pedagogical solutions, including:

- Rethinking the student's multilingualism as a powerful writing skill.

- Keeping vernacular in writing, while focusing on structural aspects of compositions and clarity of the writer's message.

- Tying its use to the assignment's context, writing purpose, or intended audience.

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Abstract ID: AILA783

A Digital Shift: The Use of New Technologies for Language (Teacher) Education in Brazil

Authors:

Gabriel Amorim [1] [*] [^] Universidade Federal de Goiás

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

In 2020, during the outburst of the world pandemic of Covid-19, people, businesses and organizations relied on digital technologies in order to be able to carry on with their lives and tasks. That was not different for educational institutions. Teachers and students had to rapidly adapt their activities to digital platforms and started to make use of digital tools. Two years into the pandemic and, as Covid-19 cases seem to lower, things are getting back to (a new?) normal (Castells, 2020). A question, then, rises: Looking back, when it comes to digital technologies that have been exhaustively explored during the past two years, what are the lessons to take and challenges to face? Researchers from the Universidade Federal do Espírito Santo administered online questionnaires and virtual group interviews to capture teachers' and students' perceptions on the university's shift to using digital technologies for academic and professional interactions (Có, Amorim & Finardi, 2020; Amorim, Có & Finardi, 2021). Similarly, experts from the Universidade de São Paulo delved into hybrid methodologies in order to explore different types of interaction mediated through digital technologies (Mayrink, Albuquerque-Costa & Ferraz, 2021). Despite the long-held claim researchers have made about the pivotal role of technology in (language) (teacher) education, only recently, especially motivated by the pandemic, digital technologies have taken the center of debates in (language) (teacher) (education) (for example Gomes Jr. & Puccini, 2019; Gomes Jr., 2020; Paiva & Gomes Jr., 2020). The studies that have been carried out in Brazil and elsewhere can certainly contribute to construct knowledges about technologies and language teacher education in Brazil and worldwide for a more inclusive and diverse society of the present.

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Abstract ID: AILA784

Eliciting puzzles from language learners in inclusive practitioner research: A design research approach

Authors:

Yoshitaka Kato [1] [*] [^] Chubu University

Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Language learners are key agents in inclusive practitioner research (Allwright & Hanks, 2009). We need to listen to and acknowledge their voices, which are often unheard, or only heard through researchers, if we intend to achieve social cohesion in language pedagogy. However, little is still known about eliciting their voices through their own *puzzles*, or questions, that drive their curiosity-based exploration of practice (Hanks, 2017). As few learners are accustomed to being asked to "produce" questions in classrooms, they often struggle to articulate their puzzles (Kato & Hanks, 2021). This may be especially true in East Asia, where the prevailing norm of classroom silence continues to attract academic interest (e.g., King & Harumi, 2020). As a practitioner-researcher, I have adopted an educational design research approach (McKenney & Reeves, 2019) over the past five years, in the context of Japanese tertiary education. Evidence from the analysis of learner-generated posters, questionnaires, and interviews has accumulated to inform the development of both "mature interventions and theoretical understandings" (ibid, p. 86) in inclusive practitioner research. In this presentation, I will share a few design principles that emerged, which could help learners find engaging puzzles. First, puzzles are often hidden or embedded in practice, and thus, learners need to be given opportunities to discover them in order to reflect on how they learned the language. A sample activity called "English and me" will be introduced. Second, learners need some guidance with "puzzling formats" (e.g., *why*-questions) that facilitate the generation of their curiosity-based puzzles. Puzzling formats such as *I-* and *we*-puzzles (Kato, 2022) as well as *why*-questions, as contrasted with *how-* or *what*-questions, are useful in assisting learners in incubating, generating, and reflecting on their puzzles. Learner-initiated puzzles based on these principles (e.g., "Why do I continue to learn English even though I have no idea what the purpose of it is?") are likely to be different from research questions typically formulated by

researchers (see Mohebbi & Coombe, 2021). These puzzles have the potential to provide new knowledge in the field of language pedagogy. I believe that practitioner research conducted in local contexts, including this study conducted in Japan, needs to be shared with people in wider contexts for mutual development and the empowerment of practitioners in the field.

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Abstract ID: AILA785

Gesture and plurilingual practices in a foreign language classroom

Authors:

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Abstract Topics: [SYMP11] AILA ReN - Perspectives on Gesture in Second Language Teaching and Learning

Abstract Summary:

Research in bilingualism and second language acquisition has witnessed a sea change in the last two decades regarding the closely related concepts of plurilingualism, multicompetence, and translanguaging (Piccardo, Germain-Rutherford & Lawrence, 2022). In contrast to research based on monolingual, native-speaker models, plurilingual models view language systems (inclusive of gesture) as interdependent, multimodal, and possibly unified in both fluent and emergent multilingual speakers (Wei, 2018). Plurilingual practices are of particular interest to researchers of pedagogical contexts (Garcia & Lin, 2016) because teachers leverage various language features and other semiotic affordances for specific teaching purposes. Given that gesture is often noted in discussions of plurilingualism, and that gesture researchers are beginning to highlight multicompetence frameworks as highly relevant to gesture studies (Brown, 2016), there is considerable potential for investigating gesture further as a key feature of plurilingual practices in language instruction.

This qualitative, exploratory analysis looks closely at gesture as a feature of plurilingualism in the context of a novice level university Italian language classroom in the US. Data are drawn from over 30 hours of videorecordings. Both first and target language use is frequent, as is use of gesture and other multimodal resources. Using interactional discourse analysis (Tannen, Hamilton & Schiffrin, 2015), this presentation examines stretches of instructional interaction and considers how these data address emergent research questions such as whether the teacher gestures differently when using English or Italian, whether and when gesture appears to be designed for the benefit of learners and/or is aiding the teacher's own processing or self-management, and whether gesture appears to mediate plurilingual practices among participants. This presentation concludes by identifying future directions for research in instructional contexts to investigate gesture as a dynamic element of plurilingual language education.

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9–30.

LA PERSONNE ÂGÉE ET LA GARANTIE DE SES DROITS – UNE APPROCHE EN JURILINGUISTIQUE COMPARÉE

Authors:

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Sonia BERBINSKI [2] [^] Université de Bucarest

Corina VELEANU [3] [^] Université Lumière Lyon 2

Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

LA PERSONNE ÂGÉE ET LA GARANTIE DE SES DROITS – UNE APPROCHE EN JURILINGUISTIQUE COMPARÉE

Nous proposons une analyse jurilinguistique multilingue (portugais, roumain, français, anglais) dans le domaine de la garantie des droits pour les personnes âgées, qui prend en compte les discours juridiques et non-juridiques concernant les systèmes de protection mis en place au Brésil et en Roumanie, vus aujourd'hui comme « pays de jeunes » en plein essor mais qui connaissent un vieillissement de leur population et doivent inventer des solutions pour s'adapter à cette réalité démographique (Revalino, 2017, Tarnea, 2004). Ce regard comparatif interrogera aussi les discours francophones et anglophones dans leur rôle d'influence sur les systèmes juridiques dans ces deux pays. Partageant une histoire d'influence française commune dans le domaine du droit administratif, civil et international, ainsi qu'une influence américaine grandissante dans le domaine du droit commercial, le Brésil et la Roumanie suivent leur propre cours dans le domaine de la protection des aînés et emploient des stratégies lexico-discursives qui sont déterminées culturellement. Notre corpus sera composé de textes juridiques (législatifs et judiciaires) et médiatiques, que nous analyserons dans une double perspective, discursive et lexicale, sans négliger des questions de traduction qui apparaissent au cours de notre travail. Ainsi, nous analyserons le point de vue et les postures énonciatives des locuteurs (Rabatel, 2021, Rodrigues, 2021), ainsi que la cohérence entre les normes et les droits acquis et mis en oeuvre dans la vie quotidienne de la personne âgée. Qui parle et comment parle-t-on des personnes âgées, aux personnes âgées dans le domaine de la protection de leurs droits ? Comment les voix des personnes âgées se font-elles entendre dans les discours juridiques et extra-juridiques ? Au Brésil la Loi no. 10.741 du 1er octobre 2003 a créé le Statut de la personne âgée qui est devenu la base de plusieurs normes qui orientent les politiques publiques ayant pour but la protection de la personne âgée. En Roumanie le cadre législatif pour la protection des aînés est protéiforme, étant composé de textes nationaux (la Constitution, la Loi 17/2000 concernant l'assistance sociale pour les personnes âgées, la Loi 448/2006 concernant la protection des personnes handicapées, etc.) et européens (la Charte sociale européenne de 1961, la Charte des droits fondamentaux de l'Union européenne de 2000, etc.). Notre recherche visera, ainsi, à relier le lexique juridique aux autres dimensions de la discursivité juridique et non-juridique (Née, Veniard, 2012) afin de mettre en lumière les modalités de construction des perceptions relatives aux droits des personnes âgées dans deux sociétés de langue romane confrontées à des défis similaires.

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Abstract ID: AILA788

English Education Practices in Late Qing China in the Ideological Context of "Western Learning for Application"

Authors:

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Wushuang Zhang [2] Nankai University

Abstract Topics: [SYMP07] AILA ReN - Ideology in the History of Language Learning and Teaching

Abstract Summary:

The ideology of "Chinese Learning as Substance, Western Learning for Application" was first proposed by Feng Guifen in 1861 after the Second Opium War (1958-1960). This philosophy was regarded as the principle of the Qing government's Self-Strengthening Movement in response to the military, economic, and cultural onslaught from the Western nations following the Opium Wars.

The second half of the philosophy, "Western Learning for Application", was a pragmatic strategy of learning advanced western knowledge to use it as a tool to consolidate the rule of the Qing government. Among them, English education was the first step of the "Western learning for Application". Under diplomatic pressure following the two Opium Wars, the Qing government established the first official foreign language learning institution, Tongwen Guan, in Peking in 1862, to train translators. English education became a medium for mastering western technology. Under official advocacy, a new option of learning English to earn living emerged.

"Western Learning for Application", as an ideology advocated by the government, gradually infiltrated all strata of late Qing society. The English educational practice in both official schools, which were under the control of the Qing government, and missionary schools, which appeared to run counter to traditional Chinese ideology, were impacted directly or indirectly by this ideology.

This paper explores this ideology mainly in relation to practices in the Peking Tongwen Guan and the Shanghai Anglo-Chinese College, which were the first official school and missionary school in China offering formal English courses, founded in 1862 and 1865 respectively. In response to the different needs of the Qing government and the Church Mission Society, the two schools founded almost simultaneously, differed in their size, organization, philosophy and enrolments; however, their English teaching practices shared the same pronounced pragmatic orientation. Both institutions attempted to separate English courses from Chinese Confucian education or Christian religious education. They exhibited their intention of preparing translators by enhancing interpretation and translation practice, and by emphasising a blending of theory and application.

It seems fair to say that, in 1860s China, in both government and missionary schools, English education existed as a tool for advancing diplomacy or enticing converts, influenced by the philosophy of "Western Learning for Application". Early Chinese English education survived under this ideology, eventually evolving to accommodate varying political, economic, and social restraints in the semi-colonial and semi-feudal society. We hope that by providing a historical perspective on how early Chinese English education developed under the ideology of "Western Learning for Application", we can provide insights to inform current ideological debates regarding the emphasis on English education in contemporary China.

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"Mon école bilingue": Effects of children reflecting on their bilingual education and emerging plurilingual identities.

Authors:

Kelly Shoecraft [1] [*] [^] Griffith University

Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

This paper argues for the inclusion of translanguaging pedagogies, group work, and reflective activities for emerging plurilingual children in order to activate social and emotional factors related to language learning. Social and emotional factors are widely recognised as vital components of language learning (Arnold, 2011). Group work activities provide children with opportunities to practice their language skills and share knowledge – of languages and content. Children naturally engage in translanguaging practices during peer interactions, regardless of classroom 'rules' around language separation (García, 2017), but instead of hindering development, these interactions can enable children to engage more meaningfully in their language learning. In addition, conscious reflection on plurilingual identities involves affective factors and recognising emotions related to language learning.

The present study was located in a bilingual French/English primary school in Australia. The purpose was to implement and evaluate an innovative curriculum project to support students' language development through group work and the use of technology. Children in grade 3 and 4 created a video about their bilingual school (Mon école bilingue), by first writing a dialogue script in French followed by filming their video using iPads. Data was collected from classroom observations, informal conversations with children, and interviews with the teachers.

This project provided a rich context for children to reflect on their bilingual environment and their plurilingual identities. They employed social learning strategies, including translanguaging, during group interactions. Children's reflections on their plurilingual identities also supported affective factors of language learning. For example, in their discussions and videos, they expressed their likes and dislikes with regards to the bilingual program and the reasons they were in the program. They became aware of their own feelings towards language learning and recognised individual differences among the group.

Due to its location in an English majority country, the majority language spoken at the school is English. However, this project, and the translanguaging strategies in particular, encouraged students to develop pride in their French language, their 'French' identities and contributed to their French language development. During group work activities, the children were discussing ideas for the project using both French and English resources but were then capable of transferring these ideas into a 'French only' script. When writing the script, they helped each other with grammar, spelling, etc. using both French and English resources, thus employing social strategies as well as applying metalinguistic knowledge to the development of French language competency. Similarly, when recording the video, they assisted each other with memorising their lines and with French pronunciation. These findings highlight the benefits of translanguaging pedagogies to support children's home language maintenance and development in a bilingual school setting.

This study setting was specific as a formal bilingual setting and therefore staff and students were generally more open to the inclusion of multiple languages in the classroom. However, the findings of the study and the potential benefits of these types of pedagogies and activities that are inclusive of home languages are relevant to all classroom environments where multilingual children are present.

Abstract ID: AILA792

What do we include in the social? Using an actor-network theory lens to examine learning associations in an autonomous English course.

Authors:

Fergal Bradley [1] [*] [^] University of Helsinki

Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

This presentation explores the social aspects of language learning in an autonomous learning context through the lens of actor-network theory (Latour, 2005). It follows an Exploratory Practice (Allwright & Hanks, 2009) project, which puzzled about why students were required to incorporate a social element in their autonomous English course. The project's result problematised the idea of social learning as distinct from other forms of learning. This result inspires the study at hand, which uses Latour's work to frame students' reflections on their learning. Latour disputes a pre-ordained category of the social, arguing instead that the social is recreated with every new association made. He also includes associations involving non-human actors, such as objects and ideas, as potentially part of a social system.

This project thus brings Latour's theory into conversation with the associations students make in an autonomous English course in higher education, where they are required to plan, carry out and evaluate (Holec, 1981) a programme of work with the help of a language advisor (Mynard & Carson, 2012). The data is collected via the language advisor's reflective journal, a practitioner-research approach which uses reflective practice (Bolton, 2001) and writing as a method of inquiry (Richardson & St. Pierre, 2005) to bring theory into dialogue with practice.

The aims of the study are to gain new insights into the idea of the social in language learning by examining who and what students interact and associate with on their language learning journeys. The study also aims to shed light on the advisor-researcher's conceptions of the social and suggest ideas for future practice.

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Abstract ID: AILA795

Promoting self-regulated learning skills in an EFL Malagasy context

Authors:

Dominique Vola Ambinintsoa Razafindratsimba [1] [*] [^] Kanda University of International Studies

Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

Learner autonomy is said to be an educational goal. Since learning can be done only by the learners, they need to take charge of their learning by reflecting critically on their learning goals, processes, methods, and outcomes (Little, 2020). However, few empirical studies on learner autonomy have been conducted in African developing countries. The study that I will present aimed to contribute to filling that gap by shedding light on approaches to promote learner autonomy in an EFL Malagasy context. In that context, teachers are not familiar with the concept of learner autonomy, as it is not mentioned in the national curricula, and it is not included as a subject in teacher training. That is why I decided to foster learner autonomy by means of a course at a teacher training college in Madagascar.

The course, which was the first phase of the study and took place before the pandemic, lasted nine weeks, and it involved 22 first year EFL student teachers (STs). It specifically aimed to help them develop their self-regulated learning skills involving goal setting, monitoring, and self-evaluation (Zimmerman, 2002) by means of journal writing, and to improve their writing proficiency at the same time. The course had the principle of inclusion in that it enabled the STs to work individually on their writing goals, from the levels of proficiency they had, within a class nurturing both individual and collaborative reflections. I gave them writing tasks and reflection prompts to answer before, during, and after the tasks, and also a weekly opportunity to reflect together as a group. The findings showed that through reflection, they developed their self-regulated learning skills, which helped them become more responsible towards their learning. In general, their writing performances improved. Also, they became aware of the importance of reflection in learning.

The second phase of the study was held during the pandemic when the STs were in their third year at the University. The aim was to investigate the impact of the course (given in their first year) on their learning in general, their writing, and their preparation for their teaching practice. 12 of the STs participated in the second phase, which consisted in either answering a questionnaire through Google Form or having an online interview. One of the major findings indicated that most of them had been using strategies they had learned from the course such as goal setting and planning before writing, and self-evaluation including self-correction after writing.

In an uncertain world where things can drastically change overnight, we need ways to help students take charge of their learning in the long term. Promoting self-regulated learning skills through reflection seems to be one of those sustainable ways, as this study implied.

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Abstract ID: AILA796

Linkages between literary reading, general aesthetic competence, and literary competence in the EFL classroom

Authors:

Raees Calafato [1] [*] [^] University of South-Eastern Norway

Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

Developing students' literacy skills alongside their linguistic and intercultural competence via literary works, both textual and multimodal, has become an important component of foreign language (FL) curricula at the primary, secondary, and tertiary levels in many countries. The development is predicated on the belief that, among other things, literature increases students' immersion in the target language, boosts their cultural knowledge, creativity, critical thinking skills, vocabulary and grammar knowledge, and enhances their pragmatic competence (Hall, 2015). Yet, to work with literature, students should possess some level of literary competence, that is, "the ability to draw meaning from a literary text by identifying the skills required for the analysis of the text, by applying them accordingly, and by being aware of what can be gained by applying these skills" (Paran et al., 2020, p. 327). In developing such competence, students' progress may be affected by traits like their reading orientation (i.e., how they respond to literature regardless of type or genre), creativity, or aesthetic awareness, among other things. However, research on literature (mostly of the purely textual variety) in language education has primarily explored students' and teachers' beliefs regarding the use of literature as a language resource, approaches to teaching with literature, and its effects on student motivation and achievement (see Paran, 2008). In contrast, few studies have investigated students' literary competence (e.g., Qutub, 2018) and the cognitive, affective, or psychological factors (including traits) that may influence it, especially in relation to both textual and multimodal literary texts. My presentation will report the findings from a 117-item online questionnaire-based study involving 265 university students in France who were studying English as an FL as part of their degree programs. The study explored their literary reading orientation, general aesthetic awareness, their literary competence when reading textual and multimodal literature via an online self-assessment, and the extent to which their general aesthetic awareness and reading orientation predicted their literary competence scores. The study's findings indicated that the participants' reading orientation drew strongly from Story-Driven Reading while their literary competence scores were significantly lower for textual literature than for multimodal literature. Moreover, their literary competence scores were statistically significantly predicted by certain components of their reading orientation and, to some extent, their general aesthetic competence. I will discuss the implications of these findings for teacher education programs and classroom instruction involving the use of literature as a language resource.

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Abstract ID: AILA798

Debating debating: What's in it for a critical foreign language teacher education?

Authors:

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Among the various current threats to social cohesion and democracy, the increasingly polarised and distorted culture of public discourse – characterised, e.g., by populism, fake news or conspiracy narratives – can be regarded as major issue for an ethically and politically engaged foreign language teacher education.

Among the many methods established within CLT, 'debating' seems an obvious and very appropriate response to this issue, as its complex format offers opportunities not only for the practice of oral/rhetorical skills, but for an integrative advancement of communicative – and in particular: argumentative – competences. In addition, the method seems apt to pursue cross-curricular educational aims such as critical literacy education or education for democratic citizenship.

In this talk, we are going to reflect on the potential and possible pitfalls of debating as a teaching method in the foreign language classroom and raise questions regarding the integration of debating in an ethically and politically engaged foreign language teacher education. In line with critical pedagogy, we believe that one way to achieve this kind of teacher education is to allow students to go through processes of transformative *Bildung* (cf. Koller 2017), processes that are likely to be initiated by experiences of ambiguity and crisis.

Starting from initial experiences and preliminary results of the first cycle of a Berlin-based school development and teacher training project on debating (http://join-the-debate.info), we will discuss debating as an opportunity for transformative *Bildung* from our two individual viewpoints, shaped by our professional interests and research trajectories:

Katrin Schultze, whose research interests stretch from narrative identity to argumentation theory, speaks as co-coordinator of the debating project and as teacher educator in the Master of Education programme at Humboldt-Universität zu Berlin.

Anne Mihan speaks as a researcher and teacher educator dedicated to issues of race and gender in teacher education at Humboldt-Universität and in the EFL classroom, also bringing in her methodological expertise in critical community autoethnography.

Working with an example from Katrin's seminar, in which future English teachers analyse data from the debating school project, we will engage in a dialogue about assets and limitations of the debating method as an environment that requires students to rephrase, i.e. transform their own way of relating to the world and the self. We will suggest options for practising debating as a method characterised by a high degree of critical reflexivity, as part of a project of teaching and learning for social justice.

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Collaborative Turns in Italian talk-in-interaction: collaboration, temporality, and emergent grammar

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

In this research, we provide an account of Collaborative Turns (CTs) in Italian talk-in-interaction. CTs is an umbrella term for two phenomena that have recently been grouped together in the literature (Luke, 2020): 1) Co-constructions (Lerner, 1991), whereby a speaker (A) utters a turn-in-progress projecting more to come, and a co-interactant (B) provides a candidate contribution designed to either continue or complete A's turn, fulfilling a projected grammatical and actional trajectory with integrated syntactic material; 2) Other-extensions, whereby a speaker (A) utters a potential grammatically, pragmatically, and prosodically complete turn (Selting, 2000), but a co-interactant (B) extends the prior turn, in grammatically dependent ways, re-occasioning the end of the turn, a transition relevance place (TRP).

Deploying Conversation Analysis and Interactional Linguistics, as well as Emergent Grammar (Hopper, 2011), we consider the grammatical design of the turns, the prosodic realization (continuative/final prosody, hesitations, etc.), body orientation (the role of gaze), actional fittedness of turns, and temporality (how a contribution is timed to be heard as collaborative). We analyzed a 12-hour corpus of video data of multi-person interactions (3 -5 participants) in Italian, recorded in different settings (informal dinners; formal business meetings) and found 185 instances of CTs.

We illustrate how co-interactants combine turns to implement a variety of specific actions, e.g., co-constructing a speaker's turn to enhance their voice, forming a party with a co-interactant to display shared knowledge and expertise on a topic, turning a story into a laughable, extending a complete turn to add a missing piece of information, managing a delicate disagreement, etc. Thus, we show how collaboration is an interplay of grammatical choices, temporal placement of the turns and embodied conduct, and is therefore an interactional achievement.

From an acquisitional perspective, this study contributes to the literature on the acquisition of interactional competence (Biazzi, 2011; Orletti, 2007), giving insights on the kind of structures and functions of co-constructed collaborative turns which are often found in native/non-native spontaneous interactions (Biazzi, 2011; Orletti, 2007).

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Trans[cultura]linguación: An intercultural approach to the revitalization of the Quechua

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Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

Culture is a vague and sometimes unclear concept, yet it refers to the individual and collective ways of thinking, believing and knowing a specific group (Bhabha, 2004; Spencer-Oatey, 2008). Interculturality refers to the processes of communication and interaction between groups with identities of different specific cultures, allowing for the enrichment of coexistence among peoples (Dervin & Jacobsson, 2021). Similarly, an intercultural approach to education means moving beyond mere passive acceptance of multiple cultures and instead promoting dialogue between cultures (López Sáenz & Penas Ibáñez, 2006). In light of these concepts, this presentation will expand on the term Trans[cultura]linguación (Ortega, 2019, 2022) which refers to a purposeful pedagogical transaction between languages and/or variations of the same language with a focus on culture. I will explain how this approach has been utilized by Quechua language teachers from a Quechua Collective (Pseudonym) during pre-pandemic in-person lessons and pandemic online lessons (2019-2022).

During this time, in my role as a participant observer researcher in the collective, I used a hybrid ethnographic approach (Begoray & Banister, 2010; Przybylski, 2020) to document the pedagogical practices of the Quechua teachers. I compiled research memos and reflection notes during my observations in the lessons. In this experience, I noticed how teachers and students reinforced their own cultural identities as they learned to connect to others, and respect and understand their differences. In the in-person class, Quechua teachers explained cultural concepts while comparing them with Peruvian Spanish while students compare them with other Latin American variations of Spanish. Online Quechua teachers were able to help students to connect back to their roots while (re)learning their ancestral language or simply sparking curiosity to learn the Andean language and culture. Most importantly, my reflections on the observations of the pedagogical exercises accounted for an intercultural approach to learning about power relations to critically observe what cultures hold more power than others (Walsh, 2012). Students and teachers realized not only how important language is part of their identity affirmation but to interrogate and problematize Western colonial imposed forms of culture and language.

My goal, in collaboration with the Quechua Collective for the second semester of 2022, is to compile feedback based on the teachers' pedagogical practices, obstacles, and possibilities from the previous years through interviews, brainstorming sessions, and questionnaires. This will be done to properly assess, plan and execute the next steps to continue the promotion and revitalization of the Quechua language in Latin America and the diaspora. The goal is to produce and collect evidence to provide the pedagogical tools and skills to teach languages to pre-service/in-service language teachers and other community teachers who seek to focus on culturally relevant and appropriate practices to better serve the communities they belong to. A sample of a curriculum unit and teaching methodological strategies of how to teach and revitalize Indigenous languages with a

focus on interculturality will be produced by the collective for the international academic community.

Abstract ID: AILA802

Redesigning English and German thesauri for language production: a project (A reconnaissance of the efficiency of English and German thesauri for writing production)

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Synonymy has been discussed at length by lexicology (Bellmann 1968; Harras 2001). The avoidance of repetition and the use of appropriate words in contexts is one of the pillars of textual cohesion. In lexicography, synonymy has been investigated (see Wiegand 1976, Viehweger 1982), but has mainly focused on the readers' perspective to facilitate comprehension, rather than on the writers' for language production (Zock et al. 2010). This has led lexicographers to concentrate more on the addition of words to lists rather than to improve the thesauri's structure and the organization of the entries, rendering them unfriendly tools for production purposes (Chon 2009; Storjohann 2006), thus creating problems for users having to choose synonyms (Murphy 2013; Storjohann 2006). That said, native and non-native learners turn to thesauri for writing purposes anyway (Kipfer 1987; Siegel's 2007; Müller Spitzer et al. 2018). It is the aim of this paper to begin to investigate how German and English thesauri might be redesigned to become better tools for production purposes. This will be done through a series of theoretical and empirical researches based on the use of the current tools available. The first of these, as represented by this paper, will focus on testing the user-friendliness of a series of paper and electronic thesauri by administering a series of synonym-finding exercises to first-year master's students of English and German. The findings of this first step in the research project will be twofold: to understand whether there are thesauri that are already better designed than others and what lexicographical aspects need addressing to improve the tools that are not as efficient.

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"Why, as Mongol, am I unable to use my mother language to master another foreign language but need to rely on Mandarin (L2)?": A case study of translanguaging in ethnic multilingualism

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

1) Although translanguaging aims to break the boundaries between languages and empower multilinguals to speak languages freely (García & Li, 2014; Li, 2011), translanguaging seems to become a 'passive' choice in this study. The target participant strongly self-identified as Mongol but he felt 'powerless' in his L1 because the majority language (Mandarin) played an increasingly integral role in his foreign language (English and Japanese) learning. In other words, the participant believed that he lost the ability to fully and monolingually speak and use his heritage language in a Mandarin-dominated social and educational context. Instead, he *had to* 'borrow' some vocabulary or phrases from Mandarin to complete his expression. When translanguaging as a linguistic practice becomes a compulsory choice for a multilingual, he felt he was controlled by languages and lost the freedom to express language(s) freely.

2) This study highlights the subtractive side of translanguaging and implicates that some multilinguals cannot find comfortable spaces to negotiate their ethnic identity in multilingual contexts. Following the last argument, the conflict between the participant's self-identification (Mongol) and dominant language use (Mandarin) causes a 'self-doubt' in his ethnic identity. As a result, he suffered from a series of self-conflict; the 'new self' who desired to speak Mongolian monolingually was separated from the 'old self' who took translanguaging as a 'convenient' practice. With the rejuvenated ethnic awareness in the practice of translanguaging, his 'new self' 'shame(d) on' and 'blame(d)' the 'old self' that did not give priority to learning L1. Although this finding is consistent with the study of Geerlings et al. (2015) that the older participants more emphasise their ethnic self-labels, this study shows a relatively hard boundary between language and identity, and a need/ desire for the "parallel monolingualism" (Heller, 2006) in ethnic multilingualism.

3) From an ecological view, it needs more "breathing space" (Cenoz & Gorter, 2017) for Mongolian, not only for the sake of 'maintaining', but also for 'developing' the language. Under the context of unequal bilingualism (Mongolian and Mandarin) and the additional foreign language learning (English), two types of 'visible' and 'invisible' translanguaging emerged. Visible translanguaging refers to directly 'borrowing' or mixing Mandarin vocabulary with Mongolian expressions, while invisible translanguaging is to organise Mongolian expressions (with all Mongolian vocabulary) based on the Mandarin syntactical habits (e.g. sentence pattern or grammatical rules). These two types of translanguaging were common in the participants' multilingual lived experience.

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Countering language loss: Aboriginal students translanguaging at school

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Abstract Topics: [SYMP90] The Loss of Indigenous Languages: Challenges for Children

Abstract Summary:

Translanguaging describes the way that multilinguals move across their linguistic repertoires to enhance their communication. Beginning with investigations showing how those that engaged with this practice often did so creatively and for humorous intent, more recent studies of translanguaging have shown ways in which it can address disparity, including in the educational domain. In this paper, we explore how multilingual learners, in this case, Australian Aboriginal children who are learning Standard Australian English (SAE) as an additional language/dialect, engage in translanguaging practices to share cultural knowledge and understandings and to establish their Aboriginal identity. Multilingualism in Aboriginal Australia is widespread with many people speaking multiple languages. In this paper we begin by exploring the students' various linguistic repertoires and how they use translanguaging, sometimes playfully, to move fluidly between these languages as they engage interactively both inside and outside the classroom. Using a range of examples, we show the language facility of these children and the ease and confidence with which they move across languages. Hence, we suggest 'translanguaging' can contribute to learning by enabling Aboriginal students to take advantage of all their linguistic resources, allowing them to 'construct, manage, negotiate' and perform activities (Dovchin, 2021) in positive ways both within and outside the classroom. However, we also suggest translanguaging can be precarious for such students and very much dependent on teacher reactions to the students' language use. When accepted in a positive way, it can serve to promote learning within the requisite meaning-making process of schooling. As such we conclude that students should be encouraged to use all their language resources (i.e., translanguaging), according to audience, context and need, rather than basing education on the binary system codeswitching with 'home language' and 'school language' being artificially separated at the school gate. Whilst acknowledging the challenges this presents both for the learners and their teachers, we believe 'translanguaging' can serve to overcome the precarious learning situation of Aboriginal students – one in which they are seen as having 'no' language, or a language or dialect inappropriate school.

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Corpus approaches to ISLL research

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

The study of informal second language learning encompasses a wide range of qualitative and quantitative methodologies. While most research in the field focuses either on measuring acquisition from informal contexts through testing, or characterising attitudes to informal learning through questionnaires and interviews, the use of corpora offers insights into a range of phenomena relating to ISLL (Sockett, 2014). The availability of concordancing tools and wide range of fan activities, such as transcription, subtitling, and fan fiction production, make this dimension of ISLL study one which is particularly suited to researchers who wish to look beyond classroom learners as sources of data on informal learning.

Three broad areas will be covered in this talk. The first is the constitution and analysis of written and oral corpora of language which the informal learner is likely to be exposed to (Sockett, 2011). Since much is known about the habits of informal learners, particularly their listening activities relating to television series and vlogs, an analysis of the scripts of frequently viewed television series and popular vlogs provides insights into the linguistic characteristics of these two genres and the affordances they present for language learning. Examples will be presented of corpora of the vloggers Zoella and PewDiePie, which will be contrasted with corpora from popular television series.

The second is the constitution and analysis of corpora of texts written in informal contexts by non-native speakers. Websites such as Fanfiction.net offer extensive examples of productions which seek to reproduce the themes and styles of film and television production and many of which are written by non-native speakers. Although research into this area offers limited data about the authors gleaned from their profiles, such contents offer a number of advantages over studying production in a formal setting, particularly in terms of quantity of texts available and issues relating to the authors' affective filter. Examples will be presented from a corpus of Game of Thrones fan fictions.

While productions by classroom learners are likely to differ in many ways from fan fictions produced in informal contexts, it is nonetheless useful to look thirdly at corpus data gleaned from productions envisaged as bridging activities (Thorne & Reinhardt, 2008) in a formal context. Productions such as fan fictions written in the classroom (Sauro, 2019) may therefore provide helpful insights into the nature of uptake from informal sources (Sockett & Kusyk, 2015).

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Abstract ID: AILA809

International music education: the complex interplay of multilingual repertoires in teaching and learning

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

Research into the internationalisation and Englishisation of higher education is flourishing and covers an increasingly vast range of different geographical contexts as well as academic disciplines (e.g. McKinley & Galloway 2022; Studer & Smit 2021; Tsou & Baker 2021; Wilkinson & Gabriëls 2021). Yet, to date, relevant investigations have largely ignored a discipline which has a long history of attracting international students to highly renowned institutions: music and the performing arts. Though a relatively small country, Austria has long enjoyed its reputation as a global centre of classical music and attracts students from all over the world. While clearly proud of their international student cohorts, initial investigations of the websites of the six officially recognised music universities have revealed that their explicit language policies are brief and underspecified at best and effectively non-existent at worst.

This contribution presents the results of an exploratory study into multilingualism in tertiary-level music education. Focusing on one traditionally and internationally well-known music university in Austria, it investigates the roles English, German and other languages fulfil for teaching and learning music in and across the diverse professional subfields and educational contexts, such as artistic performance (alone or in groups) as well as theoretical subjects. The study uses a mixed-methods approach comprising a survey with 31 bachelor and master students of various specialisations and 12 semi-structured interviews with teachers, students and university management.

The findings and impact of the study are twofold. On the one hand, the stakeholder perspectives on which languages are used how and why identify multilingual practices and policies contingent on educational context, music specialisation and linguistic constellation of participants. While meaning making and knowledge construction are thus understood as developing dynamically and drawing on multilingual and other semiotic resources, the institutional multilingual regime comes with specific roles for German and English, privileging them over other linguistic resources. On the other hand, the

analysis of reported educational practices should lead to the identification of the specific multilingual nature of international tertiary-level music education and to what extent the challenges and opportunities presented mark it different from those of other disciplines.

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Abstract ID: AILA810

Investigating extramural English: young L2 learners' exposure, grammar knowledge and writing proficiency prior to English instruction

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

In recent years, the relationship between learners' out-of-school engagement with English (or Extramural English (EE); Sundqvist, 2009) and their English language proficiency has been gaining traction. Research has shown the benefits of EE for language learning in instructed settings (e.g. Lindgren & Muñoz, 2013; Sundqvist & Wikström, 2015), as well as for learners with no prior English instruction (e.g. De Wilde et al., 2020; Puimège & Peters, 2019). While EE effects on most language proficiency measures – vocabulary in particular – have been largely investigated, little is known about the link between EE and grammar knowledge and writing performance (see De Wilde et al., 2020, for an exception on an integrated reading-and-writing test).

The present study aims to enhance our understanding of the role of EE in young EFL learners' language acquisition process, by examining whether extramural exposure is related to their English grammar knowledge and writing proficiency prior to formal instruction. We investigate the effect of different EE types (e.g. watching TV, music, gaming) and a number of learner-related variables (e.g. monolingual vs. multilingual learners, SES). Furthermore, we will tap on the methodological issues occurring when measuring EE.

Data were collected with Dutch-speaking children in grade 6 (age 11-12), who had not received any formal English instruction (n = 440). Both a learner questionnaire and a language diary were used to measure EE, which will allow us to elaborate on the benefits and pitfalls of both instruments. In order to measure English language proficiency, participants were administered an English grammaticality judgement test (Pfenninger, 2014) and a writing test (European Commission, 2012).

Based on our pilot data, we hypothesize that extramural English is positively related to EFL learners' grammaticality judgement. Furthermore, we expect to find a positive relation between EE and writing proficiency, in line with Sundqvist and Wikström's (2015) study on gaming, as the pilot comprised a large proportion of gamers and suggested that some participants already obtained an A2 or B1 level according to the CEFR.

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A visual journey through the integration of research and practice for teaching Arts in English in primary education

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Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

This proposal stems from an ongoing 3-year research project titled *Transforming Arts Education in English in the Valencian Context*, which takes place in a multilingual system, where English is introduced from the very first year of Primary Education as a vehicular language usually in Arts & Crafts (75% of Valencian schools). The project is conducted by a mixed research group formed by 3 Arts Education researchers, 2 Language Education researchers and 4 Arts in English primary teachers. Its focus is on teacher training and the conceptualisation of the specific relation between Arts and English for Primary Education, and uses a multimodal research methodology, combining action-research methods (Ander-Egg, 2003) with Arts-based methods (Barone & Eisner, 2012) in order to mirror in the research process the dual nature of the object of study. Within this general framework, this presentation will focus on the reflective and formative process that the mixed research team has gone through.

One of the practical objectives of the project are four didactic proposals of Arts in English aimed at Primary Education and inspired by four particular pieces of Valencian contemporary art (Consorci de Museus de la Comunitat Valenciana-CMCV, 2018, 2019, 2020), following Artistic Methodologies of Education (Roldán, Marín-Viadel & Rubio Fernández, 2021). These were elaborated by the mixed research team during artistic experimentation and didactisation sessions, then implemented by the four teachers with all their students (around 700 students in total from 6 to 11 y.o.). Before and during the implementation, the mixed research team held joint discussions and reflective practice sessions. All this process was documented through recordings and photographs, yielding verbal and visual data. From all that body of data, images will be selected to create visual pairs (see below for an example) to trigger sessions of visual elicitation (Pauwels, 2015), which will then be contrasted with the verbal data obtained through recordings and observation notes. The research questions guiding the sessions of visual elicitation will be the following:

1. How did the particular research design of the project inform the practice of the teachers?

2. How and where do teachers see the verbal language and their deployment of strategies in the visual data collected from their classroom practice?

3. How do teachers perceive the effects of applying the four didactic proposals in children's learning of English and Arts?

This presentation will analyse the results of the visual elicitation sessions and discuss the implications of such results in terms of teacher training and research design.

Avariento, M. (2022) *Seeing and drawing through.* Visual pair composed of, left, *Presenting materials,* photograph; and right, *Detail. Using materials,* photograph.

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Abstract ID: AILA812

Translingual practices in episodes of interaction: A study based on communicative intentions in EMI live online lectures

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Translingual practices in English-Medium Instruction (EMI) classrooms are increasingly gaining momentum and receiving research attention (Smit, 2019; Yuan & Yang, 2020; Drljača-Margić & Molino, 2022). Spontaneous translanguaging (García & Wei, 2014) happens to be a meaning-making strategy that lecturers and students are unaware of. Translanguaging entails the use of the speakers' entire linguistic repertoire to construct discourse (Lin & He, 2017). The use of these translingual strategies in EMI contexts may turn out to be a chief paradigm for stakeholders' multilingual awareness. For this reason, educational communities should cater to the use of the linguistic repertoires of both students and lecturers.

The focus of the present study is to explore how EMI lecturers express their communicative intentions by making use of their full linguistic repertoire. For this purpose, we draw on the EMIVIP corpus, which is part of the LOL (Live Online Lectures) (Universidad Internacional de La Rioja) (Querol-Julián, 2021). EMIVIP corpus consists of face-to-face and online EMI lectures delivered during the COVID-19 pandemic at two Spanish universities. In this study, we selected six live online sessions imparted by two EMI lecturers (three each) from the field of Technology Science. Adopting a corpus-driven approach, we carried out an interactive discourse analysis supported by the annotation tool ELAN to determine the discourse functions expressed in the translingual episodes.

Findings show how translingual practices are used through the named languages, i.e., English and Spanish, within the episodes of interaction. These discourse functions show the use of spontaneous translanguaging to fulfill communicative intentions (e.g., scaffold vocabulary, paraphrase). In addition, the use of translingual practices serves to afford the meaning-making process (Lin, 2019), fostering epistemic justice (Lemke & Lin, 2022). Finally, some pedagogical implications for EMI professional development to enhance translingual practices are provided.

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Abstract ID: AILA813

What does linguistic structure tell us about language ideologies? The case of majority language anxiety in Germany

Authors:

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Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

Over the last decades, a number of sociolinguistic methods have been considered to be particularly suitable for uncovering patterns of language ideologies. These methods cover interviews, language biographies, questionnaires, or corpus-assisted discourse studies. However, linguistic structure is hardly ever recognized as a source that can provide insights into ideological patterns.

In this paper, I present a corpus study on the German of multilingual and monolingual speakers in formal communicative contexts and show that productions of these speaker groups indeed reflect underlying linguistic ideologies. To this end, I discuss differences in the language use of these speaker groups, focussing on morphological, phonological, and discourse pragmatic features. The empirical basis of the investigation is the German sub-corpus of the RUEG corpus (Wiese et al. 2020). The corpus comprises data from adult and adolescent monolingual and multilingual speakers with different heritage languages (Greek, Russian, and Turkish). The data were elicited using the language situation method (Wiese 2020) and thus led to linguistic productions in four communicative situations for each speaker: formal-spoken, formal-written, informal-spoken, and informal-written.

The data imply that multilingual speakers use more formal language markers and fewer informal language markers in formal registers than monolingual speakers. I argue that this is due to linguistic pressure caused by monolingual habitus (Gogolin 2002) and standard language ideology (Mattheier 1991) in Germany, which has a particularly strong impact on multilingual speakers. These ideological patterns might lead to majority language anxiety in multilingual speakers, a phenomenon similar to heritage language anxiety (Sevinç & Dewaele 2016). As additional evidence, I provide first results from four semi-structured pilot interviews that indicate a constant need for multilingual speakers to prove themselves as legitimate members of the German society through the use of standard German. Furthermore, the interviews bring to light that societal practices such as othering and racism contribute to the emergence of majority language anxiety.

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Abstract ID: AILA815

Dispositif hybride en classes de FLE hétérogènes : un levier de développement de compétences transversales chez les apprenants ?

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

Les classes de langues étrangères multilingues et multiniveaux sont des situations que l'on retrouve fréquemment dans les centres de langues universitaires (David, Abry, 2018). A cette hétérogénéité des niveaux s'ajoute une hétérogénéité sociale, cognitive et linguistique (Huver, 2012). Confronté à ce contexte complexe dans notre centre de langue universitaire, un dispositif hybride (Nissen, 2019) basé sur la pédagogie différenciée (Puren, 2001d), l'autonomie d'apprentissage (Little, 2017), et l'approche par projet (Meirieu, 1990) a été conçu afin de répondre aux besoins spécifiques des apprenants en classes hétérogènes. Le dispositif ayanr montré son efficacité dans la réponse à l'hétérogénéité des apprenants et le développement de leur autonomie d'apprentissage (Cappellini, Pouzergues, 2022), nous nous interrogeons désormais sur le potentiel du dispositif dans le développement de compétences transversales. Bien que cette notion soit loin de faire l'objet d'un consensus en sciences de l'éducation (Starck, Boanca, 2019), nous en retiendrons deux caractéristiques : sa non-disciplinarité et son acquisition supposée non formelle.

Dans cette communication nous évaluerons dans quelle mesure un dispositif hybride en classe multi-niveaux ancré dans l'approche par projet permet de développer certaines compétences transversales. Notre étude s'inscrit dans une recherche-action réalisée auprès de trois groupes d'apprenants de niveaux hétérogènes ayant suivi notre dispositif hybride entre 2020 et 2022. Notre corpus est composé de données invoquées (enregistrements d'entretiens conseils, messages du carnet de bord), de données suscitées (questionnaires en début et fin de parcours) et de données provoquées (enregistrements d'entretiens compréhensifs individuels).

Nous présenterons dans un premier temps notre cadre théorique, dans un second temps nous décrirons le contexte de l'étude analysée et proposerons une vision schématique du dispositif hybride. Nous exposerons dans une troisième partie la méthodologie employée pour recueillir notre corpus et les outils utilisés pour réaliser notre analyse de contenu. Enfin nous dévoilerons les

résultats obtenus et proposerons des perspectives d'évolution.

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Abstract ID: AILA816

The crucial interpreter in the French asylum procedure: highlighting the social implications of working with language(s)

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Language researchers have demonstrated, during the past twenty years, how asylum procedures crucially rely on language phenomenon in the credibility assessment that is at the core of the decision-making process. Asylum seekers' narratives circulate within the institution by means of entextualization and recontextualization processes (Jacquemet, 2009) and, in most cases, translation. As numerous works within Interpreting studies have shown, interpreters have a crucial interactional role of dialogic coordination (Wadensjö, 1998). Interpreting in asylum settings has even progressively become a sub-field of interpreting studies (Pöllabauer, 2015).

Still, in France, the role of interpreters during institutional encounters at the OFPRA (Office Français de Protection des Réfugiés et Apatrides) and the CNDA (Cour Nationale du Droit d'Asile) has been barely analyzed. If language interpreting issues have been tackled in various settings involving exiles and asylum seekers, like healthcare (Ticca & Traverso, 2015) or informal camps (Galitzine-Loumpet & Saglio-Yatzimirsky, 2019), they are still neglected as far as institutional are concerned, with only recent and rare exceptions (Gibb, 2019; Pian, 2020).

This is why, considering that "it is our responsibility as language researchers to make the effort to critically analyze and improve the linguistic conditions for refugee status determination" (Maryns & Jacobs, 2021), I will present insights of my doctoral research, which combines ethnographic and sociohistorical approaches. Based on the exploration of the administrative archives, the latter shows the emergence of interpreting activity in the wake of the "neoliberal turn" of the administration of asylum in France (Akoka, 2020). The ethnography of institutional encounters and of the activities of a major interpreting services provider (an association which co-funds my doctoral research) will be presented.
I will thus try to show how, despite methodological obstacles due to the great confidentiality of such a power-saturated environment as the asylum institutions, interpreters have a real agency through

language and how, therefore, they have a complex yet central role in the adjudication of asylum.

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Abstract ID: AILA817

Interdisciplinarity as a means for inclusion/ La interdisciplinariedad como medio para la inclusión

Authors:

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Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

En este simposio compartiremos una secuencia didáctica, parte de un proyecto de investigación acción participativa. Éste está siendo desarrollado por un grupo de investigación de la Universidad Nacional del Comahue en una escuela primaria rural multigrado en la Patagonia Argentina. Los niños que asisten a esta escuela tienen entre 5 y 14 años y pertenecen a una comunidad mapuche del área. El principal objetivo de este trabajo es integrar el inglés a la currícula y utilizarlo como medio para nutrir los contenidos desarrollados en español y en mapudungun.

Este proyecto ha sido enriquecido por dos experiencias previas realizadas dentro de la misma comunidad que nos permitieron repensar y reformular nuestras prácticas de enseñanza y adecuarlas a las particularidades del contexto (Kumaravadivelu, 2006). La pedagogía AICLE (Aprendizaje Integrado de Contenido y Lenguas Extranjeras) y el translenguaje han sido el marco teórico seleccionado para abordar interdisciplinariamente cada una de las secuencias didácticas. AICLE nos ha permitido trabajar conjuntamente con la comunidad escolar en la selección de los contenidos e integrar el contenido lingüístico con la currícula escolar (Banegas, 2009). A través del uso equitativo de las tres lenguas (español, inglés y mapudungun) se ha promovido la utilización de una lengua minoritaria (mapudungun) que ha perdido la mayoría de sus hablantes (Zuñiga, 2007). Desde la mirada del translenguaje, estas tres lenguas no son entidades separadas sino que constituyen un único repertorio lingüístico (Zuñiga, 2007). Estos dos marcos teóricos nos permitieron explorar aspectos previamente no considerados acerca de la enseñanza de lenguas adicionales (Banegas & Lauze, 2020).

La secuencia didáctica interdisciplinaria seleccionada constituye una experiencia de AICLE en una fase temprana del aprendizaje del inglés con niños mapuche, desarrollada al aire libre y coordinada conjuntamente con el profesor de educación física de la escuela. La naturaleza fue el marco y recurso para el aprendizaje (MacQuarrie et al., 2015).

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Abstract ID: AILA818

An international comparative study of learners in input-rich settings with different starting ages of formal English instruction: Results presented considering methodological concerns in international ISLL projects

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

Findings from research on the role of age in foreign/second language (L2) learning are inconclusive (Cadierno et al., 2020; Jaekel et al., 2017; Muñoz, 2014; Unsworth et al., 2015) and very few studies include possible learning from engagement in Extramural English activities (EE, Sundqvist, 2009). Sweden and Flanders (Dutch-speaking part of Belgium) are comparable societies with similar education systems and access to English, but different starting points for English instruction in school: *early* in Sweden (grade 1/2/3) but *late* in Flanders (grade 7/8). In this presentation we present results from a study involving a sample of 197 participants (124 in Sweden, 73 in Flanders) at two age levels, ages 11–12 (group 'Younger', n = 141) and ages 15–16 ('Older', n = 56). Data were collected through an EE-questionnaire, an age-appropriate listening comprehension test, and the Picture Vocabulary Size Test (Anthony & Nation, 2017). Data were analyzed quantitatively. Participants' engagement in EE was similar for the Younger and Older groups in both settings in terms of frequency and types of preferred EE activities. Surprisingly, the late Flemish starters scored higher than the early Swedish starters on vocabulary (significant difference for Younger). As expected, the early starters scored significantly higher on listening, but only for Younger. Implications for English language teaching and educational policy will be discussed. Additionally, we will discuss the methods for capturing EE that are currently employed in two ongoing sister projects (The STAGE Projects) in Flanders and Norway (a country similar to Sweden), plus how we capture EE among very young learners in grade 1 (ages 5–7).

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Using network analysis to model individual difference constructs as complex systems

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

Network analysis encompasses a diverse range of new and rapidly-developing techniques, such as social network analysis, dynamic network analysis, and psychological network analysis. Network models provide a graphical representation of relationships (edges) between variables (nodes). In this presentation, we highlight the benefits of studying complex systems using psychological network analysis of cross-sectional data, which is an underrepresented dimension of CDST approaches to SLD.

A number of individual difference constructs related to SLD have been conceptualised as complex systems, such as L2 motivation (Henry, 2017), anxiety (Gregerson, 2020), and willingness to communicate (MacIntyre, 2020). To date, these constructs have mainly been explored from time-intensive perspectives, using longitudinal data to examine changes in a single variable over time. Cross-sectional data is rarely used in CDST research, but could offer an additional, relation-intensive perspective that is currently missing from our line of enquiry. Network analysis can identify the structural relationships between and across individual difference constructs by analysing which components interact to form a system, and how these components are related to other systems. As such, network analysis of cross-sectional data can provide us with a nomological net; a snapshot of a system in time. For example, psychologists are using network analysis as an exploratory tool to model psychological constructs such as intelligence (van der Maas et al., 2017), personality (Christensen et al., 2020) as complex systems.

We present two different network models of individual difference constructs, estimated from the data of 400 learners of Dutch as a second language. The first model is of L2 motivation, where we examine relationships between closely-related motivational constructs such as integrativeness and the ideal L2 self, instrumentality and the ought-to L2 self, intended effort, and attitudes towards the L2. This analysis is at item-level, to gain better insight into the instruments we are using to measure these constructs and to ascertain the extent that these constructs overlap or can be viewed as distinct sub-systems. The second model is on a more macro-level, where we use composite scores to analyse the relationships between multiple individual difference constructs. In this model, we expand our nomological network to include additional constructs such as willingness to communicate, anxiety, and self-efficacy. With these

two models, we hope to highlight network analysis as a useful technique that can offer a new perspective to researching complex systems in SLD.

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Abstract ID: AILA821

Late-life language learning as a socially and cognitively stimulating leisure activity in healthy older adults and those with a history of depression

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Compared to a century ago, we live much longer lives. Living longer, however, is not necessarily synonymous with high quality of life. Many older-age specific illnesses pose a threat to healthy aging, one of which is late-life depression (LLD). Prevalence of this mood disorder is substantial, with a review reporting depression in up to 9.4% of community dwelling older adults (Djernes, 2006). While LLD understandably negatively impacts quality of life, it is also associated with worsened performance in nearly all cognitive functions. This often persists even after the remission of mood symptoms (Bhalla et al., 2006).

It has been suggested that foreign language learning trains the same cognitive processes that are affected in aging and LLD. Specifically, the newly learned language may interfere with the mother tongue, which requires cognitive flexibility to solve (Kroll et al., 2015). Additionally, learning in a classroom-based setting can lead to an increased sense of autonomy (Pfenninger & Polz, 2018), and the learning process itself may be a rewarding experience (Matsumoto, 2019); these factors may contribute to increased well-being.

The present study compares the effects of a foreign language learning course on cognition and well-being in older adults with and without a history of depression. Participants took part in a three-month language intervention between 2021 and 2022. The intervention consisted of online classes every other week, and 45 minutes of independent study per day for five days a week. Changes in cognitive functioning and well-being were measured immediately before and after the course using a variety of neuropsychological tests (e.g., WAIS subscales), questionnaires (e.g., Geriatric Depression Scale) and behavioral tasks (e.g., Color-Shape Switch task). Additionally, a retention test was done four months post-intervention. During the intervention, motivation, progress, and mood were measured weekly in a participant diary.

We expect improvements in cognitive functioning and well-being for both groups. However, we expect larger improvements in

the older adults with a history of depression, since language learning could stimulate those areas of cognitive functioning and well-being that are negatively affected.

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Abstract ID: AILA822

A dynamic systems theory approach to informal second language learning: using retrodiction to trace back the dynamic evolution of the learner's motivational system

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

With the introduction, in the 1990's, of the dynamic systems theory approach in human sciences research (Sauvage, 2015), new perspectives have been brought on second language learning. Evolution through time has become central and variability has become relevant. Elements constituting language are no longer seen as distinct parameters but as components of a system constantly interacting with each other and the environment (Cameron & Larsen-Freeman, 2008).

This presentation aims, through the example of our own study, to discuss the methodological implications of applying a dynamic systems theory approach to informal second language learning. The purpose of our study is to explore the internal motivational dynamics of French university students, who are engaged in informal learning activities in English such as watching series or television programs, reading newspapers, or listening to music. That is to say, we are studying the evolution of the motivational sub-system of non-native English users.

In order to do so, we collected data through semi-structured interviews using a retrodictive method. In other words, we tried to go back in time with the interviewees from the very beginning of their learning of English to the present day to reconstruct the dynamics of their motivation through time and the different states their motivational system went through. This type of methodology is also called retrodictive qualitative modeling (Dörnyei, 2014 ; Gillies, 2014) and aims at unraveling the signature dynamics of a system (the salient mechanisms within the system) (Hiver, 2017) by following three steps: (1) identifying types within the target population, (2) identifying individuals matching these types, (3) and identifying the salient components and the signature dynamics of the system through retrodictive interviews.

Throughout our presentation, we want to highlight the challenges of applying a dynamic systems

theory approach to second language learning studies, in particular by emphasizing the parameters to be taken into account when designing a study using retrodiction and seeking to describe the functioning of a dynamic system.

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Quiet Resilience: Transgressing Ghana's postcolonial erasure of the Safaliba language in government schools on tribal lands

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Ghana's postcolonial embrace of globalization recognizes English and nine of Ghana's 73 Indigenous languages for a two-year kindergarten program and the first three years of primary schooling. In Safalibaland, a tribal area in a rural region of Ghana, the *Ghana Ministry of Education* and *Ghana Education Service* organize and support pedagogical practices, materials, their distribution, and professional teacher development in Gonja and English. Gonja is not morphosyntactically like Safaliba, relegating it a difficult second language for most Safaliba children to learn (Bodua-Mango, R. K., 2015; Schaefer, 2009; Schaefer, P., & Schaefer, J., 2003). In other words, Ghana's postcolonial embrace of globalization is a static model of a limited and strategic use of a small number of mother tongues for early transition into English. English is Ghana's only official language beyond early childhood reading and writing in the nine approved Ghanaian Indigenous languages, so even those are early-exit bilingual programs for which the lion's share of funding has been from the USA. This form of globalization has erases 64 of Ghana's Indigenous languages from international donor funding, materials development, workshops, professional development, and early-schooling generally. Teacher activists and allies from one of the 64 erased languages, Safaliba, have quietly resisted erasure of their language from their schools. This paper explores how they plan and facilitate reading and writing instruction in Safaliba with the support of parents and the council of elders in Mandari Ghana, Safalibaland's largest town. Data are ethnographic and a result of participant observation in school classrooms and during meetings among Safaliba teacher activists. All data are from a longitudinal study begun during two short visits in 2014 to the largest Safaliba speaking town, Mandari, Ghana, living in Mandari for 12 months on a Fulbright (2015-2016) and short visits in 2017, 2018, 2019, and 2021. Data were collected via voice and video recording,

field notes, interviews, photographs, and document collection. The paper provides an evidentiary trail of school language policy driven by teacher activists and their allies with wider community support. Findings show teachers and their allies as agents of social change in their schools.

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Establishing and processing communication at eye level in first sessions in coaching

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

The alliance between coach and client is, by linguistic definition, asymmetrical. While coach and client have a mutual interest in solving a problem at hand, their interactional roles, their knowledge, their perspectives on, their affectedness by, and their competencies in solving the problem differ. Unlike other helping professions, coaching is intended to be non-hierarchical and 'communication at eye level' is often theoretically postulated. The coach is thereby considered the expert for the process, the client for the content. However, the concept is hardly ever defined, and only little empirical research exists (Jautz 2017). Prior linguistic findings document that coach and client locally negotiate whether their interaction is indeed realized in a non-hierarchical or in a hierarchical way (Graf/ Jautz 2022).

We pursue three goals with our contribution: (1) linguistically refine the concept of 'communication at eye level', (2) illustrate how it locally features in talk-in-interaction of coaches and clients and contrast it with hierarchical realizations, and (3) showcase the practical relevance of such analysis.

To this end, we compare the first sessions of one coach with two different clients from the executive coaching protocol *Emotional Intelligentes Coaching* via an integrative discourse analytic framework. We locate the communicative practices associated with 'communication at eye level' in the Basic Activities Model of coaching (Graf 2019) and especially focus on the activities 'Defining the situation' and 'Building the relationship' and related communicative practices.

To establish and foster the working alliance, the coach displays an individually tailored 'client design' (Graf/ Jautz 2022) in each process. Her endeavour to communicate non-hierarchically at the clients' eye level is, however, taken differently by the two clients. One of the clients strives to present herself as co-expert and seeks to communicate at the coach's eye level, but nonetheless accepts the coach's expert interventions. The other client stresses the existing asymmetry by opting for a hierarchical communication. While he expects the coach to orient towards his needs and level, he talks "down" to her, emphasizing that he considers her a service provider who offers solutions and answers to his

questions. Rejecting a communication at eye level attests to his implicit wish for a different kind of helping interaction.

Given that 'communication at eye level' presents a cornerstone of coaching theory and practice literature, analysing its concrete local (non-)realization in authentic talk-in-interaction generates valuable insights for learning and practicing coaches how to put this theoretical concept into practice.

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CLIL students' perceptions on subject learning through L1 and L2: the role of strand intensity and SES

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

In recent years, the scope and spread of CLIL provision has garnered the interest of educational authorities seeking to provide high quality education that is built on the values of equity and equal opportunity. One example is the expansion of the Spanish/English Bilingual Program across the network of public schools in the region of Madrid, Spain, wherein CLIL has been envisioned as an opportunity for revision of existing pedagogical practices for improved student learning in subject specific areas alongside English. In line with recent work on participant perspectives (e.g., Fernández-Agüero & Hidalgo-McCabe, 2020; Somers & Llinares, 2021; Tompkins, 2021), this paper provides an overview of a study on students' perceptions of subject learning in two CLIL strands (High- or Low-exposure, according to the hours of instruction received in L2 English) in four schools located in contrasting social class areas of Madrid. For the purpose of gathering students' opinions, a questionnaire was delivered to 252 students (138 High-exposure and 114 Low-exposure) in these schools. Students' responses to one open answer question on perceived differences in the ways in which subjects are taught through L1 (Spanish) and L2 (English) were analyzed using empirical thematic analysis.

Results show that whether students perceive differences is more closely linked with their strand intensity than their SES, with more Low-exposure students (64.8%) perceiving differences than High-exposure students (54.0%), yet both variables play a role in the distribution of themes identified in students' justification of such perceptions. Content was a particularly salient theme across strands and SES areas in relation to the similarities perceived in the syllabus and the curriculum across L1 and L2 subjects, whereas a greater variety of themes emerged where differences were perceived. Students' difficulty/comprehension was another relevant theme with respect to learning through L2. This theme was mentioned more frequently in Low-exposure than in High-exposure, indicating that Low-exposure students associated a greater demand with the L2 subjects taught in the High-exposure strand. Additional themes and subthemes were evoked whenever students expressed concerns with respect to: (1) teachers' difficulty/proficiency when teaching through L2 in the High-exposure strand in high SES areas; (2) a loss of content in L2 subjects in low SES areas; and (3) challenges to academic competency in Spanish by reason of learning through English in the Low-exposure strand in low SES areas.

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Abstract ID: AILA830

Interpréter les écrits de l'environnement du quotidien – vers une pédagogie multimodale au service du développement de la littératie des migrants allophones

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Abstract Topics: [SYMP34] Etude des pratiques et interactions langagières multimodales au quotidien

Abstract Summary:

Interpréter les écrits de l'environnement du quotidien représente un enjeu crucial pour les migrant.e.s nouvellement arrivé.e.s, par exemple pour s'insérer dans leur voisinage, effectuer les démarches administratives, rechercher un emploi ou se déplacer dans la ville d'accueil (Canut, Delahaie et Husianycia, 2020). Cette recherche vise à établir une catégorisation des écrits de de l'environnement du quotidien selon les enjeux de complexité qu'ils recèlent pour les migrant.e.s allophones. Elle s'appuie sur un corpus de textes multimodaux (panneaux d'affichage, éléments de signalétique, publications sur les réseaux sociaux...) recueillis dans la ville de Montréal en vue d'enrichir l'enseignement du français aux personnes adultes migrantes au Québec (Fortier et al, 2021).

Dans un premier temps, un travail d'analyse sémiotique s'inspirant des travaux de van Leeuwen (2008) a été conduit sur ce corpus pour déterminer des catégories pertinentes correspondant aux types de textes multimodaux, à leur spécificité et aux enjeux sémiocognitifs qu'ils peuvent représenter pour les migrant.e.s. Ensuite, dans la lignée de la pédagogie multimodale (Kress et Selander, 2012), un travail de co-design (Altherr Flores, 2021) s'est engagé avec des enseignant.e.s travaillant au ministère de l'Immigration, de la Francisation et de l'Intégration du Québec afin de produire et de tester des séquences pédagogiques visant à développer la littératie des migrant.e.s pour les aider à réussir à interpréter les écrits de l'environnement du quotidien. Les séances de conception ont été documentées (filmage vidéo, séquences produites par les enseignant.e.s et notes de terrain) pour repérer les stratégies pédagogiques déployées pour accompagner le travail de sémiose et d'apprentissage requis par les migrants allophones. L'intervention se conclura par un certain nombre de pistes méthodologiques pour nourrir la réflexion autour de la pédagogie multimodale pour le public des migrants allophones.

Abstract ID: AILA831

A Contrastive Analysis of Spelling Inventories by Adult Migrants in L2 German and L1 Turkish

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Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

In contrastive adult literacy, one of the needs is to establish a relation between the stage of acquisition of the learner in two or more languages. As always in contrastive analysis, the question of *tertium comparationis* arises.

In our paper, we address the question, whether and how far the Spelling Inventory developed by Bear et al. (2020) for English can serve as a reference point for the comparative analysis of spelling in Turkish and in German by adult learners of German as a second language (L2) with Turkish as their first language (L1). The Spelling Inventory captures learners' knowledge of (i) transparent phoneme-grapheme correspondences (alphabetic layer), (ii) knowledge of letter patterns and syllable structures (pattern layer), e.g., consonant clustering and vowel lengthening, and (iii) knowledge of the meaning of morphemes (meaning layer), e.g., inflectional and derivational morphemes. It is progressive in nature and encompasses the major developmental stages in orthographic acquisition (e.g., Frith 1986; Günther 1995). The words to be dictated are selected to contain features typical of the respective layers, and the correct realization of these features is also rewarded.

To assess orthographic knowledge in the L2, we used an adaptation of the Spelling Inventory by Bear et al. (2020) for German (Do Manh et al. 2021), and for the L1 Turkish we developed a comparable inventory of 30 words. Both inventories were administered to 20 adult participants in contrastively designed literacy courses on two different days. In this presentation, we focus on the Turkish Spelling Inventory, but learners' writing development will be discussed based on the two orthographic systems.

A particular challenge in this context is the question of how to deal with transfer between orthographic representations. (Experimental) spellings within the matrix of the respective other orthographic system, as they were found in children in heritage language classrooms (cf. Schroeder 2020, Maas & Mehlem 2003), show the use of orthographic knowledge – however in the "wrong" language. We will discuss, whether and how such phenomena can be included in the Spelling Inventory analysis in a way that is appropriate for the target group.

Adapting monolithic educational structures to diverse learners: Beyond fitting square pegs into round holes

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The comparative/international study discussed in this talk adopts an approach to applied linguistics that examines real-world problems requiring urgent attention and alternate frames of reference (Lorente, 2019). As the theme of AILA 2023 highlights, linguistic diversity must be recognized to foster language and literacy learning, and promote socioemotional adaptation, academic success, and economic well-being in our globalized world. This perspective challenges traditional views of identity and citizenship that do not mesh well with the real-world problem of displaced peoples. Tertiary education systems patterned on traditional, monolithic approaches to language and literacy obfuscate displaced students' lived realities. The groups discussed in this paper are Generation 1.5 Mexican "return migrant" students, and Youth Refugees in Canada. The goal of our study was to shed light on their experiences in tertiary education:

The *return migrants* discussed with regard to the Mexican component of this talk were born in Mexico and migrated as very young children to the United States. They were socialized and schooled through English-medium instruction for considerable periods of time and identified as "de facto" Americans. Whether they were forcibly returned to Mexico due to migration laws or chose to return to gain access to tertiary education (also due to migration laws), once in Mexico, Spanish became their new medium of instruction-regardless of their written proficiency in the language. The Youth Refugees in the Canadian component of this talk were displaced in their homeland due to war or political unrest. They resettled in Canada before beginning tertiary level studies. Some participants were enrolled in intensive English programs, but most were enrolled in diploma or degree programs taught through the medium of English. Once granted asylum, no record of their refugee status remained in their academic records; therefore, any specific needs or challenges they faced were neither identified nor remediated.

As both the *return migrant* and youth refugee students were initially schooled through the medium of another language, they had varying degrees of linguistic proficiency and literacy levels in their new medium of instruction (i.e., Spanish or English). Both groups were framed as 'burdens to society' and, sometimes, even as 'criminals' in public discourse; and both experienced resentment towards them as a group – even from educators. In some cases, this framing exacerbated prior socioemotional and academic problems related to disrupted or limited schooling, traumatic experiences, and financial hardship. Both had specific socio-academic and socio-emotional needs related to being displaced, feeling like stigmatized outsiders, and having to navigate dominant language ideologies and practices while experiencing linguistic challenges. Bronfenbrenner's (1979) ecological systems theory informs the research by illustrating how real-world events can impact learners' educational

experiences and personal development.

We adopted a qualitative research design, drawing on survey and interview data, and policy and document analysis. The results suggest that while both groups are invisibilized in tertiary institutions framed on monolithic premises that do not recognize linguistic diversity, they nonetheless exert agency. By resisting discriminatory monolithic structures, they create alternate frames of reference from the bottom-up.

Abstract ID: AILA833

The Bilingual Language Profile (BLP) as a tool to characterize language dominance in bilingual young adults in Catalonia

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Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

A number of studies have demonstrated language dominance effects at different linguistic levels, also in Catalan-Spanish early and functional bilinguals (phonetic: Ramírez & Simonet, 2019; lexical: Ferré & Brysbaert, 2017; morphosyntactic: Puig-Mayenco et al., 2018; among others). However, there is not a single definition of language dominance, nor a consensus as to how to measure and operationalize it (Silva-Corvalán & Treffers-Daller, 2016). For this purpose, a variety of sociolinguistic questionnaires have been designed (e.g., Marian et al., 2007; Dunn & Fox-Tree, 2009), but none of them has been thought for assessing language dominance in bilingual societies such as Catalonia. Nowadays, there are progressively more studies using the Bilingual Language Profile (BLP; Birdsong et al., 2012). This self-reported questionnaire understands language dominance as a multidimensional and gradual construct and aims at placing bilingual participants in a bilingual continuum. It is divided in four modules: a) language history, b) language use, c) language proficiency, and d) language attitudes. The scores obtained for each module are used to generate a global dominance score.

The aim of the present study is to analyze to what extent the BLP allows for characterizing bilinguals who live and have grown up in a bilingual society where both languages are used daily and in a variety of contexts. To do so, 254 bilinguals raised and educated in Catalonia, mainly university students, answered the BLP. From their global dominance score, they were classified into three groups: Catalan-dominant bilinguals, balanced bilinguals, and Spanish-dominant bilinguals. Several comparisons were made to investigate in which modules or questions the three bilingual groups presented similar or different experiences.

Results show that the BLP global dominance score allows for grouping Catalan- and Spanish-dominant bilinguals homogeneously enough. These two groups show clearly polarized scores in their respective dominant languages. Conversely, balanced bilinguals show more variation, specially in the language use module, which is the module that more categorically distinguishes the three groups. The language history module offers a higher overlap between groups than the language use module. Indeed, in the responses referring to language history, the shared experiences by our bilinguals seem to be more weighted than the experiences that distinguish them. This finding suggests the need to refine this module. Regarding language proficiency, very few differences emerge between bilinguals, which

questions its relevance as a determining element for bilinguals schooled in Catalonia. Finally, clear differences appear in the attitudes' module, specially referring to language identification. Overall, language use and attitudes are the modules that make the most relevant contribution to the BLP's global score. In this regard, we bring up the question of whether language attitudes should have the same weight or value as language history and use as explanatory parameters of language dominance.

In short, the BLP can delimit bilinguals with clearly polarized linguistic experiences (i.e., Catalan- and Spanish-dominant bilinguals), but does not allow for clearly identifying the bilingual profile of more balanced bilinguals. Hence, there is a need to develop a tool that assesses language dominance adapted to the sociolinguistic reality of Catalonia.

Decentralization and diversification of cultural content in English language textbooks used in primary schools in Bosnia and Herzegovina

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Abstract Topics: [SYMP82] Teachers as agents of change: Language Education for Peace and Social Responsibility

Abstract Summary:

Textbooks are essential tools in many English/foreign language classrooms. Teachers are often required to use a specific textbook which is then placed at the center of the program and used as the main source of teaching and learning material. Textbooks used in classrooms where English is taught as a foreign language have often been criticized for their emphasis on Anglo-Saxon cultural context and there have been calls for decentralization and diversification of content so that it could include a consideration of learners' cultural background. This paper looks at English language textbooks that are used in primary schools in Bosnia and Herzegovina and the way they present culture-related material in their reading lessons and culture corners. Content in some textbooks is still heavily oriented towards the US and the UK and many reading texts function primarily as language samples, which means that there are not many opportunities for learners to discuss cultural aspects of the texts. Moreover, textbooks present culture in a simplistic way, either by focusing only on cultural practices and products and disregarding different cultural perspectives or by catering only to middle class learners. This paper shows some ways in which textbook tasks can be modified so that texts can be used as resources and so that learners can be encouraged to engage more deeply with the content.

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Normalizing Pluralistic Approaches to/for Foreign Language Teaching at the University Level

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

While researchers have long supported the multilingual turn in applied linguistics (May, 2013), practitioners have shown more reticence (Taylor & Snoddon, 2013). Weaving acceptance of multilingual diversity into language education requires individual and collective commitment, especially in foreign language (FL) classrooms in higher education. FL instructors' initial teacher education may not have recognized differences between teaching FLs to linguistically homogeneous as opposed to multilingual groups of learners; it may not have stressed multilinguals' unique ability to learn additional languages, or the implications of those abilities for FL teaching, leaving both teacher educators and novice teachers unaware of multilingual learners' metalinguistic ability, cross-linguistic awareness, or language learning advantages such as enhanced grammar learning strategies (Aronin and Jessner, 2015; Kemp, 2007). Additionally, instruction according to decades old teaching methods often aligned with monolingual ideologies that discouraged drawing on languages other than the FL being taught (e.g., no translation; Cummins, 2007). The latter ideology informed many teacher educators' views of drawing on multilingual learners' linguistic repertoires and abilities, and led to instructors developing positionalities that devalued non-standard varieties of the FL they were teaching – even their own (especially if they were linked to Indigenous languages; Despagne & Jacobo-Suárez, 2022). That is, FL instructors who experienced 'othering' themselves may have conflicting beliefs about the value of multilingualism, may undermine their own plurilingualism, and may pass on these views to the novice instructors that they teach (Heidenfeldt, 2015), which lessens the likelihood of novice instructors espousing pluralistic approaches to teaching FLs in university settings.

This talk describes a study designed to introduce novice teachers in university FL departments to self-reflection on the role their beliefs and ideologies play in how they orchestrate classroom instruction; specifically, on their views toward incorporating pluralistic instruction into their teaching. Building on Candelier's (2013) FREPA project and Auger's (2021) plurilingual language education framework, our study addresses two of nine teacher competences that ECML (2020-2022) proposes as essential to pluralistic teaching: (a) novice teachers' understanding of equitable, diverse, inclusive instruction, and (b) planning and implementing pluralistic approaches to FL teaching. The study design is patterned after Farrell's (2022) framework for reflective inquiry in that researchers are paired with novice FL instructors over the course of a term with the researchers guiding the novice instructors to deeply reflect on the broad notion of multilingualism, teaching multilinguals through pluralistic instruction, and the 'change process' (i.e., whether they view the approach as a temporary 'add-on' or the likelihood of them adopting it long-term). The novice instructors worked alongside the researchers in developing activities, trying out their feasibility, remediating problems as they arose, and reflecting on the process and results at the end of the evidence-based reflective inquiry cycle (Farrell, 2022). The first cycle was followed by a second to refine key questions and delve deeper into the reflective inquiry. This mixed methods study includes workshop and materials development, online surveys, focus group

interviews, and both peer and ethnographic observation techniques. Data analysis is ongoing.

Abstract ID: AILA836

Beyond official bilingualism: The case of a Canadian institution learning to embrace plurilingualism

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Canada is an officially bilingual country with English and French sharing equal status (Government of Canada, 1985); however, except for Quebec, French is a minority language in most provinces and territories. This results in an asymmetrical relationship in the status of both English and French in the country, as each province has its own approach to bilingualism. Ontario, the province with the highest number of francophones outside Quebec, reflects this unequal status which favors the pervasiveness of English across contexts. York University is located in Toronto, it has Glendon College as its official bilingual faculty. Glendon's official bilingualism is formalized by the partial designation of York University under the French Language Services Act (Government of Ontario, 1990) where Glendon College is recognized as a French-language service provider. Moreover, since its inception, bilingualism has always been central to Glendon's mission and identity. However, there remains an ongoing and productive debate about how bilingualism ought to be defined, what it means conceptually and practically, and more importantly how best it should be implemented academically, especially in the context of a evolving university landscape.

This is the problematic that we will discuss in our presentation. More specifically, we will focus on how critical applied linguistics (CAL) (Pennycook, 2022) can inform the creation and enactment of a redesigned language in education policy at Glendon College, an institution founded on official bilingualism but located in one of the most multicultural cities in the world and thus serving students from diverse cultural and linguistic backgrounds, including indigenous students. CAL can be understood as an approach to language education and language policy that addresses social inequities and examines how language and power are imbricated.

An analysis of the ideologies behind Glendon's current language in education policy based on official bilingualism is fundamental to understand the necessity of a major paradigm shift embracing plurilingualism. Our reflection and proposal with respect to Glendon's language in education policy question the idea of the two official settler languages being taught as two solitudes, which in our view is an obstacle to the integration of anglophone and francophone communities in Canada. Within the process of redesigning our faculty's academic architecture of bilingualism, we raised questions about commonly held nativespeakerist assumptions, introduced translanguaging and plurilingualism (Wei & Garcia, 2022) as well as the imperative to move beyond official bilingualism to adopt a decolonial approach to language in education policy. This is done with the intention of addressing the existing asymmetries that often translate into inequities between student populations from diverse from different linguistic backgrounds.

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Abstract ID: AILA841

Chinese as a Foreign language learners' Intercultural Communicative Competence development and identity construction in the New Zealand context

Authors:

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Abstract Topics: [SYMP89] Teaching literature in the language classroom: the basis of establishing an intercultural dialogue and students redefining their own identity

Abstract Summary:

Given the rise in intercultural communication around the world, developing students' intercultural communicative competence (ICC) through foreign language education has become crucial (Byram, 1997; Deardorff, 2016; Dervin, 2010; Fantini, 2006; Sercu, 2002). However, most of the tertiary-level research on the development of ICC has been done from the perspectives of teachers. The ICC development of school-aged students is hardly studied. In addition, implementing an intercultural approach into practice for foreign language teachers in the New Zealand environment seems to be difficult (Tolosa et al., 2018). Moreover, the number of students in New Zealand language classes who come from different cultural backgrounds has also increased as more immigrants have settled in New Zealand. To better understand their ICC development and identity construction, however, there hasn't been much empirical research done. In order to fill these gaps, this study focuses on the ICC development and identity construction of Chinese Language Learners in the context of a secondary school in New Zealand.

This study used a multiple case study design with an intervention in each case to examine the roles of various educational techniques in CFL learners' ICC development across three school terms, drawing on Vygotsky's (1978) sociocultural theory and Byram's (1997) ICC framework. Roleplays, cultural artefacts, and videos were used in conjunction with reflective tasks by the teachers from the three secondary schools to carry out the intervention. Twenty CFL students with a range of cultural backgrounds from these three teachers' classrooms took part in the intervention. The researcher gathered qualitative information from the students' interviews, surveys, and reflective tasks in order to investigate how their ICC developed while using instructional methods. The acquired data were triangulated and thematically analysed using Byram's ICC framework.

The results of this study showed that students had a comprehensive, multidimensional, nonlinear ICC developing process and identity construction that was overall complex. The results specifically demonstrated that students' ICC was developed in each of the four ICC dimensions-attitudes, knowledge, skills, and critical cultural awareness-and that this development varied across the four dimensions. The results also revealed that various ICC pedagogical techniques had unique benefits in mediating the growth of ICC components and identity construction. This study indicated that using ICC pedagogical techniques with a reflective mindset seems to provide students a voice, particularly their thoughts on their cultural identities.

Overall, this study highlights students' voices in relation to their opinions on culture, identity, and intercultural communication. The current study offers theoretical and pedagogical insights into how to help CFL learners at the secondary school level establish their identities. It offers new knowledge on ICC development as it relates to the CFL learning environment. From a pedagogical perspective, this study helps teachers by implementing ICC pedagogical tools with a reflective stance in the CFL classroom. In conclusion, examining how ICC pedagogical tools are used in the current study, which aims to develop and mediate students' ICC, may give light on future research and teaching practices regarding intercultural language teaching and learning.

La traducción automática neuronal en el marco de la traducción especializada español-francés

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Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

Las nuevas herramientas de traducción automática neuronal (TAN) significaron un avance considerable respecto de los modelos estadísticos o aquellos basados en diccionarios (Hernández-Morin 2019, Barbin 2020). Sin embargo, la postedición del resultado bruto sigue siendo indispensable en ciertos casos, en función del tipo de texto traducido, de las lenguas intervinientes, etc. (Poibeau 2019). Así, es necesario analizar casos concretos de TAN con el fin de detallar el panorama. En este contexto, la presente comunicación se propone examinar específicamente la TAN de textos especializados para la combinación español-francés. Con este objetivo, se analizará un corpus paralelo compuesto por (i) textos técnicos de divulgación que exponen el modo de uso de las criptomonedas y (ii) la traducción automática de dichos textos realizada por las dos herramientas de TAN de DeepL y Systran. Se retendrán tres criterios para el análisis. En primer lugar, dada la importancia que los datos objetivos revisten para los textos técnicos, conviene verificar si existe pérdida de información a lo largo del proceso de transferencia (*cf*. Valdez & Lomeña Galiano 2021). En segundo lugar, puesto que los textos técnicos deben presentar un alto grado de coherencia interna (Fontanet 2006), se vuelve necesario estudiar si las cadenas referenciales construidas por las herramientas de TAN son ambiguas o si, en cambio, permiten elucidar correctamente los referentes (*cf.* Ping 2009). En tercer lugar, es justificado verificar si en el corpus creado *ad hoc* DeepL y Systran tienden hacia la uniformización terminológica, tal y como se ha sugerido en otros estudios acerca de la traducción automática (*cf.* Diéguez 2001). Al fin y al cabo, se apunta a identificar los elementos lingüísticos y discursivos de los textos especializados seleccionados para los cuales la postedición debería ser prioritaria en el caso de la TAN español-francés.

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Designing sustainability-focused digital infographics: Learners' multimodal composition and authorial agency in a lower-level collegiate L2 French class

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Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

Although multimodality long predates the digital era of human communication, with the expansion of new technologies, it increasingly dominates textual landscapes and composition processes (e.g., The Douglas Fir Group, 2016). Audio, visual, gestural, and spatial designs are not only integrated within, but often supplant traditional linguistic designs as modes of meaning making in texts (e.g., Jewitt, 2006; Jewitt & Kress, 2003). Yet, the teaching of writing in L2 classrooms often continues to be largely linguo-centric thus neglecting other modes and their interconnectedness and leaving learners un(der)equipped for a fast-changing semiotic landscape and un(der)prepared for full and wide participation in new communication practices so critical for their present and near futures (e.g., NLG, 1996; Bezemer & Kress, 2008). Despite a growing body of classroom-based research on multimodality, no studies have examined the design process and authorial agency of collegiate learners of languages other than English.

Grounded in social semiotic theory, this study investigates how collegiate French learners remediated the articles they read on food sustainability into a digital infographic addressed to an audience of their choice. Specifically, this study investigated the design process of reusing, revising, remixing, and redistributing semiotic resources across contexts that naturally shape design choices and authorial stances in crafting an infographic. Drawing on the concepts of design, resemiotization, and recontextualization, this study asked: What semiotic choices and changes did learners make when they remediated the articles into a digital infographic? What contextual factors shaped their semiotic choices and changes? How did those choices and changes shape the design of their infographic and their authorial stance? What essential understandings on food sustainability did they develop as they designed their infographic?

Fifteen learners participated in this study. Collected over eight weeks, data included: consulted articles, infographics, planning documents, questionnaires, interview transcripts, and teacher observation notes. A micro-textual analysis of the articles coupled with a multimodal analysis of the infographics was conducted, while the remaining data sets were analyzed discursively, looking for recurring themes related to the contextual factors and discourses that shaped their design process.

Findings revealed that learners' choice and arrangement of multimodal resources were shaped by interests, genre norms, audiences, intended message, and previous experience with infographic applications. While remediation with infographic software afforded greater authorial agency to students through the range of semiotic resources offered, recontextualization for a specific audience and with a digital tool, also constrained it, which underscores the need to provide L2 learners with very explicit scaffolding.

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How applied linguistics and narrative analysis can help to think about displacement processes: The case of Venezuelans in Brazil

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

In this work, we reflect on some ways in which critical Applied Linguistics can contribute to the reception of refugees and asylum seekers in Brazil. The research is theoretically based on the idea that the 'refugee' category is produced performatively (Butler, 1990) in discursive practices in which asylum seekers, social actors in the field of eligibility, media representations and institutional frameworks participate. Here, we intend to observe at least two dimensions of this process.

The first one comes from fieldwork on the Brazil-Venezuela border, one of the critical points of the biggest exodus in recent Latin American history: The recent displacement of Venezuelans due to the massive impoverishment of the population. In 2020, Brazil became the Latin American country with the largest number of recognized Venezuelan refugees, with a total number of more than 46,000 people.

Throughout our ethnographic incursion, we conducted interviews with Venezuelans, state agents and NGO volunteers involved in the reception of migrants. Through the lens of narrative analysis (De Fina, 2021) we identify the main discursive disputes emerging from the first contacts between Venezuelan asylum seekers and the Brazilian population. In this context, we could highlight in the narrative construction of their journeys and their process of insertion and adaptation in Brazil a constant tension between cordiality and hostility.

In the second dimension of the study, we focus on the formal process of determining refugee status in Brazil - a process that fundamentally depends on the applicant's narrative competence and his/her possibility of conforming his/her experience of displacement in a normative matrix about the refugee experience. Based on interviews carried out with different actors involved in the institutional eligibility process (Castro; Salles, 2021), we observe, once more within the framework of Narrative Analysis, how linguistic ideologies (Silverstein, 1979), especially the actors' beliefs about the nature of narrative construction, operate as protagonists of this institutional process. The research results point to the fragility of the category of refuge and the need to think about the discursive-interactional processes of labeling (Becker, 1963) in this field.

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Lecture partagée et socialisation langagière dans des familles françaises et britanniques

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Abstract Topics: [SYMP34] Etude des pratiques et interactions langagières multimodales au quotidien

Abstract Summary:

La perspective anthropologique linguistique qui considère le langage comme une forme d'action et la parole comme organisant la vie sociale (Duranti 2011) est au cœur de la compréhension de la relation entre le développement du langage chez l'enfant et l'expérience quotidienne. Cette approche part du principe que le langage est un moyen crucial pour inculquer et transformer la compétence socioculturelle tout au long de la vie (Schieffelin & Ochs 1986).

Dans cette étude, les interactions sociales au cours de la lecture partagée de livres dans les données longitudinales mère-enfant ont été analysées pour trouver comment adultes et enfants coordonnent modes de communication, actions, et objets de l'environnement pour construire leurs connaissances du monde et leurs compétences de sujet-énonciateur.

Deux enfants français et deux enfants anglais de classe moyenne supérieure ont été filmés une fois par mois dans leur environnement familial entre 1 et 5 ans. Nous nous sommes concentrées sur les situations de lecture de livres telles qu'elles se présentaient naturellement lors de nos enregistrements vidéo et sur le déroulement de scripts ritualisés multidimensionnels associant un objet (le livre), des actions de manipulation et des pratiques langagières plurisémiotiques (regard, expressions faciales, gestes, parole). Nous avons identifié deux types d'activités initiées par les adultes dans les situations de lecture de livres en fonction de leur multimédialité : 1) le support visuel fourni par les images est utilisé pour faire des descriptions et poser des questions complétées par le pointage pour guider les enfants dans la construction de leur lexique et les aider à créer des relations entre les personnages et les événements ; 2) la modalité vocale est utilisée pour raconter des histoires et construire les compétences narratives des enfants.

Mais la lecture d'un livre offre également aux adultes l'occasion de naviguer entre la réalité

(l'expérience de la vie quotidienne des enfants) et la fiction (les événements et les personnages dépeints par les images et le texte). Ces changements constants suscitent à la fois des discours distaux et des commentaires affectifs. Les situations de lecture de livres peuvent ainsi renforcer la capacité des enfants à se positionner subjectivement en utilisant tous les moyens sémiotiques dont ils disposent.

Nos analyses approfondies des données interactives longitudinales mettent donc en évidence l'hybridité des productions langagières dans les situations de lecture de livres qui combinent le texte lu avec le discours spontané, les récits fictifs et les expériences quotidiennes. Ces productions hybrides permettent aux adultes de transmettre du lexique, de la morphologie, de la syntaxe, des gestes co-verbaux et des expressions faciales spécialisés. Les enfants sont également progressivement socialisés à une grande variété de pratiques culturelles à mesure qu'ils établissent des parallèles entre la vie des personnages et leur propre vie quotidienne.

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Discours sur l'école durant les dîners familiaux : socialisation aux codes et secondarisation des apprentissages

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Abstract Topics: [SYMP34] Etude des pratiques et interactions langagières multimodales au quotidien

Abstract Summary:

Les dîners familiaux constituent un moment idéal pour que les participants parlent de l'ici et maintenant - discours proximal - mais aussi pour raconter les événements de la journée, se souvenir collectivement des événements passés, faire des projets, argumenter - discours distal - (Dancygier 2019). Grâce au langage, tous les membres de la famille peuvent partager des moments qui s'étendent au-delà de l'heure du dîner et se centrer plus particulièrement sur les événements marquants de la journée des enfants à l'école (Morgenstern et al. 2021). Dans cette étude, nous nous concentrons sur la façon dont les événements distaux et les sujets tournant autour de l'école sont intégrés aux conversations durant les dîners familiaux.

À l'aide du logiciel d'annotation ELAN (Crasborn & Sloetjes 2008), nous avons codé tous les sujets de discours, la longueur de chaque séquence et le caractère proximal ou distal du discours dans 16 dîners familiaux en français et en langue des signes française (LSF). Nous avons comparé les caractéristiques linguistiques (types de mots/signes/gestes, durée du tour de parole, complexité syntaxique, variété des actes de parole, types de gestes, parties du corps impliquées, regard et cadre participatif). Nous nous sommes ensuite centrées sur le discours sur l'école et avons codé toutes les ressources sémiotiques utilisées pendant les séquences ; ces données ont été complétées par des entretiens semi-directifs menés avec les parents.

Les résultats des analyses montrent que la focalisation sur l'école est souvent initiée dans nos

familles par les questions des parents, curieux d'obtenir des informations sur les expériences de leurs enfants dont ils n'ont pas été témoins. Les événements distaux sont reliés aux activités dinatoires en cours, incarnés par des gestes, des actions et des postures. Parents et enfants créent constamment de la continuité entre l'univers de l'école et l'univers du foyer, faisant alterner les statuts d'élève et d'enfant. La vie scolaire est ainsi intégrée dans la vie des familles de notre corpus avec des parents qui s'impliquent à distance dans la vie scolaire de leurs enfant, et des enfants, qui sont dynamiquement socialisés à être des apprenants multimodaux. Les enfants acquièrent progressivement la capacité à secondariser les apprentissages scolaires (Bautier & Goigoux 2004), à en comprendre les enjeux, et à créer ainsi du lien entre le distal et le proximal par l'intégration de l'école durant le rituel partagé du dîner.

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Abstract ID: AILA849

Heterocringe and norm-critical discourses on heterosexuality on Twitter and Instagram: between changing representations and self-empowerment

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

Since #Metoo and the creation in 2019 of the Instagram account @heterocringe and the subreddit r/AreTheStraightsOk?, social media has seen an increase in critical and humorous discourses about heteronormativity and heterosexuality. Indeed, both pages, focus on displaying and highlighting the behaviors of heterosexual people considered to be embarrassing and toxic, and ultimately seek to resignify and decenter the assumption that heterosexuality is the standard and normal sexual orientation.

Using discourse analysis and the premise that discourse is not a mirror of reality but already participates in creating it (Krieg-Planque, 2017), as well as the proposition laid out in this call for papers of looking at how "queer theoretical concepts can be translated into the everyday world experiences"[1], we propose to examine the multimodal discursive strategies through which the discourses we presented adapt queer theories in order to shift representations about heterosexuality and heteronormativity on Twitter and Instagram. Moreover, we want to examine the interactional dynamics between the communities involved to gain insight into the functions these discourses ultimately fulfill beyond the resignification of heterosexuality.

To answer this question, we base our analysis on a multimodal and multilingual corpus in English, German and French, from Instagram and Twitter, which consists of 2807 Instagram posts taken from two accounts that focus on *heterocringe* content and 163 819 tweets collected using the keywords "the straights", "straight people" and "les hétéros". Due to the size of the corpus, we performed a quantitative and qualitative analysis. The quantitative analysis focused on word frequency, n-grams, key words and key n-grams in order to give us an initial insight into the data. We also looked closely at the collocations of certain morphosyntactical constructions such as "the straights are X". Our qualitative analysis will be rooted in a Queer Linguistics approach (Motschenbacher & Stegu, 2013) and will focus on the place of metadiscourse (Authier-Revuz, 2020) and how the digital

platforms themselves influence these practices using Yu's work on Internet pragmatics (2011). Our preliminary analyses show how these types of discourses are implicitly and explicitly permeated by queer and heteronormative ideologies expressed through various types of implicit and explicit metadiscourse such as interdiscourse, subversion and reported speech. We also note that although these practices may provide an educational function that presents new representations of heterosexuality and heteronormativity, they serve primarily to empower specific communities of practice. (Eckert & McConnell-Ginet, 1992).

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Using language learning strategies for developing speaking skills

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Research conducted in the area of foreign and second language education suggests that metacognitive language learning strategies should become an integral component in all language learning/teaching programmes. They argue that students who are trained to use these strategies to consciously monitor their learning, fare better than those who are not as they have a storehouse of strategies to fall back on when learning becomes difficult. Although the benefits of metacognitive strategies are well documented, several studies suggest that most learners and teachers are unaware of their importance, and those that are, employ them infrequently. Studies that compare the more efficient language student with the less efficient suggest that the differences between them include not only the frequency of use of metacognitive strategies, but also the manner in which the strategies are utilized. Therefore, raising awareness about metacognitive strategies will result in students becoming efficient language learners. Keeping this in mind, the present study aims to explore the understanding and use of ten metacognitive language learning strategies among prospective group discussants. Sixteen (M-10 and F-6) first year electrical engineering students, formed the participants of the study. An awareness-raising programme was conducted where they were taught the use of ten strategies ('setting goals', 'visualization', 'activating background knowledge', 'self-talk', 'prediction', 'self-monitoring', 'self-evaluation', 'brainstorming', 'using resources', and 'selective attention') meant to help them develop and hone their group discussion skills.

Data was collected using four rounds of semi-structured interviews over the three-month period followed by a delayed recall after a five-month gap. It was qualitatively analysed to understand the changes in the participants' use of the strategies over time. The group discussion performance of each participant was analysed in terms of the total time spoken, the number of turns taken, and the words per minute count. Thereafter, the understanding and use of the strategies and the group discussion performance was corroborated to determine the link between strategy use and improvement in group discussion performance among the discussants.

The group discussion performance and strategy use were compared and led to the conclusion that the greater the frequency and variety of strategies used, the better the performance of the discussants in the group discussions. The study echoed the findings of existing studies that metacognitive strategies are a) teachable, and that b) learner-participants use them in chains or clusters rather than in isolation. The data showed that the understanding of the strategies improves, and invariably learners adapt their understanding to suit the needs of the group discussion task. This is retained even after the passage of a sizeable time.

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Multimodality in multi-party interactions: the orchestration of dining and interacting in speaking and signing French family dinners

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Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

Family dinners grounded in commensality are a collective ritual that plays a key role in family members' cultural heritage (Ochs & Kremer-Sadlik, 2013). Those shared moments of everyday life present a perfect opportunity to study language practices in the framework of multiactivity (Haddington et al. 2014). Because the subtle interweaving of these practices while eating fully engages the body, this presentation will highlight the semiotic differences between children using a spoken language, **French**, and a sign language, **Langue des Signes Française** (LSF), at different ages. They are constraints that could be different for speaking and signing family members - using the mouth to eat and speak is problematic and it is not easy to cut meat or pour water and be an active addressee of a signer; but there are also possible multi-activities one learns to combine - chewing can be synchronous with actively listening and gazing at the speaker or signer. Family members deploy a multitude of skillful multimodal variations in the collective coordination of bodies, activities and artifacts.

In this study, we focus on the finely-tuned coordination and in situ organization of the joint activities of conversing and dining that fully engage the same body components (eyes, head,

mouth, hands, arms). Our aim is to capture the multiple deployments of the embodied behaviors of dinner participants, and children's progressive socialization to multiactivity. We show how family members collaboratively manage the accomplishments of multiple streams of activity and coordinate their temporal organizations through the embodied performances of dining and interacting (Goodwin, 1984). Ethnographic methods were used to collect dinnertime data in two official languages of France characterized by their semiotic differences. We recorded dinners in middle-class families speaking French or signing in French sign language living in Paris with children between 3 and 12 years old. The families we video-recorded consist of two adults and two to three children. We use two standard cameras and one 360° camera to capture multiple angles and code our data in ELAN on independent tiers in which the use of participants' modalities are captured. Qualitative analyses were combined with quantitative methods.

Our analyses demonstrate that 1) because of the specialized role of gaze and of the articulators involved (mouth, hands, arms...), there are crucial differences between coordinating speaking vs. signing, and eating; 2) parents provide their children with feedback on how to coordinate the activities of eating vs. speaking or signing which helps 3) children become increasingly expert at coordinating semiotic resources and at navigating between activities.

Goodwin, C. (1984). Notes on story structure and the organization of participation, In *Structures of Social Action: Studies in Conversation Analysis*, J. Maxwell Atkinson, John Heritage, eds., London, Cambridge University Press, pp. 225–246.

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Abstract ID: AILA854

Le rôle de la gestualité dans les dîners familiaux bilingues

Authors:

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Abstract Topics: [SYMP34] Etude des pratiques et interactions langagières multimodales au quotidien

Abstract Summary:

Dans les environnements bilingues où les langues se rencontrent et s'entremêlent, il est difficile pour les enfants de se construire leur propre espace d'interaction bilingue. Les gestes, dont la plupart sont partagés entre environnements culturels et à ce titre plus accessibles, pourraient représenter des formes plus stables que les mots (Nicoladis 2007). Le contexte d'acquisition bilingue (De Houwer, 2009) permet d'étudier l'impact éventuel de cette forme d'acquisition sur la quantité et les fonctions des gestes dans le flux communicationnel. Ce contexte permet aussi d'étudier l'impact de la communication multimodale et bilingue sur la socialisation langagière des enfants (Ochs & Schieffelin 1984) dans leur communauté bilingue et biculturelle.

Afin d'étudier l'utilisation des gestes symboliques par les enfants bilingues au fur et à mesure de l'épanouissement de leurs compétences multimodales, nous avons recueilli des enregistrements vidéo bilingues (anglais/français et italien/français) de quatre familles comprenant deux parents et deux enfants âgés de 2 à 7 ans. Nous avons effectué une transcription bilingue et codé la production gestuelle lorsque les enfants utilisaient leur langue dominante ou leur langue non dominante.

Les résultats de nos analyses quantitatives montrent que les gestes jouent un rôle important dans la gestion de la communication des enfants bilingues. Des analyses contextuelles détaillées de leur production indiquent que les gestes contribuent à l'accès au sens chez les enfants bilingues dans des interactions multimodales avec des adultes : ils servent non seulement à compenser l'accès à des verbalisations plus complexes dans leur langue faible (Nicoladis 2007), mais aussi à soutenir la compréhension de leur interlocuteur adulte dans sa propre langue faible. Les enfants bilingues peuvent ainsi recourir à la gestualité et à la navigation entre leurs deux langues afin de s'adapter pleinement à leur interlocuteur pour améliorer "l'inter-fluence". Les enfants bilingues de notre corpus créent ainsi des systèmes

multimodaux et multilingues transitoires, pendant une période importante de leur développement linguistique.

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Ochs, E. & Schieffelin, B. (1984). Language acquisition and socialization: Three developmental stories. in *Culture theory: Mind, self, and emotion*, ed. by R Shweder & R. LeVine. Cambridge: Cambridge University Press.

Abstract ID: AILA855

Reflective teaching in plurilingual education: a teacher training experience on Pluralistic approaches in Italian lower-secondary school

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Martina Di Febo [2] [^] University of Macerata

Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

The presentation aims to highlight the potential of Pluralistic approaches in developing teacher competences so as to leverage students' linguistic repertoires as a resource for learning and teaching foreign languages.

The research is grounded upon the theoretical framework developed within the ongoing project "Developing teacher competences for pluralistic approaches" by the ECML, and draws inspiration from an online training experience for in-service teachers in Italian lower-secondary school, organised by the University of Macerata in 2022 within the framework of the *National Plan for Teacher Training.* Addressed to a large group of foreign language teachers - mainly of English or of a Romance language (French and Spanish), the course had the main scope to develop the trainees' didactic and pedagogical repertoires in the field of Pluralistic Approaches by critically analysing one's own teaching practices in multilingual classes.

The research corpus includes about 70 reflective tools collected during the training course, through which teachers were invited to evaluate the impact of Pluralistic approaches on their teaching environments. From the analysis of the reflective tools and the experience of the online workshops, it emerged that Pluralistic approaches are sometimes adopted in an intuitive but not systematic way. The use of the Integrated Didactic Approach, for example, is particularly widespread. Through the reflection triggered by the use of the reflective tools and other self-evaluation strategies, the teachers have focused on the need for a theoretical and conceptual framework that could allow them to develop and systematize their empirical methodology to enhance students' plurilingual competences. The training experience thus offered them the opportunity to reframe their own methodologies in a plurilingual perspective,

allowing them to focus on the areas in which to experiment the Pluralistic approaches more sistematically. This was made also in synergy with teachers of other languages and disciplines so as to broaden their range of teaching practices based on plurilingualism and interdisciplinarity.

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Métaphraséographie, conception phraséographique : dictionnaire d'apprentissage des UP en FLE

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Abstract Topics: [SYMP79] Phraséologie en linguistique théorique et appliquée

Abstract Summary:

Call-for-individual-com-AILA-2023.docx

Les unités phraséologiques (UP) devraient s'intégrer dans un processus d'acquisition à long terme (Gonzalez-Rey 2007, Sułkowska 2016, Chen 2021). Cependant la phraséodidactique n'est souvent abordée qu'au niveau avancé-perfectionnement dans les enseignements et les manuels (Gonzalez-Rey 2007, Chen 2021).

Or, les dictionnaires bilingues sont « le socle de toute pédagogie des langues » (Taifi 2021 : 28). Un bon dictionnaire d'apprentissage des UP en langue étrangères (LE) répond au besoin pour les apprenants d'apprendre de façon autonome cette partie du lexique, riche de culture.

Ainsi est-il nécessaire d'établir et d'améliorer les méthodes d'acquisition existantes et d'en mettre au point de nouvelles (Gonzalez-Rey 2007, Sułkowska 2016, Bolly 2011, Chen 2021).Il en est de même pour les dictionnaires d'apprentissage de LE, qui représentent une approche métaphraséographique (Murano 2011, Chen 2022a), terme inspiré de la métalexicographie (Quemada 1968, Rey-Debove 1971, Pruvost 2000, Rey 2011).

Aussi nous cherchons à concevoir un dictionnaire d'apprentissage pour améliorer la phraséodidactique en langue seconde (français-chinois ici par exemple). Il se compose d'un nombre limité d'UP les plus fréquemment utilisées dans la vie quotidienne (cet article prend les expressions idiomatiques comme exemple).

A) La macrostructure est d'une part basée sur un classement thématique (corps humain, animaux, etc.), et d'autre part sur des méthodes comparatives intralinguales et interlinguales.
1) Approche intralinguale :
- selon le degré d'opacité sémantique des expressions idiomatiques (EI) : il est préférable d'introduire celles-ci dans les dictionnaires d'apprentissage plus tôt et de façon plus régulière en fonction de leur opacité, en commençant par les plus transparentes.
- selon les recommandations des programmes d'apprentissage en FLE d'une langue maternelle et seconde (CECRL en français et HSK en chinois, etc.)
2) Approche interlinguale :
Selon la thèse de Chen (Chen 2021), l'analyse et la comparaison nous amènent à distinguer 3 types de relations d'une langue

à l'autre pour les EI :

- équivalent parfait (ex : sans queue ni tête □□□□)

- équivalence partielle (ex : de tout cœur □□□□)

- et la non-équivalence (ex : Talon d'Achille).

B) Pour la microstructure nous proposons une microstructure détaillée comprenant l'étymologie, le sens figuré, la source de l'UP, son emploi pragmatique et la phraséoculture (Chen 2022b) du français vers le chinois. Cette microstructure sera adaptée selon les éventuelles particularités de chaque langue (français / anglais / arabe /...).

Mots clés : métaphraséographie, phraséographie, dictionnaire d'apprentissage de la phraséologie, FLE, niveau débutant

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Abstract ID: AILA857

Correction et intégration phonétique du FLE dans la pratique des chanteurs lyriques hispanophones par la méthode verbotonale

Authors:

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Abstract Topics: [SYMP25] De l

Abstract Summary:

Au sein de l'Enseignement du Français Langue Étrangère, il est possible d'identifier des domaines spécifiques dans lesquels la recherche, bien qu'approfondie, laisse encore place à l'investigation et à l'élaboration de nouvelles propositions méthodologiques. Tel est le cas de la correction phonétique, un aspect de la didactique qui a reçu moins d'attention par rapport à d'autres, en partie en raison de la popularité des approches qui privilégient le renforcement de la compétence communicative de l'apprenant, contournant des aspects comme la prononciation.

Ce problème est accentué dans le domaine de l'enseignement du Français sur Objectifs Spécifiques, notamment dans la correction phonétique du français pour l'interprétation du chant lyrique, sujet abordé que par 6 % des articles scientifiques sur la phonétique (Pillot-Loiseau, 2011). Et ce, malgré le fait que la prononciation des interprètes d'opéra pourrait représenter un potentiel point d'intérêt pour la recherche, car elle présente des canons différents de ceux de la langue parlée, non seulement pour des raisons techniques (Schweitzer, 2019), mais aussi en raison de conventions socioculturelles, comme la considération de la prononciation quotidienne du français jugée « trop vulgaire » pour l'opéra (Grubb, 1997).

D'autre part, alors que des auteurs comme Zedda (1991) insistent sur l'importance de la prononciation correcte dans le chant, la considérant même comme une « variante » linguistique, des chercheurs comme Carranza et Alessandroni (2013) soulignent aussi que « les pratiques pédagogiques vocales liées à l'apprentissage individuel du chant n'ont pas sensiblement changé par rapport aux pratiques traditionnelles, héritées du modèle hégémonique de formation des musiciens apparu à la fin du XVIIIe ». Il est possible de déduire que l'une des causes de cette absence d'évolution est le profil pluridisciplinaire exigé des enseignants exerçants dans cette discipline, ce qui nécessite de leur part la maitrise d'une solide formation pédagogique, linguistique, musicale et scientifique.

Cependant, dans le domaine de la correction phonétique de la voix parlée, on peut citer l'application de différentes méthodes avec des résultats satisfaisants et importants, comme la méthode verbotonale (MVT) (Alazard, 2013).

Ce qui est présenté ici n'est que la genèse du possible développement d'une didactique de la phonétique de la voix chantée basée sur l'utilisation de la MVT, dont les techniques synesthésiques peuvent être familières aux chanteurs d'opéra grâce à leur utilisation fréquente de mouvements et métaphores pour la correction de l'émission vocale (Roa, 2018). De même, il cherche à contribuer à rapprocher le grand nombre de chanteurs d'origine hispanophone du vaste répertoire de la musique académique en français.

A cet effet, des informations seront fournies sur l'efficacité de la MVT dans la pratique des chanteurs lyriques, basée sur la documentation d'une expérience d'enseignement et d'apprentissage spécifique : un atelier de prononciation proposé à 10 jeunes artistes lyriques d'origine chilienne, guatémaltèque, espagnole, mexicaine, colombienne, costaricienne et vénézuélienne, porté sur la préparation de quatre extraits de l'opéra français « Carmen », du compositeur Georges Bizet.

Abstract ID: AILA858

A design-informed approach to researching gameful L2 teaching and learning

Authors:

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Abstract Topics: [SYMP28] Digital Game-Based Language Learning: Design Choices and Classroom Integration

Abstract Summary:

From an ecological perspective (van Lier 2004), affordances for gameful L2 learning (Reinhardt 2019) are contingent on a number of variables aligning that relate to player behavior, the context of play, and the design of the game. While a game title usually shares some common mechanics with other titles in its genre -- for example, engaging in dialogues, doing multiplayer quests, building, or collecting resources -- it is designed as a unique combination of mechanics, and each time it is played, different mechanics interact with player action to result in different dynamics, which may include engagement, social interaction, language use, and language learning. Therefore, generalizing the implications from the study of L2 gameplay using one title to other titles, even if they are in the same genre, may be risky. A better approach is to focus on the features of the game that can be directly associated with player behaviors, that is, the mechanics themselves (Dixon, 2021; Reinhardt, 2021).

The purpose of this talk is to clarify understandings and advocate for a design-informed, ecologically sensitive approach to the analysis of L2 learning in gameful contexts. This approach not only considers the ecological context and player actions in gameplay, but also the designed elements within games that can be associated with L2 learning as directly as possible. First, I will detail the issue at hand, that associating learning outcomes with genres or titles rather than specific mechanics is based on a faulty understanding of game design. I will argue that to avoid this misstep, research should take a design-informed approach in complement to description and evaluation of the player experience. Referring to past and recent research that takes this approach, I will then describe it in detail, focusing on its main advantage, that it allows for the alignment of design features and the L2 learning affordances and can be sensitive to gameplay ecology.

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Kluwer.

Towards responsible and ethical language testing for immigration policy purposes

Authors:

Kellie Frost [1] [*] [^] University of Melbourne

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

While the importance of accounting for the use of language tests as immigration and citizenship policy instruments is by now widely acknowledged, core assumptions underlying fairness and validation frameworks in language testing preclude consideration of the lived experiences of migrants subjected to testing practices, and of the subjectivities and agency these experiences engender (Frost, 2019). Frameworks remain centred on the intentions of test users, with test taker intentions occupying a marginal position, at best; test takers feature primarily as theoretical abstractions rather than as real persons, deconstructed into the components of knowledge and skills that constitute test constructs. As a result, the dynamic ways that test taker agency is produced in an through interactions with testing practices remain hidden from view, making it difficult, if not impossible, for the field to meaningfully engage with the wider societal consequences and ethical implications generated by test uses for immigration and citizenship.

In this paper, I outline the complex ways in which English testing operates within an education-employment-immigration policy nexus in Australia, regulating parallel transitions from tertiary study into employment, and from temporary to permanent status. I draw on migrant experiences of English testing at transition points in their trajectories to highlight the disconnect between how test takers, test users, and language testers come to attribute meanings to testing practices, and the types of conflicting decisions and actions which emerge. Drawing on Foucault (2008), I argue for a view of language testing as a technology of neoliberal governance, operating at a distance and no longer serving to produce docile subjects, as conceptualised in work by McNamara (2012) and earlier work by Shohamy (e.g., 2001), but functioning as part of a broader apparatus to produce active, enterprising individuals. These individuals, as 'desirable' migrants, act to enhance their human capital

value, thereby promoting values of competitiveness and adaptability, which align with wider government objectives of promoting economic agility and resilience in the face of global uncertainties. I conclude by calling for a renewed criticality in language testing, which encompasses an interrogation of wider discourses of English as a commodity and an aspect of human capital, and which confronts the roles of our own expertise in reifying potentially obsolete notions of standard English, and producing idealisations of migrant identities, and of language learning and learners, whereby economic value and profit are privileged over more long term, sustainable and meaningful educational and social agendas.

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Equity for success

Authors:

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Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

In the pre-pandemic environment, the approach towards English as an additional language (EAL) students, studying at higher educational institutions in another country than their own, was generally aimed at enabling students to transform and adapt to the prevailing educational system of the host country. This cohort of students were thus viewed as in deficit in relation to the institutions (Kettle, 2017). However, there were researchers with an opposing view, who expressed that these students possess both capacity and capability to flourish in the new educational environment (Marginson, 2014)

Kettle (2017) highlights the key role of language in students' learning interactions with teachers, classmates, and texts, drawing attention to the profound anxiety and reticence which many EAL students experience when having to interact in their second language. A recent Australia-based study (Kim, 2022), reports on a Personalised English Language Enhancement (PELE) course, which introduces students to autonomously setting measurable goals for their self-chosen language development areas.

Post pandemic, institutions should be prepared when EAL students once again enrol in overseas universities. However, despite decades of research into best practice in teaching and learning, a gap can be identified in our understanding of practical methods and strategies that teachers and EAL students at higher educational institutions can apply to enable these learners to become more confident in English and able to improve their self-efficacy. Taken together, Kettle's (2017) analysis of the issues associated with EAL students' language proficiency, and Kim's (2022) holistic model of support, with its outstanding documented outcomes in enhanced self-efficacy, confidence, sense of belonging, and motivation to study, offer a promising way forward.

The focus of this presentation is to report on a study which looked at the approach, the

process, and the impact of the Personalised English Language Enhancement (PELE) course on EAL learners' autonomous development, and the social, linguistic, and academic transformation of the participating EAL students.

The methodology chosen for this study was ethnographic. Observations of the teacher who was teaching the course was undertaken. Data was gathered through observation notes and reflections, and then processed through further reflections and discussions with the teacher. Applying this elaborate process, this co-constructed data provided a high-quality account of the PELE course, which was then analysed for key themes, relating to the research problem areas around the approach, process, and impact.

As this study is not finished before the submission due date, the findings have not yet been established. However, by the time of the symposium, findings will have emerged, and they will thus be included in the presentation.

Kettle, M. (2017). *International student engagement in higher education: Transforming practices, pedagogies and participation.* Bristol, UK: Multilingual Matters.

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The politics of identity and ideology in social media discourse: An analysis of debates surrounding diacritic marks in Dhivehi

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Language has operated as a vehicle for debate about cultural, national, and individual identity throughout history. Social media and language use in digitised contexts have allowed the study of the intricacies of identity negotiation and community construction to be explored more closely. The discourse study presented here will shed light on the complex dynamics of language politics and ideologies in the context of the Maldives. The Maldives is an independent small island nation in South Asia that has a unique language, Dhivehi, which has its own inimitable script called Thaana. In March 2021 one of the most prestigious newspapers of the country published an article questioning the need to maintain Thaana and the current relevance of the diacritic marks it uses to enhance pronunciation. This caused an eruption of commentary on social media that revealed language ideologies held by the Maldivian public and a debate on the role of minoritized languages like Dhivehi in a globalised world. Based on over 200 newspaper comments and 500 tweets related to the article, this study explores how the backlash played out on two social media platforms over a two-week period, and how the linguistic and semiotic tools used to express individual views represent deeply held ideologies and indicate identity affiliation. The findings point to the embodied nature of languages and users' agency in modifying them, as well as the resistance towards what is perceived to be a new form of imperialism as exercised by the spread of globalisation. The ideological stances signalled in the data further highlight the centrality of language in sustaining group identity and the creativity of language use in these online interactions.

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Translanguaging in a Chinese university Spanish audio-oral classroom: practices and attitudes

Authors:

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

Translanguaging is "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages" (Otheguy, García, & Reid, 2015, p. 281). Previous studies have shown that translanguaging can be used in foreign language classrooms for specific functions, such as concept/language point explanation, comprehension check, content knowledge localisation, instruction reinforcement and creation of class rapport (Fang & Liu, 2020). However, most of these studies were conducted in European countries (Cenoz & Gorter, 2019) or were observed in contexts where students are bilinguals in English and another language (Lin & He, 2017). Rare attention has been paid to the L3 (a LOTE language) learning in Chinese context, where multilingual education is experiencing a fast-growing process (Shen & Gao, 2019).

In this study we explore translanguaging practices and students' and teachers' attitudes towards it in L3 Spanish audio-oral classroom in a Chinese university. 20 students and 1 Spanish native teacher participated in the study. A mixed-methods approach has been applied in this study：(1) 360 minutes classroom observation helps to look into multilingual and multimodal practices in classroom, (2) a questionnaire and four focus group interviews to understand the students' attitudes, (3) a stimulated recall interview to understand teachers' strategies and attitude in using diverse translanguaging practices.

According to data collected in this study, translanguaging practices conducted by the teacher in Spanish audio-oral classroom are mainly manifested in the following aspects：(1) concept/language point explanation: multimodal practices used for concept or content explanation include language shift, gestures and body movements, pictures, word cloud, asking students to refer to the dictionary, props; and those for language point or grammar explanation mainly reflected in using pictures and languages shifts. (2) instruction reinforcement: language shifts are the main method for the classroom instruction. (3) content knowledge localisation: task distributions were built around Chinese local culture, such as Chinese food, Chinese brands, etc. (4) comprehension check：the teacher using language shifts and gestures to confirm key concepts. (5) creation of class rapport：the teacher, although being Spanish, used Chinese humours to enhance the classroom interaction. In addition to the teacher's part, students also show translanguaging practices, such as gestures, language shifts, using pictures, computer and mobile phone etc. As for the attitude towards translanguaging in classroom, the teacher expressed positive attitudes, while students revealed ambivalent attitudes: some found translanguaging a very effective way to understand and participate in the classroom, but others felt guilty for relying on translanguaging in a Spanish audio-oral language classroom. Pedagogical implications for L3 Spanish learning and teaching from a

translanguaging perspective were also discussed in the study.

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Representation and reconstruction of Hispanic cultural contents in localized Spanish as foreign language textbooks in China: A Multimodal Discourse Analysis perspective

Authors:

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

Textbooks play a fundamental role in providing learners with authoritative linguistic and culture information. (Luke, 1989; Matsuda 2002). As many previous studies on Spanish as a foreign language (SFL) textbook focused on the language elements (Lu, 2009; MartÍnez et.al, 2020), a scarcity of research has critically investigated the representation of Hispanic culture contents in the local context of Chinese secondary and tertiary schools, where LOTE education is experiencing a rapid growing, and Spanish was recently officially included in the high school foreign language curriculum.

Thus, we aim to identify and analyze the Hispanic culture contents in China's SFL (CSFL) textbooks. Data were collected from four sets of most popular CSFL textbooks . The first two volumes of these textbooks, which correspond to CEFR A1 Level in general, were chosen as analysis object. We conducted a multimodal content analysis method to discover how Hispanic culture contents (HCC) are represented and constructed through the deployment and coordination of textual and visual semiotic resources (Weninger,2020; Xiong et al.2020). Departing from the "big C and small c" conceptualization of culture (Xiao, 2010; Kramsch et.al, 2015), we adapted a criterion to classify HCC into 2 dimensions and 17 types. Based on this framework, each HCC in the main body of textbooks, including text, vocabulary, explanation, exercises, activities and pictures were examined and coded carefully by one researcher and two senior SFL major university students with a consensus of at least 2 people.

Some of main findings include: (1) The CSFL textbooks have rich HCC in general. On the whole, 617 big C and 1997 small c HCC were spotted.〖2〗However, the quantity of culture points is inconsistent among different sets and levels of textbooks. The fluctuating unpatented quantity changes represent the arbitrary of culture contents planning and designing. (3) The distribution of culture contents among different types is unbalanced

"hard core" and "safe" culture contents (such as geography and food culture) are favored by CSFL textbook authors while "peripheral" and "sensitive" contents (such as social norm and value) are ignored. (4) The teaching of culture is shallow and narrow. Exercises and activities are centered on language elements (See note 4, pic 1). A single Spanish and European angle were emphasized (note 4, pic 2). An external viewpoint of foreign tourists (note 4, pic 3) and the inner standing point of the "middle-class white man elite" (note 4, Pic 4) were used alternately.

Some common strategies of cultural reconstruction are revealed in this preliminary study. For example, direct translating is used widely to introduce Hispanic classic cultures, and parallel narrating is preferred to exhibit Hispanic institutional cultures, while a contrastive tone is added in teaching Hispanic behavioral and conceptual culture to Chinese students. These strategies

reflect the agency of CSFL textbook author and editor to rearticulate and reconstruct the target language culture in local context, especially their endeavor to achieve a balance between academic pursuits, and commercial needs and political requirement.

Taken as a whole, this study helps us better design and use Spanish textbook, and learn how to in view and teach multiple cultures in the era of globalization.

Intimacy and distance in domestic work relations: Sociolinguistic challenges

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

"(T)hat which is excluded in the enactment of knowledge-discourse-power practices plays a *constitutive* role in the production of phenomena - exclusions matter both to bodies that come to matter and those excluded from mattering... these *entangled practices* are productive, and who and what are excluded through these entangled practices matter" (Barad 2007: 57).

I am concerned here with the 'who' and 'what' referred to in the quote above, with the nature of their exclusions in the 'entangled practices' of domestic work and in the entangled relations between paid domestic workers and those for whom they work. And in particular, I am concerned with how these exclusions matter, as well as what they tell us about language practices and how we study them. I started to address these themes in a recently published paper in the *Journal of Postcolonial Linguistics* (2022, 7, 89-107) and in this paper I take this work further to consider the implications for sociolinguistics and applied linguistics research of taking such exclusions seriously and addressing the ethical implications that are involved. I examine multiple instances, including historical and contemporary examples in the literature on domestic workers as well as empirical research from South Africa, where I focus on interactive relations of intimacy and distance, conviviality and hostility in domestic worker and employer interactions, starting from an example of a slave-owner in pre-abolition England, referring to a 'house-slave' of his: "A slave is a slave and can be sold, but you can eat with him, talk with him, travel with him" (Mason, 1962:29). I start from what Barad (2010: 249) describes as "a discontinuity at the heart of meaning itself" as "the irreducible excess of a disjointure" at the heart of things. Domestic work offers up plenty of such discontinuities and disjointures, where relations of heightened inequality and exploitation counter-exist with relations of familiarity, attachment, conviviality and intimacy, where particular instances of language in social interaction draw on but hide these disjointures. As far as language research is concerned this points to some challenges as to how to go forward, in that particular instances of discursive interaction can be seen to be troubled by an absence or loss, "that which language does not capture" (Butler 1993: 67), thus including "an essential unknowing" which underlies and may undermine what is apparent regarding identity and intention on the part of the people involved, in the language they use. How are intention, identity and agency displaced and rerouted in such entangled practices? How do we consider the buried, accumulated, and interwoven intentions of actors who are less determinate and unitary than we are used to seeing them as being? I draw on particular examples of interactions between and discourses about domestic workers and employers to consider these questions and what they say to us about language and its place in material-discursive practices when we have attempted to dissolve the divides between meaning and materiality, macro and micro, social and technical, along with nature and culture.

Abstract ID: AILA868

The acquisition of L3 Spanish stop contrast by Chinese dialect speakers

Authors:

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

European languages education is under a rapid development in the evolving landscape of higher education in mainland China (Shen & Gao, 2019). However, these fast-growing programs also face a range of challenges (Han et al., 2019), among which L3 phonological acquisition is a newly emerging dynamic area. In Chinese universities, although most of the Spanish learners are L1 mandarin Chinese speakers with English being their L2, many students are also in frequent contact with local dialects in family and community, therefore, more attention should be paid to how dialects play a role in L3 learning. However, existing literature predominantly focuses only on L1 mandarin Chinese transfer in L3 Spanish learning, while dialect contact and L2 English learning experience are often neglected (Lu et al., 2022).

The current study investigates how Chinese dialect speakers acquiring L3 Spanish word-initial stop contrast, and discusses the influence of learners' linguistic experience on their L3 phonological acquisition. The participants in the study are 32 Chinese university students who speak Mandarin Chinese (N=15) or Wu dialect (N=17) as their L1, with English as their L2, and Spanish as their L3. Participants' perception and production of Spanish word-initial stops were measured by an L3 identification task, an L3 reading task, and an L2 reading task. The values and distribution of their voice onset time were analyzed using PRAAT to explore the perception and production of L3 word-initial stops and the influence of learners' dialect experience.

The results demonstrate that: (1) the phonetic similarity in different stop categories between L1, L2, and L3 contribute to learners' confusion in perception; and (2) it is easier for Wu dialect speakers to perceive L3 Spanish voiced stop consonants, although both groups of L3 learners produced a significantly lower proportion of negative VOTs for voiced stops than native speakers. These findings provide support for the Linguistic Proximity Model (Westergaard et al., 2017) and suggest that phonological acquisition takes place property by property based on structural linguistic similarities or universal physiological mechanisms. Pedagogical implications for L3 speech training are discussed based on the results.

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Abstract ID: AILA875

Is Plain legal French actually Plain? A textometric comparison of French-Canadian and 'French' French legal dissemination texts, focusing on discourse patterns of phraseology

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

The dissemination of legal knowledge is a critical issue for equal access to law and justice. Legal discourse has been justly criticized for its obscure terminology and convoluted phrasing, which has notably led to the Plain Language Movement in English-speaking countries. In Canada, the concept of Plain Language has been applied to French since the 1980s due to the official bilingualism policy, while the concept has only been recently discussed in France.

In this paper we examine the impact of plain language rewriting on legal phraseology in French dissemination contexts. The first aim of our study is to see if plain texts published in France contain more traces of legal phraseology than French Canadian texts, which have been implementing Plain Language guidelines for years. Our second objective is to determine if a 'phraseology of plain language' can be identified across genres and languages, and whether it is in accordance with plain language guidelines.

To do this, we compare and contrast two corpora of expert-to-expert legal texts written in French, made up respectively of legislative texts published in France (4M words) and judicial texts published by the Supreme Court of Canada (700 000 words), with their expert-to-non-expert counterparts, i.e. two corpora of texts that are claimed to be written in plain French language for a non-expert readership published online by legal institutions: texts that guide laypersons through legal and administrative processes in France (870 000 words) and summaries of decisions of the Supreme Court of Canada (70 000 words).

Using *ngrams* and textometric methods, we extract and discuss the patterns that emerge from the corpora. In particular, our analyses rely on the concept of 'lexico-grammatical pattern', defined as a more-or-less fixed, recurring sequence of lexical and grammatical items. For instance, the followingpassive sequence *[Person] a été accusé de [crime/offense]* is used to introduce a case and to topicalize human referents. We identify the recurring lexico-grammatical patterns and their discursive functions.

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Abstract ID: AILA876

Re-thinking Picturebooks for Intermediate and Advanced Learners

Authors:

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Thorsten Merse [2] [^] Duisburg-Essen

Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

The starting point of our research is the observation that while picturebooks are widely accepted in primary English Language Teaching (ELT), they are hardly ever considered as a promising literary format for intermediate and advanced learners in secondary ELT (cf. Alter/Merse forthcoming). From a conceptual-theoretical perspective, we argue, this uninterrogated field of engagement in research and practice seems remarkable as picturebooks hold in store a wide range of thematic, linguistic, formal, and aesthetic complexities that go beyond their usual construction as a 'childish' text. By extension, these complexities engender a diverse set of possible classroom applications particularly suitable for secondary ELT – albeit largely unearthed so far.

We will reflect on the question "Who are picturebooks for?" to deconstruct discursive boundaries that position picturebooks as an exclusive medium for primary ELT, and re-think picturebooks as potential literary formats for intermediate and advanced learners in secondary ELT. This will be coupled with a tour d'horizon of current picturebook research, including our own, and of concrete examples of picturebook texts. These will illustrate the challenging complexity of picturebooks, e.g., in view of notions of dual audience and crossover texts, and how verbal and visual texts work in tandem to create rich narratives (cf., Ommundsen 2018). Such narratives, as we will show, also unfold a broad thematic complexity that move picturebooks toward more advanced audiences while retaining the literary format of the picturebook, e.g., by addressing challenging or even controversial themes including the representation of diverse identities, dysfunctional societies, experiences of colonization, drug abuse, or environmental protection (cf. Ommundsen/Haaland/Kümmerling-Meibauer 2022).

These conceptual reflections will lead us to suggesting pathways for empirical research and classroom applications that show how picturebooks can be used in secondary ELT contexts to

- foster communicative and literary competences alongside visual and multimodal literacies,
- work on objectives associated with inter- and transcultural learning and cultural diversity,
- engage with content areas in and beyond ELT curricula, and to
- develop critical literacy.

What we consider promising here is a connection of analytical and formal approaches (Nikolajeva/Scott 2000) with Reader Response Theory that invites learners to voice their impressions of a picturebook text in terms of its aesthetics, its visual and verbal impact, and its content. We will also discuss a range of research approaches that might lend themselves to exploring picturebooks in secondary ELT, in particular conceptual groundwork, action research, classroom observation, or action- and production-oriented approaches. To conclude with, we will outline suggestions for teacher education that are conducive to preparing teachers for integrating picturebooks into their secondary ELT classrooms.

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Pluriecological and synergic visions for applied linguistics: Pedagogical possibilities for language diversity and inclusion

Authors:

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

In recent years, concepts of diversity and inclusion in education have been on the rise due to the ongoing struggles due to the social inequality and discrimination against minorities at a global scale. Education has long been pointed as the equalizer to find alternatives and solutions to this international crisis, more specifically what its role might be after a "post pandemic" state. This presentation will describe pedagogical initiatives that promote equity and inclusion from three different perspectives and research projects: Addressing Anti-Black racism in an ESL class in Canada; peace education for social cohesion in Colombia; and the revitalization of the Quechua language in Latin America through online and in-person sessions. The approaches described in this presentation hope to serve as guiding points for pre/in service teacher education seeking alternative forms of teaching leading towards a more democratic, and socially-just world.

Using a pluriversal politics approach to understand the three distinct pedagogical approaches, I intent to provoke critical reflections to respond the questions of how to address diversity and inclusion in the contexts of minority education. To this, Arturo Escobar (2020) proposes opening up a new perspective on reality and possibility, a new world in which all are accounted for, he advocates for the "Pluriverse" – "a world where many worlds fit" (p. 9). He interrogates the roots of dualities such as nature/culture, object/subject, fact/value and reason/emotion divide into a possible model of ontological or pluralistic politics in which radical relationality is envisioned "all entities that make up the world are so deeply interrelated that they have no intrinsic, separate existence by themselves" (p. xiii). As such, I argue that the three distinct pedagogical approaches converge at fighting for a new world beyond capitalism, neoliberal and globalist narratives to teach languages in which the center of the pedagogical practices are geared towards Buen Vivir, Vivir Sabroso and Sentipensar at the core of human existence (de Sousa Santos, 2008; Escobar, 2018, 2020; Fals-Borda, 2015; Lara, 2022; Oviedo Freire, 2017, 2020; Quiceno Toro, 2016).

This presentation will describe the potential to advance theoretical scholarship for decolonial approaches to language education and applied linguistics research (Macedo, 2019). The pedagogical experiences might extend research on culturally informed pedagogy and curriculum by contextualizing the importance of student' backgrounds and experiences in the creation of language curriculum and policies, in a manner that is sustaining and relevant to their context (Ladson-Billings, 1992; Paris & Alim, 2017). Specifically, this presentation hopes to translate experiential knowledge and critical research into innovative discussions on language education that may enhance students' social engagement in language learning, and thereby equip them with the necessary skills for critically evaluating global and local issues for more inclusive and equitable pedagogical practices.

Abstract ID: AILA879

Discourses of postdigital learning: tracking literacies in action

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Abstract Topics: [SYMP87] Nexus analysis as a methodological framework for more engaged language studies

Abstract Summary:

Due to the Covid-19 global crisis, educational institutions have been moving online at an unprecedented scale. However, there is little research which documents these recent impacts on classroom practices. By the same token, the increasing influence of global digital platform providers in education also remains largely unquestioned. In line with recent postdigital scholarship, the platformization of education warrants scrutiny (Jandrić et al., 2018). Digital media can no longer be considered as new and separate from the practices of everyday life; instead, hardware, software and algorithmic processes are essential parts of our socio-material realities (e.g. Jones, 2020; 2021). As part of a broader project on *Platform Pedagogies*, I explore how the widespread integration of globally-owned platforms into local settings belies the ways in which situated educational practices are increasingly being shaped/facilitated across borders, by human as well as non-human actors (e.g. Williamson et al., 2019).

Against this backdrop, this paper discusses the analysis of on-the-ground literacy practices and focuses on the classroom as a "site of engagement" (Wohlwend, 2021, p. 10) that is constituted by discourses, local practices, materials, technologies, bodies, actions. Recent scholarship in literacy education has highlighted the urge for developing theories and methods that examine these human-machine entanglements, pay attention to multimodality and scrutinize digital platforms (e.g. Wohlwend, 2021). In discussing video-recorded data from a pilot study in a secondary school, I argue that nexus analysis constitutes a useful methodological approach to examine these human-machine entanglements – it is embodied and spatialized literacies that converge in hybrid classroom settings.

The micro-analysis of learners' actions on screens thus requires not only different transcription and coding methods, but also enables to unpack deep-seated discourses that are engrained in human-machine interactions (cf. Scollon, 2001). In examining learners' mediated actions and learning about their understandings of digital education platforms, nexus analysis helps to make visible what is usually left invisible (cf. Bezemer & Kress, 2016). Nexus analysis provides tools to better understand the ways in which young people engage in meaning-making practices and to deconstruct how educational technology providers shape key literacies in education.

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Abstract ID: AILA880

Confrontation discourses and mainstreaming of populist communication style in Finnish politicians' social media texts

Authors:

Kristiina Savola [1] [*] [^] Stockholm University

Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

The European political order has changed rapidly during the 21st century as Neo-liberalism has unified the political field and the new populist movements have seized much space on it. Also in Finland, the right-wing populist party Finns Party has established a firm position in the national politics during the past years. Meanwhile, social media as a communication platform enables a polarizing, and even hostile, communication style only possible in its context.

In my paper, I will analyze confrontation discourses in Finnish politicians' social media texts released during Finland's parliament election years 2015 and 2019. The writers of the texts are members of the Finnish Parliament, positioned on the opposite sides of the political field. The topics discussed in the texts contain, inter alia, the so-called refugee and solidarity crisis and the difficult economic situation in Finland and Europe at the time, as well as the alleged division of the Finnish people based on differing values and opinions. The focus of the paper lies on discursive realizations of political confrontations in the politicians' social media texts. I will examine different dimensions of political confrontations, and discursive strategies and devices they are produced with. Moreover, I will discuss effects of increased mainstreaming of populist communication style in Finnish politicians' social media discourse.

I approach confrontations as a discursive means of political positioning and populism as a political communication style and a discursive process of self-identification based on a division between 'the people' and 'the others'. The theoretical and methodological base of the study lies on Critical Discourse Studies and on its Discourse-Historical Approach. Moreover, populism serves as a theoretical and contextual starting point of the study.

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The use of (online) dictionaries at the interface of curricular requirements and practice

Authors:

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

The school system of the officially multilingual Autonomous Province of Bolzano/Bozen – South Tyrol (Italy), which generally follows national regulations, nevertheless has some special features, such as separately organised school boards, one German, one Italian and one Ladin. Provision is also made for the right to first-language instruction in the three languages mentioned, as well as the obligation to teach German or Italian respectively as a second language (The New Autonomy Statute 2019/1972). English is taught as a foreign language, as it is throughout the national territory. Schools in Italy have a high degree of autonomy. Only framework guidelines describing competency goals for all school levels are set by the state. Each school, on the other hand, is responsible for designing concrete curricula based on these guidelines.

The paper deals with the role of lexicographic resources in the South Tyrolean educational context against the backdrop of legal provisions (The New Autonomy Statute 2019/1972) and the "commitment" to multilingualism on the part of educational institutions (Framework Guidelines DE, Framework Guidelines IT), taking into account both normative requirements and their application in practice[1]. The focus is on two questions that have been little researched so far, not only in the specific context but also internationally (cf. Abel in print, Nied Curcio in print): To what extent are lexicographic resources represented in the school framework guidelines? How are they actually used in schools?

In this context, the term "lexicografic resource" is defined very broadly, including different kinds of online lexical resources (such as translation programmes and user generated content), and, referring also to the "dictionaries of the future [as] lexical or linguistic information systems" (Villa-Vigoni-Theses 2018).

For the case study presented here, the South Tyrolean framework guidelines provided by the German and the Italian school boards at all levels of education for German and Italian as first (L1) and second

(L2) languages, as well as for English as a foreign language (L3) were examined by means of a document analysis (framework guidelines DE, framework guidelines IT, cf. Abel in press). In a second step, a questionnaire survey with language teachers of all school levels (German and Italian as L1/L2, English as L3; number of survey respondents: 644) determined the actual use of lexicographic resources, taking into account several dimensions, including which digital and printed resources are (not) used and for which reasons certain resources are (not) chosen (cf. Müller-Spitzer et al. 2018).

In the paper, the results of the study will be synoptically presented and critically discussed. Afterwards, the participants of the workshop are invited to discuss the conclusions of the insights gained to further develop dictionary didactics, teacher training and educational policies.

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[1]
The Ladin school system is not included in the study.

Foreign language learning as a potential healthy aging tool to stimulate cognition and well-being in older adults: A randomized controlled study

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Although life expectancy in the Western world is increasing, aging healthily is not the default. In order to achieve more (cognitively) healthy years, measures can be taken later in life with the goal to stimulate cognitive functioning and well-being (Kelly et al., 2014; Vranic, 2017), thereby possibly delaying the onset of more severe cognitive decline. Foreign language learning has been suggested to have potential in this respect, not only because language learning is an inherently social activity, but also because brain functions that tend to decline with aging largely overlap with those engaged by language learning (Antoniou et al., 2013). Language learning has also been hypothesized to be unique from other cognitive stimulation activities, considering that regulating the activation of multiple languages in the brain constantly appeals to cognitive control (Bialystok et al., 2012).

This study investigates if a 3-month language learning intervention can serve as an innovative healthy aging tool to promote cognitive functioning and well-being in healthy older adults (n = 15). To isolate the contribution of foreign language learning to cognition and well-being vis-à-vis other cognitively-stimulating activities, effects are compared to those that emerge in two additional groups of older adults participating in music training (active control condition, n = 13) or a lecture series (passive control condition, n = 15). Cognitive functioning and well-being are assessed at pre-intervention, post-intervention, and 4-month follow-up using a neuropsychological battery and a reaction time task, and questionnaires, respectively.

At the time of submission, data collection is being finalized. Analysis of the cognitive and well-being data will reveal if language learning is proven (most) successful in enhancing cognitive functioning and/or well-being in older adults. These results can inform us whether late-life language learning could become a healthy aging tool to attenuate cognitive decline and even delay the onset of late-life memory disorders such as dementia.

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Abstract ID: AILA887

Ein partizipativer Forschungsansatz als Weiterbildungsmodell für Fremdsprachenlehrpersonen im Bereich der Mehrsprachigkeitsdidaktik

Authors:

Stefania Crameri [1] [*] [^] Pädagogische Hochschule Graubünden

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Die Schweiz hat ihren Sprachenunterricht auf die Entwicklungen in Europa abgestimmt (Hutterli, 2012). In Anlehnung am Konzept der mehrsprachigen und plurikulturellen Kompetenz (Europarat, 2001) gilt die Erziehung zur Mehrsprachigkeit landesweit als übergeordnetes Bildungsziel des schulischen Sprachenlehrens. Demungeachtet wird die Legitimität des Lehrens vom Italienischen an deutschsprachigen Schulen des Kantons Graubünden bildungspolitisch in Frage gestellt. Da Italienisch unzweifelhaft integraler Bestandteil des sprachlichen und kulturellen Erbes Graubündens ist, wurde nach Massnahmen gesucht, um den Italienischunterricht im deutschsprachigen Teil zu stärken. Zu diesen Massnahmen gehört auch das fachdidaktische Forschungsprojekt, das im Zentrum des vorliegenden Beitrags steht.

Die schulische Erziehung zur Mehrsprachigkeit bedingt, dass mehrsprachigkeitsdidaktische Ansätze zum theoretisch-fundierten fachdidaktischen Wissen der Fremdsprachlehrpersonen gehören und dass ihre Überzeugungen mit mehrsprachigkeitsdidaktischen Erkenntnissen sich vereinbaren lassen (Baumert & Kunter, 2006). Die Aneignung mehrsprachigkeitsdidaktischen Wissens kann nämlich durch monolinguale Überzeugungen erschwert werden (Reusser et al., 2011). Aus einer Metastudie im deutschsprachigen Kontext geht hervor, dass Überzeugungen mehrheitlich nicht den aktuellen wissenschaftlichen Erkenntnissen entsprechen (Bredthauer, 2018). Auch in der Deutschschweiz selbst sind «ungünstige» (vgl. Manno, 2022) Überzeugungen unter den Fremdsprachlehrpersonen immer noch verbreitet (Barras et al., 2019).

Demzufolge wird darauf abgezielt, eine nachhaltige Erweiterung des mehrsprachigkeitsdidaktischen Wissens bei gleichzeitiger Modifikation ungünstiger Überzeugungen berufstätiger Italienischlehrpersonen an deutschsprachigen Schulen in Graubünden zu erreichen. Dafür werden die entsprechenden Lehrpersonen in ein mehrsprachigkeitsdidaktisches Forschungsprojekt nach dem Ansatz des Design-based research (Peters & Roviro, 2017) eingebunden. Einerseits nehmen sie am Entstehungsprozess neuer wissenschaftlichen Erkenntnisse aktiv teil.   Andererseits entspricht der partizipative Forschungsansatz einem situierten, problem- und handlungsorientierten Weiterbildungsformat und erfüllt dadurch wichtige Voraussetzungen für die Modifikation tiefverankerter Überzeugungen (Reusser et al., 2011). Der Professionalisierungsprozess wird unkonventionell durch die Figur des Forschenden vorangetrieben, welche gleichzeitig auch die Veränderung des mehrsprachigkeitsdidaktischen Wissens und der Überzeugungen bei den Teilnehmenden untersucht. Im Beitrag werden erste empirische Daten zum Veränderungsprozess vorgestellt und kritisch diskutiert.

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Abstract ID: AILA888

Foreign Language Study Abroad and Intercultural Mediation: A Mediation-Based Model of Intercultural Development

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

Foreign language study abroad, even if it is just over a short period of several weeks, afford language learners the opportunity to immerse themselves and to participate in the target language communities, and thus to get to learn about other cultures at first hand. While trying to interpret and make sense of the myriad of new cultural experiences in the course of study abroad programmes and their interactions with the target language communities, learners engage in vital mediational activities that enable them to construct new cultural meanings (i.e. knowledge of other cultures) as well as to re-construct existing cultural knowledge (e.g. one's cultural values, beliefs and identities). Through the intercultural mediational process, they often also engage in reflections that will, in turn, help them to see and appreciate cultural differences, to recognise and decenter from their existing cultural frameworks, and to become pluricultural individuals with a greater awareness of the multicultural world we live in. Intercultural mediation thus constitutes a key process in learners' intercultural development.

This presentation draws on a study that sought to identify, describe and classify instances of intercultural mediation in journal and interview data collected from participants of foreign language study abroad programmes in France, Germany, Japan, South Korea, Taiwan and Thailand to create a comprehensive taxonomy of intercultural mediations. It will report the findings from the analysis of the distribution, sequence and concurrence of the different classes of mediation from this taxonomy to shed light on the interrelationships between these classes of mediation. The results suggest that there is a typical developmental sequence to the mediations of a learner – from observing/learning about new cultural practices, mean-making, critical appraisal and decentering to processes of reflexivity. They provide insights on how these intrapersonal mediations interact with interpersonal mediations (e.g. informational inputs, scaffolding and support from more knowledgeable others, and strategies to establish and maintain relationships with other cultures). A model of intercultural development for foreign language study abroad based on the interplay of intercultural mediations will be presented and elaborated with examples from the dataset.

Abstract ID: AILA889

Pluriculturalism and Identity Development: Cases from Foreign Language In-Country Immersion

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

In today's highly globalised and connected world, cross-cultural communications and interactions have increased exponentially. At the same time, historical and geopolitical developments such as the creation and expansion of the European Union and mass migrations have made societies more multicultural. These developments have made intercultural competence, plurilingualism and pluriculturalism important attributes and educational goals for peoples of today. Foreign language education provides a key means of cultivating and developing these attributes. The exposure to new languages and cultures mediates the construction of new cultural meanings as well as reflections of one's own cultural framework and self (Liddicoat & Scarino, 2013). Research has argued that such mediation processes can, in turn, lead to the transformation of one's identity (Lave & Wenger, 1991), and its re-construction through the assimilation of new values and practices (Chan & Klayklueng, 2018).

This presentation reports on qualitative research that collected and analysed reflective journal and interview data from participants of in-country language immersion programmes in France, Germany, Japan, South Korea, Taiwan and Thailand. The findings indicate that exposure to and interactions with the target language cultures during the immersions can promote a greater awareness, the critical re-examination and re-construction of one's identity, and the development of a stronger pluricultural consciousness. To conclude the presentation, implications for practical practices and future research will be discussed.

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Abstract ID: AILA890

Investigating the Role of Intercultural Mediators in the Legitimate Peripheral Participation of Students on Short-Term Study Abroad

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

In a study informed by Lave and Wenger's (1991) Situated Learning Theory and their notion of legitimate peripheral participation, Chan and Chi (2017) found that short-term study abroad had a positive impact on the intercultural development of Korean language learners. The study abroad programme – including its language and culture courses, as well as planned interactions with and incidental encounters in the local community – benefited learners in the development of the knowledge, attitudes and skills for the cultivation of critical cultural awareness and intercultural competence. Of crucial importance for such development are the learners' legitimate peripheral participation and their interactions with members of the target language community (such as their local student buddies and host families). The study reported in this presentation builds upon the foundation and findings of Chan and Chi (2017) and seeks to collect data through questionnaires, journal reports, interviews and observations. Through the analysis of the mainly qualitative data, the researchers aim to illuminate the roles of those significant others in the target language community who provide vital support for the learners' legitimate peripheral participation and culture learning. In particular, the study will focus on if and how their interventions, planned or incidental, can trigger and scaffold the learners' self-mediational processes to make sense of new cultural experiences and construct new cultural meanings, as well as to critically reflect on self, the target language culture and their native culture.

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Abstract ID: AILA892

Increasing the visibility of communication practices in the Architecture discipline: Action research for epistemic democracy

Authors:

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Abstract Topics: [SYMP55] Onto-epistemological justice and language across the life-course: Transitioning through Australian education system

Abstract Summary:

Transitioning into higher education in Australia involves multiple challenges and injustices for culturally and linguistically diverse students, one of which being that communication and language skills are still not a visible part of academic study in many disciplines (Goldsmith, Willey & Boud, 2018). As a result, communication practices may be "fragmented, ad hoc and not seen as developmental" (Goldsmith et al., 2018, p.72), which can impact negatively on many students, especially those from linguistically diverse backgrounds. In the discipline of Architecture, there has historically been very little explicit focus on the communication and language skills that university students need for their academic studies and professional life, despite the fact that the central teaching and learning approach used in most Architecture schools is a multimodal presentation (Olweny, 2020). Drawing on the concept of epistemic democracy (Hayes, 2019), our current research and teaching aims to increase the visibility of communication practices in Architecture in order to enable greater participation in these practices.

Our approach is framed by a participatory action research methodology, which has its roots in notions of social justice and democratic education. In this talk, we will demonstrate how our action research approach has assisted us in making Architecture communication practices more visible, but we also reflect critically on the barriers to epistemic democracy that remain in our context. We teach first-year undergraduate and postgraduate Architecture students who have been identified by a university-wide language program as needing additional language support; students then attend 1.5 hour weekly tutorials over 10 weeks that focus on discipline-specific communication skills. Our research has involved opening up a dialogue with our students through surveys, focus groups and interviews, to explore together our understandings of what it means to communicate as an Architect, how we can best support students through the development of new materials, and how we can increase the visibility of Architecture communication skills more broadly. Our discussions with them attempt to reverse colonial approaches which apply a deficit model to their language skills and instead move towards onto-epistemological approaches to language which enable plurality and promote inclusion (Escobar, 2020). So far, the research findings have informed the development of new presentation preparation materials as well as a series of educational blog posts at our university as part of our mission to make disciplinary language skills more visible. We continue to work alongside our students to support them to participate in but also challenge the status of Euro-centric Architectural frameworks and language.

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Abstract ID: AILA897

Adapting the Processing Instruction model for elementary school learners of L2 English

Authors:

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

In this presentation we present the design of a serious game for young learners that was inspired by VanPatten (2002)'s Processing Instruction (PI) model, which we believe is compatible with the DUB approach. The role of grammar in foreign language teaching has long been controversial, from the so-called "grammar-translation method" modelled after the teaching of classical languages to current task-based approaches. However, discussions of the place of grammar in teaching usually focus on productive skills. By contrast, input-based theories of L2 acquisition stress the importance of processing grammatical elements for meaning when receiving input in order for acquisition to take place. VanPatten's PI model states that because morphosyntactic elements are redundant and/or not salient, learners do not notice them and must therefore be taught to pay attention to them and process them for meaning.

This presentation focuses on the use of the Processing Instruction model in the design of a serious game for 6-year-old beginners in English. Most studies using the PI model have used older learners and studied the acquisition of inflections (eg, Kasprowitz & Marsden 2017). With young beginners, the target feature chosen was the syntax of noun phrases (*five shirts, green snake*), in which the meaning of at least two lexical elements is integrated into a coherent whole. Previous studies have shown that, when listening, French elementary school students tend to focus on one known lexical item and ignore the others (Audin 2003).

Van Patten's model consists of a first phase in which learners receive explicit instruction about the target feature. Because we believe that grammar patterns are essentially form-meaning pairings, just like lexical items, we contend that explicit instruction should mainly be about the provision of meaning rather than abstract rules. Since we are dealing with a simple integration operation that also exists in L1 French, the first phase was replaced with the establishment of form-meaning links for lexical items. The second phase uses referential activities that require processing of the target feature. For this central phase, we used multiple choice questions with oral stimuli associated with graphic representations (requiring learners to integrate the meaning of several lexical items). The last phase consists of activities exposing learners to more instances of the target feature in different contexts. In our game, children were exposed to the target structure in the narrative and dialogues that accompanied the activities.

An experiment was conducted with 690 first graders and showed that the experimental group outperformed the control group in the comprehension of individual words as well as word combinations. They were also able to produce a few word combinations.

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Abstract ID: AILA898

The influence of musical abilities on L2 prosodic processing

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

To date, numerous studies have investigated the relation between musical abilities and speech prosody perception. Many studies show enhanced prosody perception, e.g. [1], which can be explained as a between-domain transfer of skills due to partly overlapping neural networks for speech and music [2]. Investigating a potential connection to L2 prosody can contribute to knowledge on individual differences in L2 acquisition and use, but this remains under-researched [3]. Furthermore, to what extent any music-related enhancements of prosody perception contribute to L2 processing remains unexplored.

Our study therefore investigated the influence of 45 Dutch adults' musical abilities on focus processing in their L2 English. In Dutch and English, contrastive focus is signalled by a pitch accent. Native listeners use this cue to anticipate upcoming information [4]. Eye-tracking evidence suggests Dutch L2 English users have difficulty using prosodic cues for anticipation [5], possibly due to differences between Dutch and English focus cues and higher demands on processing resources. In our study, we used a visual-world eye-tracking paradigm to investigate the role of musical abilities. Participants viewed images (Figure 1) and listened to sentences where *only* associates with the word that receives a focus accent, e.g. *I only gave a SPOON to the girl, I didn't give a FORK to the girl*. We analysed fixations to determine whether participants anticipated the upcoming alternative (*fork*) after participants heard the focus accent on *spoon*. Participants also completed the Short-PROMS music perception test [6]. We tested the influence of PROMS scores on focus-related fixations.

Initial analyses using linear regression models indicate that individuals with stronger musical abilities show more correct anticipatory fixations, indicating a faster interpretation of focus-marking pitch accents during L2 speech processing. This may provide a foundation for further research on the role of musical abilities in L2 phonological processing and L2 speech production.
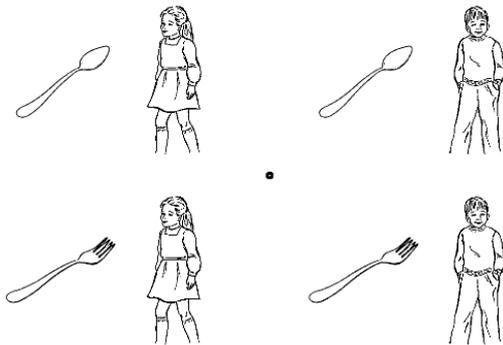
Figure 1. Visual display.

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Abstract ID: AILA899

The role and importance of small talk during performance appraisal interviews in a virtual workspace

Authors:

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Els Tobback [3] University of Antwerp

Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

In this paper, we will examine language use at a small-sized service-oriented Belgian company that operates globally. More specifically, we focus on the role and importance of small talk during performance appraisal interviews which are conducted online in English as a lingua franca between managers at the headquarters in Belgium and sales agents who work for the company virtually from a multitude of places around the world. In the corporate communicative contexts of job interviews and other types of workplace discourse, previous research has shown that workplace talk often involves sequences that are not relevant to main purpose of these interactions, also referred to as 'small talk' (see for example Holmes 2000; Komter 1991; Köster 2004). However, the occurrence of such sequences has yet to be examined in the context of performance appraisal interviews.

The dataset consists of 14 video-recorded performance appraisal interviews which took place online between sales agents who work for the company remotely across the globe and managers based at the HQ in Belgium. Additionally, two playback interviews were conducted with the managers involved in the performance appraisal process. These two types of data then guide us in examining how and why off-topic 'small talk' occurs during these types of interactions. On the basis of a turn-by-turn analysis of the interviews, we shed a new light on the role and value of small talk in the performance appraisal interviews at this company. As the interlocutors lack a physical shared workspace and only interact virtually, the analysis shows that small talk comprises of a number of different topics which are discussed both before, during and after the evaluation itself, and that it functions as a means to establish rapport, to get to know the agent and to help construct a shared implicit understanding of the company's norms, values and corporate culture. As such, small talk is not considered optional at this globalized company, but rather forms an integral part of the genre of the performance appraisal interview which helps the managers to 'talk the institution into being' (Heritage 1984) in a virtual workspace, thereby "creating and maintaining a specific institutional reality" beyond the physical reality of a shared office (Van De Mieroop and Schnurr 2017: 88).

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Socializing for Success: A Critical Sociolinguistic Ethnography of High Socio-Economic Status Multilingual Families in the UK, Post-Brexit.

Authors:

 Marie-Anne Mansfield [1] [*] [^] University of Southampton

Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

This paper explores the discursive and semiotic construction and presentation of notions of family, as revealed through a study of two high socio-economic status, multinational, multilingual families resident in the UK, post-Brexit. The place of language and language materiality (Cavanaugh and Shankar, 2017) in this process is considered, as are the (language) socialization (Ochs and Schieffelin, 2017) of the families' children and the latter's agentive role. The importance of elite languages and of elite multilingualism *per se,* not only as forms of cultural capital but also as characteristics of habitus, is revealed. However, I take the stance that not only spoken language, but also paralinguistic features and material objects, are essential parts of the family members' semiotic repertoire, and these too are explored. Through the families' language socialization practices, and the material culture of their homes, they created a habitus (Bourdieu, 1993) that reflected not simply their high socio-economic status, but also their cosmopolitanism (Beck, 2012; Werbner, 2008) and their belief in (language) ideologies that in turn align with the notion of the neoliberal self (Urciuoli, 2008). Furthermore, through their semiotic repertoire, family members presented a way of being that was identifiable both to them, and to those around them, as uniquely that of 'our family'. I consider how the practices and ideologies of the present informed, and were informed by, the families' narratives of their past and their orientations towards the future. Taking a critical stance (Heller et al, 2018), I explore the essential role of (language) socialization within the family in the socio-economic stratification of society. I reveal how the participants' trust in the deterministic potential of the dispositions and orientations into which they were socializing their children, the sense of agency afforded by their Bourdieusian habitus, and the capital at their disposal, created an enacted belief that through the 'right' choices and (language) socialization practices today, 'our family' could (would?) win tomorrow. The research material was collected ethnographically through long-term participant observation, in order to better understand language practices and ideologies enacted in everyday ritual. The methodological implications of this will be discussed.

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Designing a plurilingual escape game on languages comparison in primary schools

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Abstract Topics: [SYMP28] Digital Game-Based Language Learning: Design Choices and Classroom Integration

Abstract Summary:

Children in the West are less and less likely to live in monolingual and monocultural environments. For the past forty years or so, language educators have been highlighting the value of an approach to languages based on comparative observation of how they function (Hawkins, 1984; Candelier, 2003). The challenge of a comparative approach to languages is to improve language skills, in particular through the development of metalinguistic skills, which are essential both for access to writing in the language of schooling and for learning foreign languages, etc. (Kervran, 2008; De Pietro 2004). Nevertheless, this approach is not commonly translated into practice. We decided to opt for the serious game to work on this skill. The use of games for pedagogical purposes has proven advantages, particularly in terms of motivation (Silva, 2008; Brougère, 2002; Chou 2015). Among the many types of existing games, the educational escape game has many advantages such as cooperation which allows the acquisition of social skills and the development of a collective intelligence necessary to solve the puzzles. In this proposal, we will present the ObRéCo project started in September 2022. This project is attached to a pilot centre for teacher training and research in education. The main objective of the project is to develop pedagogical and didactic resources based on games and digital technology, using the declared pedagogical practices of primary school teachers, so that practices favourable to the reflective and comparative observation of languages at school can be developed in these teaching contexts. We will first look at the different roles played by different languages in primary school and analyse their relationships by presenting the results of a questionnaire survey carried out among 234 teachers in the Académie de Grenoble. Secondly, we will present the technical and pedagogical choices that guided the development of the material co-constructed by the project's field actors and teacher-researchers and its implementation in an escape game. Finally, we will present the experimental protocol consisting of a pre-test/ treatment/ post-test of metalinguistic skills, with an experimental group and an active control group.

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Abstract ID: AILA903

Entextualization and categorization in corporate performance appraisal interviews

Authors:

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Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

In this paper, we examine spoken and written language use at a Belgian company, focusing on the ways in which information is de/recontextualized (Park & Bucholtz, 2009) throughout the company's performance appraisal process as information travels discursively from text to talk and back to text. The interview is a key interaction in the appraisal process, where the topics of discussion are based on a preparatory document and the discussion itself is noted down in the form of a report. As such, the full process can be considered a 'discursive pathway of linked speech events' (Wortham & Reyes, 2015) structured around the interview. Previous research on this type of encounter has shown that written texts permeate and shape the spoken interaction in significant ways (Van De Mieroop & Carranza, 2018; Van De Mieroop & Vrolix, 2014). However, little is known about the specific processes of discursive change that occur from text to talk and talk to text throughout the performance appraisal process.

The dataset consists of (i) 16 video-recorded performance appraisal interviews between managers and sales agents, (ii) two versions of the evaluation form for each interview: the filled out version that is used as preparation for the interview, and the finalized version which is completed after the interview, and (iii) two follow-up research interviews with the managers about the performance appraisal interviews and process to contextualize the dataset with their emic perspective. Our analysis focuses on two things: the transformation of information as it moves from written to spoken mode and spoken to written mode and the discursive changes (e.g. selection, deletion, summary, addition, substitution) this involves, i.e. the *practices* of reporting, and the reasons why the discursive transformations occur, i.e. the *norms* of reporting. In latter case, our analysis topicalizes the (institutional) power and authority of the different interlocutors involved in the appraisal process as differentiated between the spoken and written discursive events, as well as the ways in which the identity of the 'model employee' (Van De Mieroop & Schnurr, 2017) is interactionally (co-)constructed and subsequently codified in written form. As such, our paper aims to shed light on the complex discursive mechanisms at play in the corporate categorization of employee assessment throughout the performance appraisal process.

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Communicating uncertainty in legal counselling for asylum seekers

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Asylum seekers who go through the complex, legal-administrative procedure of applying for international protection in Belgium have reported feelings of uncertainty (Fedasil 2018). In this regard, the UN refugee agency has critqued how asylum lawyers fail to consistently provide asylum seekers with clear information about their procedural prospects (UNHCR 2019). My research project, based on linguistic-ethnographic fieldwork at asylum law firms resulting in 72 audio-recordings of legal consultations, aims to scrutinise this claim by investigating how legal information is communicated during counselling interactions between asylum lawyers and their clients (Jacobs 2022). The analysis reveals that lawyers often explicitly verbalise the way in which the legal framework as well as the procedure around asylum entails a level of uncertainty. Lawyers are thus providing clients with accurate information yet not with the type of information that offers clarity. In communicating the fact that there are little procedural guarantees (something which is backed by scholarly research that argues how asylum law is ever-changing and how institutional decision-making can be considered quite arbitrary – Gill & Good 2019), lawyers aim to be upfront yet empathetic. This discursively challenging balancing act takes the shape of hedged statements about procedural developments and meta-pragmatic framing of the unpredictable character of the asylum procedure. The communication of uncertainty also impacts the lawyer-client relation: the fact that lawyers acknowledge the limits of their own epistemic authority, renders the legal consultation into a democratic and collaborative discursive space.

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Abstract ID: AILA905

Promoting plurilingual and pluricultural teacher competences through collaboration

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

In Catalonia (Spain) –as well as in other urban and rural areas around the world–, intensive migration, mobilization and globalization phenomena have transformed schools and high schools into multilingual and multicultural spaces, where students with very diverse socioeconomic situations, educational trajectories and ways of communicating coexist. This situation has necessitated a revision of two main pillars: first, a move from monolingual towards plurilingual educational policies and pedadogies (Conteh & Meier, 2014), promoted in a large part through the European framework document and recommendations (European Comission, 2019) and, more locally, the national and regional curricula. In parallel, there have been initiatives to adapt teacher training programs to better equip future educational agents to be linguistically and culturally sensitive professionals. Nonetheless, despite these efforts, recent research indicates that there is room for improvement regarding future teachers' task in managing linguistically and culturally diverse classrooms (e.g. Birello, Llompart & Moore, 2021).

With the aims of responding to this need, the CULT project (*Constructing a Collaborative Understanding of Learning and Teaching for the XXI century,* Ministerio de Ciencia e Innovación, PID2020-115446RJ-I00) was developed. TheCULT project has been designed to foster dialogue and collaborative investigationbetween teacher educators and future educational agents (teachers, pedagogues and social educators), a Service-Learning office at the UAB and a non-formal education program already carrying out successful plurilingual teaching with migrant origin families (AFEX-AFFM program, Casa Asia). The general objective of the project is to offer a new understanding of plurilingual education and inclusion in the development of future educators, as well as providing grounds for mutual growth towards a more equitable education and social life. In order to accomplish that the project also aims to establish and evaluate collaboration through a multidirectional learning space and to collaboratively explore and develop strategies and methodologies for plurilingual teaching and learning.

In this paper, we will present and analyse data collected during the ethnographic phase of the project based on the collaboration between a future Primary Education teacher of Catalan origin and an AFEX-AFFM facilitator originally from Pakistan, working together to design a teaching unit. Following the premises of conversation analysis and critical discourse analysis we will analyse the collaborative sessions and project preparation and development. Our analysis will offer insight into the mutually-collaborative teacher identity construction and development of key competences for a plurilingual and inclusive teaching and learning from the 21st century.

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Abstract ID: AILA906

Student retention in immersion education: What drives parental decision-making when it comes to enrollment and withdrawal in immersion programs?

Authors:

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Kristan Marchak [3] [^] University of Alberta

Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Despite the popularity of immersion/bilingual programs across the globe, student retention from kindergarten to the last year of high school has been a preoccupying issue for decades (e.g., Boudreaux & Oliver, 2009). Past research exploring the issue has revealed that the attrition phenomenon is wide ranging, it is most significant at transition points, and that gender is an important factor to consider.   Nevertheless, there is a dearth of research exploring the challenges faced by parents of students who are key stakeholders in this context, and the primary decision-makers. Thus, we lack critical understanding to remedy this issue. This presentation reports on two large-scale mixed-method studies, one conducted in the Canadian French Immersion (FI) context and the other in the Irish Immersion (IM) context, designed to fill the gap in our knowledge by exploring the experience and motivations of parents who have made the decision to pull their children out of immersion programs or not to transition to the next stage.

The pan-Canadian study exploring the issue of student retention in FI programs explored parents' decision to withdraw their child/children from FI programs. Teachers as well as administrators' perspectives were also a focus of the study. Data were collected via online surveys (parents=n184; teachers=n135; administrators=n27), followup interviews with key stakeholders (parents=n19; teachers=n14; administrators=n5), and a focus group with teachers and administrators. The findings revealed important issues commonly faced by parents, which call for both small-scale (i.e., short term, inexpensive, easily implemented) as

well as large-scale interventions (i.e., long term, requiring significant funding, and political will). The analysis revealed, among other things, a lack of resources and program/course offerings in FI programs compared to the English programs, an imbalance which makes the FI stream less competitive/attractive and also less capable of supporting families with children with special education needs.

The second study conducted within the IM context was carried out in two phases. In phase one an online questionnaire was distributed to principals in a stratified random sample of IM schools (n=27). In phase two a questionnaire was administered to parents (n=321) and follow-up focus group interviews were conducted with parents (n=26). The main reasons given by parents for transfer to English-medium schools were the location of the school, its academic reputation, greater subject choice in English-medium, their children's special education needs and concerns about preparation for English-medium third level education. The analysis of both studies suggests a need for improved communication with families and between all key stakeholders (i.e., parents, teachers, and administrators) on multiple levels as well as a need for additional support and targeted professional development opportunities for both teachers and administrators.

Findings from the two studies will be compared, and the implications for student retention and future research will be discussed. Both studies view parents as key stakeholders and, thus, this proposal is clearly connected to strand theme 1.

Bourdreaux, N. & Oliver, D. (2009). *Student attrition in foreign language immersion programs.* *https://www.researchgate.net/publication/228770790_Student_attrition_in_foreign_language_immersion_programs/citations*

Towards an integrated teaching of languages in Basque immersion programs: a study on a trilingual teaching sequence for oral expository skills in Basque, Spanish and English

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Ana Aldekoa [2] * Basque Government

Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Many studies from diverse contexts have underscored that education can play a key role in promoting minority language revitalisation (for instance, O'Duibhir, 2018). Basque immersion programs are considered a good example of this, one of their prominent features being that they aim to reinforce students' multilingual competence including a minority language (Idiazabal et al. 2015). Basque immersion programs are increasingly evolving towards interlinguistic or language integrated approaches. This can be observed in curricular guidelines, teaching materials (Balza et al., 2021) and classroom practices (Leonet et al., 2017).

The goal of this paper is to show that a trilingual teaching sequence integrating activities in Basque, Spanish and English can effectively promote multilingual skills in Basque immersion settings. This research was carried out in a school located in a predominantly Spanish-speaking area of the Basque Autonomous Community. Basque is the medium of instruction in all educational levels of the school, except for language lessons in Spanish and English, and a few CLIL subjects in English. The participants of the study were 21 students aged 16, for whom Spanish was the dominant language of socialisation.

A teaching sequence was designed and implemented. It followed the principles of the integrated teaching of languages and translanguaging, Basque being the most used language throughout the sequence; it also adopted a genre-based approach where the ultimate goal of the teaching constituted the production of texts. Specifically, students were required to produce oral expository texts, where Basque, Spanish and English were combined. Texts produced by students at the beginning and at the end of the teaching sequence constituted the empirical data of this study.

The contrast between the initial and final texts showed an overall improvement of oral expository skills in the three languages. More specifically, students produced more explicit mentions of core elements at the introductory section of the text in Basque; they also used more accurate text genre-specific topic introducers, regardless of the language; and finally, they showed a more consistent use of rephrasing resources in English, to clarify some concepts referred to in their oral texts.

We conclude that a planned language alternation and an integration of languages within a genre-focused teaching sequence can constitute an effective didactic approach in order to promote students' multilingual competence in Basque immersion education.

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What are the best practices to foster students' motivation in Basque and Friulian schools?: The teachers' perspective

Authors:

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David Lasagabaster [2] [^] University of the Basque Country UPV/EHU

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Motivation is energy. It is especially crucial in education, as it is the stimulus that pushes individuals to make choices, to act, to invest effort, to persist and to show dedication for a particular task (Dörnyei & Ushioda 2011). This contribution focusses on teachers' perspectives on *ways of motivating* students in their learning (Dörnyei & Kubanyiova 2014), within multilingual education settings (Lasagabaster 2017). The findings we will be reporting on are from a study that was carried out in the two regions of the Basque Autonomous Community (BAC) in Spain, and of Friuli Venezia Giulia (FVG) in Italy. The former context is internationally known as a success case of revitalisation of a minority language, Basque, within a multilingual educational system that also includes Spanish and English (Cenoz 2009). The latter context, FVG, which is less known in international educational research, is as well characterised by linguistic diversity, and great efforts are being made there to implement the teaching of the Friulian minority language in schools, while it coexists with Italian and English in the curriculum (Burelli 2015).

Semi-structured interviews were carried out with 30 in-service primary and secondary school teachers, from the BAC and FVG, and data were analysed by means of content analysis. Following Henry et al. (2019), activities reported by teachers were codified based on five themes: *focus and content of activities* (e.g. students' interests and everyday issues), *materials used* (e.g. authentic materials), *outcome* (e.g. final performance), *challenge* (e.g. competition), *personal expression* (e.g. creativity). Activities were categorised based on the language/s in which they were carried out.

Our findings indicate that, although teachers show a certain degree of awareness of the motivational power of leveraging students' whole linguistic repertoire as a means to carry out more authentic and challenging activities, practices still tend to focus on one language at a time. Furthermore, differences between the two contexts are noticeable, especially as regards the use of the minority language. Implications for teacher training practice will also be explored.

This presentation wishes to contribute to the discussion about effective teaching within multilingual education systems, where a minority language co-exists with a national majority language, a lingua franca and additional immigrant languages. Our contribution may thus be of interest for other researchers working in similar contexts and sharing the concern as to how multilingual education can change dominant language ideologies and foster more inclusive teaching and learning practices.

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Pleonastic constructions in the acquisition of spatial language in L1 German

Authors:

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

Background

The acquisition of spatial language in German has been described as challenging for both German L1 and L2 learners – not least because of the complex system of prepositional and particle constructions for the expression of PATH and GROUND in motion events. However, a less common and mainly colloquially used lexicalization pattern for local/directional marking has not been topic to research in greater detail, namely pleonastic constructions (henceforth: PLEO). Their specificity lies in the two semantically congruent adpositional slots (underlined in the example) such as in: <u>in</u> das Haus <u>rein</u> 'in the house into' which appear to be redundant. This PhD project draws on research that has pointed to PLEO as supporting structures in children's development of the network of closely linked PATH/GROUND expressions in German (Bryant, 2012).

Data and method

3 longitudinal monolingual German corpora (CHILDES) with natural child-adult speech provide the data base for this study (Lieven & Stoll, 2013). The focus is on i) frequency and development of PLEO, and ii) their relation to syntactically simpler, non-pleonastic constructions (particles, prepositions). To that end, all PLEO were extracted from the original corpora and their frequency was traced over time. The question of a supporting function of PLEO is addressed by investigating in how far the (input) frequency of PLEO interacts with children's production of non-pleonastic constructions. The analysis of frequency effects and the consideration of the child-directed input follows the principles of usage-based approaches in language acquisition research (Behrens, 2009).

Conclusions

Preliminary results show that children use PLEO from early on (age 2;0) and that the proportion to non-pleonastic constructions is similar to adults (approximately 3% of all particle/prepositional constructions are pleonastic). In all dyads, correlations between input frequency of PLEO and children's production of PP were found: The more PLEO they hear until a measurement time point, the more PP they produce at that point of time. This might promote the hypothesis of PLEO as supporters in children's acquisition of German prepositional phrases (Bryant, 2012). The findings can make a valuable contribution to the development of authentic teaching materials for the support of spatial language competencies which are essential skills predicting later academic success (Möhring et al., 2021).

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La motivation synchronique des locutions : une nouvelle approche

Authors:

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Abstract Topics: [SYMP79] Phraséologie en linguistique théorique et appliquée

Abstract Summary:

Ce travail explorera le phénomène de la motivation synchronique des locutions telles que *se fendre la poire* (´rire aux éclats`) à travers une perspective qui, en s'éloignant de l'approche traditionnelle, vise à montrer que les processus de motivation en phraséologie ne diffèrent pas de ceux qui opèrent dans le lexique en général.

Bien que les locutions, ainsi que l'ensemble des unités phraséologiques, fassent partie du lexique, la motivation en phraséologie repose sur des critères différents par rapport à ceux qui déterminent la motivation lexicale, c'est-à-dire la motivation qui concerne le lexique en général. La motivation phraséologique est traditionnellement décrite en tant que phénomène cognitif qui se base sur les liens conceptuels qui s'instaurent entre le sens compositionnel (le sens qui résulte de la somme des sens des composantes de la locution) et le sens idiomatique de la locution (Dobrovol'skij/Piirainen 2005 : 87). En phraséologie, la motivation semble donc se produire uniquement dans les relations cognitives qui relient le sens compositionnel au sens idiomatique des locutions. En revanche, ce type de motivation n'est qu'une des possibilités prévues dans le domaine de la motivation lexicale. La motivation extrinsèque prévoit la possibilité de motiver une unité linguistique (par ex. *main*) sur la base d'une autre unité linguistique (dans ce cas, *manuel*) (Marzo 2013 : 148). Encore, des recherches empiriques (Marzo 2013) ont observé que la polysémie est un processus de motivation lexicale à part entière : certaines unités lexicales polysémiques (par ex. *mot* ´courte lettre, billet`) peuvent se motiver à travers les autres sens qu'elles présentent (dans ce cas, *mot* ´son ou groupe de sons ayant une signification`) (Marzo 2013 : 160). La divergence d'approches se manifeste davantage dans l'identification des dimensions qui déterminent la motivation. Si la motivation en phraséologie s'occupe uniquement de relations cognitives, la motivation lexicale repose également sur une dimension formelle : deux unités lexicales sont motivées s'il y a une relation formelle entre les formes F_1 et F_2 et une relation cognitive entre les concepts C_1 and C_2 désignés par leurs formes F_1 et F_2 (Koch 2001 : 1156).

En s'appuyant sur des exemples de locutions françaises, l'analyse systématique de la motivation des locutions nous permettra i) de démontrer la compatibilité de la notion de motivation phraséologique avec la notion de motivation lexicale et ii) de mettre en relief les possibilités qu'une telle approche est en mesure d'apporter au domaine de la phraséologie. Ce travail vise donc à proposer une nouvelle définition de motivation synchronique des locutions, qui puisse rendre compte de la complexité de la structure sémantique des locutions, ainsi que de la pluralité de processus à la base de ce phénomène.

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Abstract ID: AILA911

Language Learning Strategies in Adult Second Language and Literacy Learning

Authors:

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Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

Language learning strategies are actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more effective (Oxford, 2017). Second language acquisition research has related language learning strategy instruction to improved learning outcomes, and has also shown that strategies can be modelled and trained (Plonsky, 2011, 2019). However, this research has mainly focused on academic students and has rarely included LESLLA learners. In this presentation, we aim to focus at strategies in the LESLLA classroom, both from the perspectives of the teachers and from the learners.

Data from two studies will be presented. The first is a survey study, focussing on LESLLA teachers' modelling and training of strategies. Research questions were: What are the strategies that LESLLA teachers model and train? Are there any teacher or learner variables related to strategy focus? And can teacher profiles be distinguished? A Likert type scale was constructed, tapping into four different strategy types: metacognitive, cognitive, social and affective. 82 LESLLA teachers in the Netherlands participated in the study. The results suggested that LESLLA teachers model and train metacognitive and social strategies most often, and affective and cognitive strategies least frequently. Differences between teachers could not be related to their experience, their training, or the proficiency of their learners, but the results did reveal major differences in strategy focus between teachers, from a very strong focus on most strategies, to hardly any strategy focus at all.

The second study is based on interviews with LESLLA learners. Based on a Constructed Grounded Theory analysis (Charmaz, 2014), we explored the factors that help and hinder learning, and the strategies that learners report to use to enhance learning and to overcome obstacles.

We will conclude with suggestions for LESLLA practice and for further research, based on both studies.

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The right to translation in criminal proceedings: the case of the criminal court in Ghent

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Every year, Belgian authorities spend a considerable budget on translations in criminal proceedings. These translations not only facilitate cooperation between European judicial services, but also enable communication between Belgian judicial services and foreign-language parties. For certain foreign-language parties, the right to translation has been established by EU law: Directives 2012/29/EU and 2010/64/EU guarantee a free translation of essential documents for victims and accused persons. The transposition of these directives, however, proved to be difficult: Belgium did not meet the foreseen deadline (2013) and only transposed the directives in 2016 (European Commission, 2018).

This contribution reports on the results of an ethnographic research project, the aim of which is to investigate how the Belgian courts put the right to translation into practice. I analyzed 245 criminal files in which the Dutch-speaking correctional court in Ghent ordered translations between 2018 and 2021. In addition, I conducted interviews with magistrates and court staff.

My analyses show, first of all, that more than 70% of the collected texts are translations from a foreign language into Dutch and are intended for the court. This predominance of translations for the court can be explained by the strict unilingual nature of the criminal procedure (Dejemeppe, 2011; Vanden Bosch, 2017). However, the relatively small volume of translations into foreign languages also implies that suspects and victims often do not (or cannot?) make use of their right to translation.

Secondly, I could establish that the Ghent police frequently replace interrogations with the assistance of an interpreter (as stipulated in Directive 2010/64/EU and national legislation) by forms on which non-Dutch speaking suspects, witnesses and victims write down their statement in a language of their choice (often not their mother tongue, but a lingua franca). This practice raises questions about literacy (is everyone capable of writing down a statement?) and equality (is it fair to replace an interrogation with a half-page handwritten account?) (Engelen, 1999; Bambust, 2016).

These findings suggest that, even though Belgian authorities have transposed the EU directives, the current system does not always succeed in guaranteeing the fairness of the proceedings.

Bambust, I. (2016) 'Een taalkronkel in het Belgische politieverhoor', *De Taalsector*.

Dejemeppe, B. (2011) 'L'emploi des langues en matière pénale. Réponses à douze questions ordinaires', in *La langue du procès*. Antwerpen: Intersentia, pp. 49–64.

Engelen, J. (1999) 'Het politieverhoor na Franchimont', *De orde van de dag*, (5), pp. 43–54.

European Commission (2018). *Report on the implementation of Directive 2010/64/EU of the European Parliament and of the Council of 20 October 2010 on the right to interpretation and translation in criminal proceedings*.

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European Parliament and Council directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA (2012) *Official Journal,* L315/57.

Vanden Bosch, Y. (2017) 'Het recht op vertolking en vertaling in strafzaken & de omzetting van de EU-richtlijnen', *Tijdschrift voor Strafrecht*, (2), pp. 79–107.

Policy transitions of supporting non-common foreign language education in China: A comparative institutional analysis

Authors:

Chenyang Zhang [1] [*] [^] University of Melbourne

Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

The fundamental changes in Chinese policies touching on *non-common foreign language* (NCFL) education offered a distinctive chance to illustrate multilingual problematisations of the policy that consider foreign language education. Unpacking the evolution of policy intentions through the four chronological policy modes, this study elucidates and sheds light on how the policies attempt to address national-to-individual NCFL-learning-supported necessities. Policy intention to coping with the concomitant challenges and opportunities has gradually shifted into Mode 4 (the education-enhanced mode, since 2018), proposing requirements for continually and comprehensively improve NCFL education – not just reflecting on expanding NCFL-learning group but also on enhancing its quality and supplementing what is missed in prior policy but important for NCFL education development. Meanwhile, contemporary language policies appear to invest more efforts for promoting the education of NCFLs that are official languages of the B&R designated partner countries, considering their role in serving the B&R initiative for China's educational, political, and economic development, as well as satisfying personal NCFL learning needs.

The present study offers a systematic and historical overview and analysis of the NCFL-related Chinese policy, addressing the literature gap. At the same time, this study contributes to understanding towards the way of using Comparative Institutional Analysis (CIA) as an analytical framework to investigate language policies and/or language education by establishing the modes to characterise the institutions – on the basis of accounting for social goals, rules and actors in a specific social context. Also, unpacking the historical transitions towards NCFL development in China through the CIA framework may assist other policymakers in (re)considering and (re)positioning the role of NCFL education in other nations. Meanwhile, this study can also help the social agents at the meso-level including local policymakers and school administrators in China grasp the policy intention, and thus they can evaluate whether the local practice lines up with it, as well as how they can appropriate the policies based on the understanding of policy requirements and investigation of the local situation for assisting teachers in putting a top-down education plan on the ground for students'

NCFL learning.

Under a top-down process across multiple layers in the Chinese highly centralised education system, even though it seems like the individual agency at the macro level with robust control on the enactment of language policy, the institutional agency at meso and micro levels may adopt the policies in a contradictory way. This means that the policy intention might be reshaped in the implementation progress given social actors' interpretations, practical needs, personal values, and other related factors (e.g., social status and education level). Thus, while the transformation towards NCFL education-enhanced policy mode, considering that what is done at a lower level is frequently not the same as what is required at a higher level, more attention is needed to investigate how local education authorities and school administrators (meso-level), and teachers (micro-level) react to policy goals and rules.

Revisiting Condelli's What Works Study in light of self-reported practices of LESLLA teachers in Québec (Canada)

Authors:

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Alexandra H.-Michaud [4] [^] Université du Québec à Montréal

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Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

Although LESLLA (Literacy Education and Second Language Learning for Adults) students   form a very heterogeneous group (Reder, 2015), many of them share some characteristics that differ from literate language students (i.e. inference making; see Huettig & Mishra, 2014). Thus, researchers have been working on identifying classroom practices that are best suited to LESLLA students' characteristics and needs. In their *What Works Study* (2003, 2006), Condelli and his collaborators conducted a large-scale study to highlight teaching practices that are associated positively with students' literacy and language development. They identified four practices recommended for teaching LESLLA students: 1) Bringing in the outside (connections to the "real" world), 2) Use the students' native language for clarification, 3) Varied practice and interaction strategy, and 4) Emphasis on oral communication. However, 20 years after the publication of this research, there is a growing literature on instructed second language acquisition (ISLA) from which we can draw to critically examine these general orientations.

In order to assess whether the teaching practices currently implemented in LESLLA classrooms in Québec (Canada) align not only with Condelli's orientations but also with recent ISLA research findings (i.e., oral practice without print support; L1 use as a cognitive tool for L2 language learning), our research team conducted a large-scale study throughout the province. We thus collected data on self-reported teaching practices through an online questionnaire with 54 teachers as well as through individual interviews with 42 teachers and 10 pedagogical advisors.

Results show that the self-reported teaching practices generally followed Condelli and al.'s (2003, 2006) recommendations (eg., emphasis on oral skills). Nevertheless, when analyzed more closely, the self-reported practices did not always align with knowledge base from ISLA research. For example, some teachers reported spending a lot of time on oral skills development, but did so using techniques such as decontextualized drills, which find no empirical support in the literature (Wong & VanPatten, 2003).

We believe that bridging ISLA findings to Condelli's influential work will provide more specific guidance to LESLLA practitioners.

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Insights into Qualitative Data on Pre-Service Teachers' Beliefs about Multilingualism in the Classroom: Developments between Personal and Professional Experiences

Authors:

Caroline Böning [1] [*] [^] Duisburg-Essen

Tobias Schroedler [2] [^] University of Duisburg-Essen

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Die hier vorgestellte Studie untersucht professionelle Überzeugungen (*Beliefs*) angehender Lehrkräfte hinsichtlich sprachlicher Heterogenität in Schule und Unterricht sowie der mehrsprachigen Sprachnutzung von Schüler*innen. Eine Kohorte angehender Lehrkräfte der Schulformen Sekundarstufe1 einer Universität in Nordrhein-Westfalen wurde mittels einer prä-post Vollerhebung im Rahmen der Vorlesung des Moduls ,Deutsch für Schülerinnen und Schüler mit Zuwanderungsgeschichte' untersucht. Die Inhalte sind für die angehenden Lehrkräfte aufgrund des superdiversen Standorts Ruhrgebiet und aufgrund der Schulformen, in denen (sprachlich) benachteiligte Schüler*innen (Gogolin, 2008) überrepräsentiert sind (LIT NRW, 2020), besonders bedeutsam.

Die Studie reiht sich in ein populäres Forschungsgebiet der Entwicklung von professionellen Kompetenzen angehender Lehrkräfte ein (Blömeke et al., 2015) und untersucht *Beliefs* im Kontext von Mehrsprachigkeit als einen Bereich affektiv-motivationaler professioneller Kompetenz (Kaiser und König, 2019). Studien zeigen, dass sich *Beliefs* von angehenden Lehrkräften, auch hinsichtlich Mehrsprachigkeit, im Laufe der Ausbildung in unterschiedlichem Maße positiv verändern können (Lundberg, 2020).

Um mögliche Veränderung der *Beliefs* angehender Lehrkräfte zu untersuchen, wurde im Sommersemester 2021 eine Fragebogenerhebung (n=259, Fallvignetten mit Zustimmung zu Aussagen durch Likert-Skala von 1=stimme gar nicht zu bis 4 =stimme voll zu) mit pilotierten und validierten Skalen von Fischer (2020) zu Facetten der oben erläuterten *Beliefs* durchgeführt. Die quantitativen Ergebnisse zeigen, dass sich die vergleichsweise durchschnittlich hohen Beliefs

(t1=2,77) der Lehramtsstudierenden im Laufe des Semesters insgesamt mit kleiner bis mittlerer Effektstärke (Cohen's d zwischen .3 und .54) signifikant verbessern (t2=2,93). Der Vortrag geht kurz auf die zentralen Ergebnisse ausgewählter Skalen zu ,Sprachgebrauch zu Hause' und ,Mehrsprachigkeit im Fachunterricht' als Ausgangspunkt für die qualitative Erweiterung der Studie ein. Um individuelle Perspektiven auf diese Themen und die Beschaffenheit der Beliefs sowie deren Veränderung abzuzeichnen, wurden fünf inhaltlich parallel zum Fragebogen gestaltete, qualitative Leitfadeninterviews geführt. Der Vortrag präsentiert die Ergebnisse der Interviewdaten (Qualitative Inhaltsanalyse, Mayring, 2021). Einen wichtigen Punkt stellt hier die Thematisierung persönlicher Erfahrungen der Studierenden hinsichtlich Mehrsprachigkeit dar. Es zeigt sich, dass diese sich weniger auf universitäre Lerngelegenheiten beziehen, wenn sie Standpunkte erklären. Trotz allgemein positiver Äußerungen hinsichtlich Mehrsprachigkeit im Unterricht herrscht eine gewisse Unsicherheit im professionellen Umgang damit vor. Außerdem werden Aussagen betrachtet, die auf die Veränderung der Beliefs im Laufe der Veranstaltung eingehen. Auch diese scheinen im Zusammenhang mit individuellen biographischen Erfahrungen mit Mehrsprachigkeit im Zusammenhang zu stehen.

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Abstract ID: AILA918

Publier des articles en provenance du continent africain : stratégies et enjeux au sein des revues académiques françaises en sciences humaines et sociales

Authors:

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Abstract Topics: [SYMP50] Mondialisation des politiques d'équité, diversité, inclusion et justice sociale à l'université : qu'est-ce que ça change pour l'enseignant.e-chercheur.e de/en français ?

Abstract Summary:

Alors qu'elles représentent une plateforme privilégiée pour des discours défendant les politiques d'inclusion, de diversité ou de justice sociale, les revues scientifiques se positionnent rarement comme un levier d'ouverture et de démocratisation. Dans le contexte académique français, les revues en sciences humaines et sociales tendent à se revendiquer d'une logique d'« excellence » dont l'emblème est l'évaluation par les pair·es en double aveugle, théoriquement indifférente aux critères de classe, de genre, de race ou d'ancrage géographique. Alors que des revues anglo-saxonnes de premier plan ont récemment reconnu leur rôle dans certains mécanismes de discrimination présentés sous l'étiquette de « racisme systémique » (Nature 2021), le paysage éditorial français semble relativement silencieux sur la participation éventuelle des revues au processus de marginalisation de chercheur·ses racisé·es ou issu·es des Suds. Derrière ce silence relatif, de nombreux acteurs éditoriaux s'interrogent néanmoins sur le rôle possible des revues académiques françaises pour compenser, voire contrer de tels processus de marginalisation.

Adossée à une recherche doctorale en sociolinguistique menée auprès de cinq revues en sciences humaines et sociales, cette communication se donne pour objectif de mettre en lumière les stratégies mises en place par ces revues pour favoriser la publication d'auteur·ices basé·es sur le continent africain en particulier. À partir de la théorie de la justice sociale proposée par Nancy Fraser (2005), il s'agira d'étudier les enjeux politiques, économiques et moraux de telles stratégies. Nous nous interrogerons ainsi sur l'articulation entre les perspectives dites de « reconnaissance » et de « redistribution », ainsi que sur les préoccupations à l'idée d'un traitement différencié vis-à-vis de certaines propositions d'article.

Dans la mesure où ces stratégies relèvent d'un travail de l'écrit partagé par différents acteurs et actrices (auteur·ices, évaluateur·ices, membres de comité de rédaction), le focus portera en particulier sur les opérations d'écriture et de réécriture qui composent ces stratégies. En effet, la nature et l'importance de ces opérations soulèvent des tensions sociolinguistiques entre l'unicité et la variété des pratiques de littéracie académique, ou encore entre unification et diversification du marché linguistique. D'un point de vue méthodologique, cette communication reposera donc à la fois sur des extraits d'entretien avec des membres de comités de rédaction et sur des données textuelles (articles sous plusieurs versions, évaluations, conversations par mail).

Fraser Nancy, 2005, Qu'est-ce que la justice sociale ? : reconnaissance et redistribution, Paris, La Découverte.

Nature (sans auteur·ice), 2021, « Tackling systemic racism requires the system of science to change », Nature, vol. 593, n° 7859, p. 313.

Abstract ID: AILA919

Integrating Service-Learning into Virtual Exchange: Supporting Inclusivity through Intergenerational Dialogue

Authors:

Carolin Fuchs [1] [*] [^] Northeastern University

Hannah Ferguson [2] [^] Northeastern University

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

Virtual exchange (VE) is an experiential instructional approach to promote intercultural learning, language study, and digital literacies (e.g., Belz, 2003; O'Dowd, 2018). VE is based on reflection and reciprocity, two principles which also form the cornerstones of service-learning (Jacoby, 1996). Palpacuer Lee and colleagues (2018) call for emphasizing collaborative participation to help shape public discourse about language and multilingualism.

This presentation draws on findings from an inter-generational service-learning VE between undergraduate intermediate German learners at a private research institution on the East Coast and elder partners in Germany via Zoom or WhatsApp. The study takes as its premise that "[reciprocity creates] a sense of mutual responsibility and respect between individuals in the service-learning exchange" (Kendall, 1990, p.9). In service-learning, participants must consider the historical and sociological issues behind their service, and reflection should be based on this among other things.

This exploratory case study situates itself within a sociocultural framework for telecollaboration studies (Dooly & O'Dowd, 2012). It shares characteristics of ethnography such as an emic perspective because both authors were participant-observers. Author 1 was the service-learning project coordinator and one of the instructors. Author 2 was a German student in the study. Data collection included needs analyses, Service-Learning pre- and post-questionnaires, target-language interview questions for the elders (draft/final), target-language discussion forum reflections (and revisions) and responses to peers, and final Service-Learning reflections in English. The descriptive quantitative data were generated by Google Forms and Qualtrics, and the qualitative data were coded by the authors using Nvivo 12. After a first round of open coding (Flick, 2009), the second round focused on indicators for intergenerational challenges. Data analysis focused on participants' awareness and development and was supported by information from needs analyses and from participant-observers' notes. Preliminary findings suggest that students hoped to gain intercultural competency, inclusivity/inclusive action, communication, self-awareness, and interpersonal skills. Additionally, students had positive interactions with elders and found ways to connect beyond intergenerational differences.

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Palpacuer Lee, C., Curtis, J. H., & Curran, M. E. (2018). Stories of engagement: Pre-service language teachers negotiate intercultural citizenship in a community-based English language program. Language Teaching Research. https://doi.org/10.1177/1362168817718578

Abstract ID: AILA921

English as a Lingua Franca and perspectives in ELT

Authors:

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Abstract Topics: [SYMP92] ELF in education: setting agendas for the future

Abstract Summary:

Over the last decade ELF research has extensively investigated the implications ELF findings can have for ELT, from a number of different perspectives and in many cases intersecting views with other recent waves of innovative research, such as multilingualism, translanguaging and decolonization of English.

Several areas have been identified as crucial for ELF research findings to have an impact on language education, and ELT in particular: Teacher Education has been shown to be an essential moment in this process of change, where awareness of the ways and contexts in which English is increasingly used as a lingua franca of communication is to be accompanied by transformative actions and practice to be localised in the specificity of each educational context (e.g. Sifakis 2019; Sifakis et al. 2018). Materials development, both at an institutional and at a local level, is another relevant area in which new viewpoints need to be taken into account to respond to the skills that are needed to effectively and flexibly communicate in English nowadays, with the inclusion of strategic and intercultural competence. Last but not least, within this perspective teacher and learner agency should be given due prominence, both as to their experiences as ELF users, and in terms of their needs and aims in teaching and learning English (e.g. Seidlhofer 2011; Widdowson 2015).

Findings from ELF research in several domains, from language use to transcultural communication and language teaching, can greatly contribute to promote pedagogic actions in ELT that take account of the aforementioned points. First of all, informing Language Teacher Education programmes, with thorough discussions of and reflection upon the issues ELF raises, to move towards transformative actions in actual teaching and learning practices – for example, overtly including awareness of the relevance of communication strategies in ELT syllabuses. Materials development, and ways of broadening the use of existing published materials in an ELF-aware perspective, is another important area where ELF research could significantly impact ELT, indicating ways and directions that are locally suited, actively involving teachers and learners, within a decolonizing perspective.

ELF, together with the developments of other research areas in Applied Linguistics (multilingualism and translanguaging, for example) can certainly provide further significant contributions to language

education and ELT, continuing the important work that has been developed over the last decade in TEd, and setting up Action Research projects with teachers, practitioners as well as students to work towards the integration of ELF-oriented pedagogy in teaching practices.

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Le jeu numérique, un outil pour améliorer les compétences langagières des publics faiblement scolarisés ?

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

Pour comprendre le monde qui l'entoure, un individu doit comprendre ce qui est dit ou écrit, construire du sens en interprétant parfois des informations contradictoires, tout en tenant compte du contexte. Il faut donc, dans toute situation rencontrée, qu'il mobilise des ressources langagières pour informer, argumenter, négocier, etc. Entretenir des interactions sociales satisfaisantes nécessite ainsi l'acquisition de compétences interactionnelles. Or, nous relevons des difficultés de maitrise de certaines compétences interactionnelles au sein des interactions avec des locuteurs faiblement qualifiés, ne permettant pas ainsi une co-construction aboutie de l'échange (Eme et al., 2009 ; Langbach, 2014).

Depuis quelques années, nous observons un nombre grandissant d'études sur l'utilisation des *Jeux Numériques pour l'Apprentissage* (JNA). Celles-ci semblent indiquer qu'ils représentent une des ressources susceptibles de contribuer efficacement à l'acquisition des connaissances, à la compréhension des contenus et au développement des compétences cognitives (Girard *et al.*, 2013 ; Baptista et Oliveira, 2019).

Notre étude s'intéresse aux jeux-vidéo grand public (*commercial off-the-shelf*) et exclue les jeux sérieux (*serious games*) déjà largement théorisés. Nous souhaitons ainsi en montrer la pertinence ou non afin d'améliorer les pratiques interactionnelles des adultes natifs faiblement scolarisés. Dans cette optique, notre expérimentation vise, dans un premier temps, à analyser les pratiques de jeux vidéo effectives de notre public. Dans un second temps, nous cherchons à identifier, décrire et analyser les affordances (Gibson, 1986) des jeux vidéo auxquels ce public joue et ce, dans une visée d'apprentissage et de développement de leurs compétences interactionnelles. En effet, les matériaux langagiers présents dans les jeux vidéo, leur complexité lexicale et syntaxique, représentent des affordances *linguistiques*. Par ailleurs, ils représentent également des affordances *interactionnelles*

puisque le jeu met l'accent sur la compétence communicative et encourage l'action collaborative d'experts et de débutants, orientée vers un but (Rama et al., 2012). Ainsi, ce sont des matériaux à partir desquels l'action et la langue peuvent émerger (Thorne *et al.*, 2012).

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Psychology students' perceptions in the CLIL classroom: A study of a higher education institutional project

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

Learning disciplinary knowledge through a foreign language that is only employed in the learning environment may be quite tricky for students, especially in terms of specificity, since scaffolding may be needed to foster comprehension (Mahan, 2022). Not only are the students expected to read and understand but also produce specialised discourse within a given field of expertise. In recent years, research has focused on students' experience with CLIL programmes, including topics such as motivation or language use (Bellés-Calvera & Bellés-Fortuño, 2021; Lasagabaster, 2017; Llinares & Dalton-Puffer, 2015). At the same time, opportunities for team-teaching collaboration have emerged among language and content specialists (Bellés-Fortuño, 2021; Carrió-Pastor, 2021), giving rise to new language policies as well as projects, particularly at a higher education level. A clear example is that of CLHIOS*, a multidisciplinary research group at Universitat Jaume I where language and content lecturers belonging to the domains of Humanities and Health Sciences cooperate with each other. Within the umbrella of CHLIOS teaching innovation group this study seeks to explore the perceptions of first-year Psychology undergraduates coursing a CLIL module and thus help lecturers implement new initiatives in the content classroom. To that end, a survey was designed with items addressing issues related to their command of the target language, employability, specificity, and satisfaction with the learning progress. Results suggest that even though 72.4% of the participants claim having a good language level in English, they seem to struggle when communicating with experts using productive skills (i.e. speaking and writing). Getting nervous or having limited specialised vocabulary are some of the difficulties they may encounter. With this in mind, language teachers have provided CLIL lecturers and students with materials and resources that may be beneficial for the development of both productive and receptive skills.

* CLHIOS project USE

Keywords: *CLIL, Psychology, beliefs, institutional project, teacher collaboration*

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Abstract ID: AILA931

Digital linguistic activism through fan translation of video games into Catalan

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Misrepresented by the cultural and language industries for diverse reasons, users of minority and minoritized languages sometimes find ways to reclaim spaces where their languages can play a significant part. For instance, there are digital linguistic activism practices in grassroots communities that reposition L2 learning and use as agency with a social purpose (Zourou, 2020). Among multiple manifestations, *fan translation* may represent a fine interlinguistic and intercultural example of linguistic activism with a socially agentive purpose while affording language learning. A plain explanation of fan translation is translation made by fans for fans where a fan is understood as someone who is deeply connected to something or someone famous, oftentimes in relation to popular culture products (Sauro, 2019). A closer look into fan translation uncovers an intricate relationship between the activity of fan-translating and the motives of individual fan translators and fan translation communities. Some fan translators seek to expand the repertoire of popular culture products in minoritized languages such as Galician and Catalan. Using qualitative and digital ethnography techniques and thematic and discourse analysis, we were able to explain fan translation of video games with different individual fan translators and fan translation communities. Out of the fan translation communities we studied, one specifically aims at fan-translating video games into Catalan, a minoritized language in Spain (with an even more limited presence in Roussillon, France and Alghero, Italy). Consolidated findings indicate (1) the ecology of fan translation practices when the aim is to validate Catalan as a language of cultural consumption and production, (2) how fan translation prompts language learning not only by translating, but also by collectively discussing about translation strategies and choices, (3) how validating Catalan requires a high degree of interlinguistic awareness between the target language (Catalan), the source language for meaning verification (English), and intermediary dominant languages that may influence linguistic choices in Catalan (Spanish). Validating Catalan as a language for cultural consumption and production intersects linguistic choices in the fan translation community in interesting ways: (1) differentiating Catalan from Castilian Spanish, (2) recovering and promoting linguistic features perceived as 'more' Catalan, (3) favoring idiomatic and socioculturally embedded translation solutions in Catalan,

signaling features of Catalan/Mediterranean culture, and (4) trying to promote the use of Catalan intralinguistic variants or other minoritized languages in the friend-zone of Catalan, like Aranese. In essence, fan translation can be either a sign of linguistic cosmopolitanism and activism or breeding ground for linguistically exclusive stances in the Catalan sociolinguistic reality. Both manifestations can be understood against contemporary political and linguistic realities of specific ethnolinguistic communities, and such sociocultural factors need to be considered if fan translation is ever to be integrated in language classrooms in some way or another.

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Developing Language Awareness through cross-disciplinary collaborative action research: a model for teacher development in ICLHE

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Abstract Topics: [SYMP81] Reflections on co-production as a research practice in the field of foreign language teaching and learning

Abstract Summary:

English is widely used as a medium of instruction in tertiary education all over the world. Thus, many subject specialists without a background in language teaching find themselves having to teach their subjects in English (Yuan, 2021), often without adequate preparation or support. If there are language teachers working in the same institution or department, it often falls to them to provide language expertise and support to their subject teacher colleagues, resulting in "a 'natural' need [...] to collaborate" (Lo, 2020, p. 36) across disciplinary boundaries.

Such cross-disciplinary collaborations can be challenging for a variety of reasons. Gustafsson et al. (2011) name "infrastructural, institutional, epistemological, disciplinary, rhetorical" reasons, and Wilkinson (2018) acknowledges that "collaboration across disciplines is hard work and demands much of those who try to achieve it" (p. 609), all the more so as the respective roles of content teachers and language teachers are often not clearly defined. Thus, researchers have sounded a "clarion call for partnerships between EMI teachers (content specialists) and English language teachers/researchers (language specialists)" (Yuan, 2021, p. 2) to improve the quality of EMI teaching".

In our talk, we will present a cross-disciplinary collaboration model inspired by collaborative action research (CAR) (Norton 2009) developed at a computer science department at a University of Applied Sciences in Austria. We will outline the roles which language teachers at the institution and external collaborators (teacher educators and language specialists) play in creating a space of trust for the professional development of content specialists. We will use Davison's (2006) framework to evaluate the effectiveness of the collaboration.

We will also highlight the crucial role of access to current research in linguistics since we believe it provides content teachers with the opportunity to enhance their understanding and awareness of the epistemic function of language. We will outline how this helps them to eventually see different forms of collaboration as effective ways of improving their teaching practice. CAR-based collaboration models such the present one therefore have great potential to contribute to teachers' professional development and to improve the quality of ICLHE teaching overall.

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Reimagining FL education boundaries through Critical Pedagogy: Bringing Sign Language into the L2 classroom

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Globalisation benefits dominant languages while simultaneously repressing languages lacking *Lingua Franca* status (Salomone, 2022), including regional and exogeneous languages but also Sign Languages (Millet & Estève, 2012). This presentation proposes a Critical Pedagogy-informed model for integrating Sign Language (SL) in the L2 college classroom to promote students' understanding of how concepts of norm, standard, and linguistic capital leading to discriminatory processes extend beyond traditionally conceived speech communities. In a typical course on French sociolinguistics, topics often cover regional languages, linguistic innovation, and issues of language and identity such as non-sexist language. A topic not usually considered is LSF, a variety of sign language used by about 100,000 hearing-impaired people in France. In this empirical study situated at the intersection of Critical Language Awareness, Social Justice and Inclusivity (Glynn et al., 2020), and Transformative Learning (Mezirow, 2000), I argue that (French) SL has its place in the L2 curriculum to enhance the representation of marginalized "voices" and to support the development of learners as engaged citizens. I illustrate such integration in an undergraduate introduction to French sociolinguistics (enrollment: 10) through the inclusion of a unit on LSF to challenge student perspectives on the linguistic landscape in France and address common misconceptions surrounding SL. The presentation opens with a brief discussion on the state of SL in undergraduate L2 curricula and situates the inclusion of SL education within a CLA and Social Justice framework. Next I describe the unit design, organized around a lecture on SL as a linguistic system, the discussion of an assigned reading on a mixed (deaf and hearing students) classroom environment (Feuilladieu et al., 2021), and movie excerpts (*La famille Bélier*, 2014; *CODA*, 2022), before analyzing the impact on student learning growth. Learning outcomes were measured through written answers to questions on the assigned reading, a reflective essay, and test questions. Student answers demonstrated raised awareness that 1) signed languages constitute fully-fledged linguistic systems, 2) like other natural languages, SL exhibits variation, and 3) the Deaf community often has to adapt to the dominant norm, resulting in

social and scolarization challenges. Student comments highlight the transformative effect of learning about LSF, leading to new world views on SL both in the French and American cultural settings.

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Abstract ID: AILA935

Constructions of Chinese students' sense of belonging through language use in intercultural communicative practice in the UK

Authors:

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Abstract Topics: [SYMP10] AILA ReN - Participatory Linguistics: Non-academic language expertise in linguistic research

Abstract Summary:

Language has been found to play an important role in creating a sense of intimacy among national group members (Gu, 2011). Language use among international students is more complicated than among domestic students who are studying in their own country because they are immersed in a multi-lingual environment. The intimacy Chinese students are building in the UK with local and Chinese communities in the UK is twofold: a sense of belonging to the culture of origin and localism to the host culture. This section discusses Chinese students' language choice in daily encounters and how their language choice links to their sense of belonging to the Chinese community or the local community.

The everyday priorities of study and living in the UK incentivise Chinese students' use of English, and it is widely discussed that increasing exposure to L2 correlates positively with the promotion of L2 learning (Rubenfeld et al, 2006). However, research has also evidenced that some students resort to using more L1 in the study abroad context than they anticipate (Badstübner & Ecke, 2009) and that international students' use of L1 or L2 changes over time during their study abroad period, as a consequence of speakers' changing language proficiency, adaptation to the new environment, cultural differences, familiarity and contextual needs, etc (e.g. McManus, 2019; García-Amaya, 2017).

While facing the complexities of intercultural communication with people from different language backgrounds, Chinese students also need to deal with issues of interaction with their national fellows since China is a huge country with many different sub-cultures and most individuals also carry specific regional cultures and dialects. The analysis of the data from my project shows that the connection to their home culture and L1 or the regional language serves

as an emotional link to other Chinese or 'home' students who are from the same areas; while using English (L2) firstly serves for academic or professional purposes, and secondly, the use of L2 also suggests speakers' English proficiency and intercultural competence which, in turn, promotes students' further adaptation and integration to the local community. The data also suggests that, rather than sticking to one language in one context, students use translanguaging to expand their linguistic repertoire and for smooth and effective communication.

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Abstract ID: AILA937

Evaluating in English in Secondary School History in Two SEC Areas in Madrid

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

This paper builds on previous analyses of a longitudinal corpus of student texts from public bilingual schools in an upper-middle class area of Madrid, Spain (Whittaker & McCabe 2020). The corpus is part of the UAM-CLIL research project, which has collected data across the years of schooling from year 6 (11-12 year-olds) through year 10 (15-16 year-olds). Using written and spoken prompts/tasks, we elicited cognitive discourse functions (CDFs) (*categorize, define, describe, explain, explore, evaluate, report*; Dalton-Puffer 2013) for tracing students' ability in a high-immersion English-medium program to express these functions over time.

The CDF *evaluate* involves learners in "[m]aking judgments based on criteria and standards" (Krathwohl 2002: 215). We use the Appraisal framework (Martin & White, 2005), rooted in the interpersonal metafunction of language, to analyse the data for evaluative judgements of events, people and phenomena, an axiological positioning which students need to support with appropriate criteria. These are field-specific, and draw on the ideational metafunction, through which experience is constructed/expressed. Our analysis applies the concept of coupling of ideational and interpersonal meaning (Martin 2000) to trace students' ability to evaluate historical events/characters with justifications that display knowledge of history.

Previous results from the longitudinal study (Whittaker & McCabe, 2020) demonstrated development in students' texts through an increasing inclusion of couplings of evaluations and disciplinary appropriate justifications. In the cross-sectional study reported on here, we draw on recently collected data of year 10 texts, elicited using the same procedures and similar prompts, from a public school in a different socio-economic area of the Madrid region, as well as on written data collected from both schools in Spanish from students in both the high-immersion track (where history is learnt through English) and the low-immersion track (where history is taught in Spanish). We provide comparisons across the areas, languages and tracks, using the same Appraisal analysis, leading to insights into how students develop their ability to express the CDF *evaluate* in different educational contexts. These insights lead to implications of how teachers can focus attention on language in CLIL classrooms.

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International Journal of Bilingual Education and Bilingualism. https://doi.org/10.1080/13670050.2020.1798869

Abstract ID: AILA938

The ILR Skill Level Descriptions for the 21st century: Comparability across tasks, tests, skills, examinees, languages, and organizations

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

Each US Government organization uses 1985 Interagency Language Roundtable (ILR) Skill Level Descriptions (SLDs) to develop its own language assessments. Post 9/11, the demands for qualified language personnel increase and testing practices shifted from being somewhat compartmentalized to increasingly collaborative. Changes were needed in the ILR SLDs, which were geared toward second language learners rather than heritage and native speaker examinees. Moreover, government testing programs wanted to integrate advances in language acquisition and assessment research to the ILR SLDs and remove outdated, unclear, and missing concepts.

This presentation will detail how a US Government committee took the lessons learned from the norming sessions, discussions, and shared testing resources to update the ILR SLDs for Proficiency between 2014 and 2021. The standards were restructured to focus on ability rather than traits (Purpura, 2016) and move away from primarily measuring correctness toward measuring effective communication, focusing more on task, meaning, and contextual appropriateness. The revisions also provided an opportunity to embrace the diversity among government examinees and reduce bias and marginalization as a "fundamental institutional change" (Rosa & Flores, 2021). Explicit efforts were made to remove measures that relied on nativism, linguistic essentialism, or membership in certain social groups (such as "well-educated speakers"). The revisions were an iterative process, including level progression within a skill, comparability of a level across skills, and applicability across languages, with a final review from stakeholders.

The committee collected data from a pilot study to measure reliability of the revisions, which included 5 organizations, 4 languages, 40 participants, 120 speaking tests, and over 500 ratings. Results indicated that the raters were able to evaluate the tests reliably and had more confidence and clarity in the rating process. Study data and documentation of support for the revisions contributed a validation argument for the ILR SLDs (Knoch & Chappelle, 2018).

The FBI implemented the 2021 ILR SLDs to its Speaking Proficiency Test program, including revisions to the test protocol for better alignment of test tasks to the ILR levels and comparability of tasks among languages. Additionally, the FBI revised

protocol for measuring pragmatic skills through situation tasks for consistency across languages and cultures. Considerations for non-American/English cultural expectations were prioritized and made explicit in the language-specific materials that were developed as a result. The FBI is focused on eliminating score error coming both from sources of rater bias and linguistic elitism and from the production of standards and testing protocol that are valid and reliable across tasks, tests, skills, examinees, languages, and government organizations.

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METAPHOR AS A CONCEPTUALIZATION TOOL IN THE POLITICAL DISCOURSE OF AN OUTERMOST SPANISH REGION

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Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

Las Islas Canarias, la región ultraperiférica con mayor población y potencia económica de la Unión Europea, presenta un interés particular para una investigación de naturaleza cognitiva y discursiva que contribuya a desvelar los mecanismos de conceptualización empleados en el discurso parlamentario de unos territorios en los que la distancia y la insularidad pueden resultar factores fundamentales.

Para ello, hemos examinado un corpus constituido por todos los discursos que han tenido lugar en las sesiones del Parlamento de Canarias desde el inicio de la I legislatura, en el año 1982, hasta nuestros días, tal y como figuran publicados en la página web oficial de este Parlamento (https://www.parcan.es). Sobre este corpus, hemos analizado las metáforas conceptuales empleadas por los parlamentarios de las distintas fuerzas políticas como un instrumento esencial de la argumentación política, mediante las cuales se proyecta tanto una dimensión racional como, y muy especialmente, una dimensión emocional y valorativa.

Nuestro análisis se articula en torno a las dos preguntas de investigación siguientes: ¿cuál es el concepto que los habitantes de la Comunidad Autónoma de Canarias tienen de sí mismos y de su entorno? y ¿qué juicios y valoraciones hacen de su posición en su contexto geográfico, político, social y económico?

Para responderlas, nuestro trabajo tiene el objetivo general de analizar, a partir de los discursos de los representantes de la ciudadanía de esta frontera sur de Europa, el componente afectivo y valorativo que tienen los procesos cognitivos con los que construyen su identidad y sus relaciones con su entorno.

Nos situamos, además, en esa corriente que defiende la confluencia de dos disciplinas heterogéneas, el análisis crítico del discurso y la lingüística cognitiva, que, sin embargo, contribuyen de modo complementario al estudio del texto, integrando, de una parte, su dimensión social e ideológica y, de otra, su dimensión individual y cognitiva (van Dijk 1998, 2009; Chilton 2005; Wodak 2006). Partimos, por tanto, de la consideración del discurso como escenario de la interacción social, en el que, a través de estrategias diversas, se construyen las identidades de los interlocutores, tanto del individuo como del grupo social al que pertenece y con el que comparte actitudes, creencias y valoraciones (Cameron 2010; Cameron y Maslen 2010).

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Abstract ID: AILA942

"Every translation affects us in some way": the social relevance and the feminist language of Nossos Corpos por Nós Mesmas

Authors:

Erica Lima [1] [*] [^] University of Campinas

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This paper focuses on analyzing aspects of the collective and voluntary translation and adaptation of the book Our Bodies, Ourselves (The Boston Women's Health Book Collective, 2011) to Brazilian Portuguese, Nossos corpos por nós mesmas. The widely known book about women's health and sexuality, which discusses sensitive topics, such as abortion, violence against women, sexual health, reproductive rights, and social activism, has been adapted and translated into several languages for 50 years. The book offers practical and empowering information that goes beyond simply understanding how our bodies work, with great inclusiveness. Through a partnership with two Brazilian universities and an NGO, the project establishes a dialogue with recent research on feminist translation theories (Castro and Ergun, 2017) and studies about inclusive language (Schwindt, 2020).

We will contextualize the book and present the theoretical decisions that guided our collaborative project, such as the use of markedly non-sexist and inclusive language combined with the inclusion of paratexts, supplementation and intervention techniques. We will also present the translation project objectives, especially the translator's activism (Baker, 2013), and the methodology, focusing on the division of teams, the adoption of translation software, and the review process. Two points were discussed more thoroughly: first, the importance of inclusive language use, considering that the masculine form is the standard in Portuguese, while the translation project concerns a feminist book. Second, the analysis of authentic narratives provided by the students involved in the project about the emotions they experienced translating the texts ((Rojo López 2017; Hubscher-Davidson 2018; Lehr, 2021).

 We will present a few translation examples to illustrate a more inclusive language and a few translation narratives to illustrate the emotional impact on the translator's academic and personal lives. We conclude that our translation reflects the perspective and voices of a wide range of women, and our unique cultural needs, including information about our public medical system and Brazilian abortion laws. The project also enabled the interaction of teaching, research, and community outreach, helping students reflect on the power of language and translation in society, and point out some challenges and discussions still ongoing in Brazil.

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Abstract ID: AILA943

Theorizing multilingual families as discursive spaces: Epistemological and methodological considerations

Authors:

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Eva Codó Olsina [2] [^] Universitat Autònoma de Barcelona

Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

This presentation revolves around the contributions of our understanding of "multilingual families as discursive spaces" to existing studies of language and family. Language Socialization (LS) (Ochs & Schieffelin 1984) and Family Language Policy (FLP) (King and Fogle 2006) have been the approaches through which Sociolinguistics has given an account of the ways in which families socialise their children into the dispositions and orientations that will allow them to become competent members of their societies, and to what they consider the "right" language choices and uses for their children's futures. With LS, we share the ethnographic approach to language issues and the understanding that it is through language that children are socialised to language use and language ideologies. We also align with most of FLP findings, which have brought to the fore parents' language ideologies and strategies to promote multilingualism, in its different versions, at home. However, we feel that an ethnographic approach that claims for a definition of families as discursive spaces (Heller 2007) entices an inductive and deeper investigation of the social fabric of families in late modernity, and the role of language in such a venture. We also believe that children's perspectives cannot be understood in isolation from their parents' and other siblings' stances. We argue that families are ecologies of practice and ideology, and often, spaces of struggle and dissent, where members belonging to different generations negotiate their individual (mis)alignments with respect to 'established' norms and orientations. In this presentation, we will draw on the case studies of the different panel presentations -as well as on our research with families- to bring to the fore the key issues related to the definition of the notion of "family" discussed in each presentation, the kinds of subjectivities constructed by family members and how they (mis)articulate, the type of social relations established (i.e. who is a member -including pets- and who is not; and who does what with whom and why?), and the semiotic-discursive-narrative practices that shape these families' understandings of their position in the wider social space. That is, we will bring to the discussion how children's practices and ideologies have to be understood against the background of family history, daily life rituals and

celebrations, and the shared stories that circulate amongst family members. We will also pay attention to the dispositions, orientations and aspirations that are transmitted through these rituals and stories, and the ways in which all the members position themselves towards them.

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King, K. & L. Fogle (2006) Bilingual Parenting as Good Parenting: Parents' Perspectives on Family Language Policy for Additive Bilingualism, International Journal of Bilingual Education and Bilingualism, 9:6, 695-712

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Abstract ID: AILA944

The Word of the Year Initiative in Switzerland: Data, Methods, and Tools

Authors:

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Abstract Topics: [SYMP76] Word of the Year initiatives: language as mirror of dynamics in culture

Abstract Summary:

The methods and procedures applied for the selection of a Word of the Year (WY) in the various countries vary greatly. They range from the selection by an expert panel or the general public to linguistically grounded, corpus-based methods. The WY initiative in Switzerland represents the latter group and will be introduced in this talk with a focus on data, methods, and tools.

Since 2017, the selection of the WY in Switzerland is operated by the ZHAW School of Applied Linguistics. A short list of candidates in all four national languages is compiled by applying three procedures (Perrin et al. 2021: 174) which all emphasize that corpora are a necessary instrument to identify salient patterns in public language use: (1) corpus-linguistic analysis of journalistic media, (2) collection of candidates suggested by the general public, and (3) collection of candidates suggested by a multilingual consortium of language professionals. Crucially, candidates brought up in (2) and (3) are examined corpus linguistically.

The corpus-based selection and examination of candidates is based on Swiss-AL (Applied Linguistics), a multilingual collection of corpora for the analysis of societally relevant language use in Switzerland (Krasselt et al., 2020). It is the most extensive collection of its kind (currently approx. 4.5 billion words) and includes a linguistic processing pipeline and a browser-based analysis workbench to access the corpora (Krasselt et al., 2021). For the selection of WY candidates, Swiss-AL media subcorpora for German, French, Italian, and Rhaeto-Romance are used. They contain Swiss journalistic media of national and regional scope from the last five years and are provided for academic use by the Swiss Media Database and, to a smaller extent, are collected in a web-crawling procedure. All corpora are processed linguistically with the Swiss-AL pipeline (cf. Krasselt et al. 2020) and published on the [Swiss-AL workbench](#) which is used within committee meetings to empirically validate candidates suggested by the public and by the language professionals. From the perspective of science communication, the workbench is a crucial element to make the selection process transparent to the public.

More specifically, candidates for the WY are identified/examined with the following corpus linguistic methods:

(1) Keyword analysis: comparison of vocabulary used in the current year with vocabulary used in the previous year(s)

(2) Frequency analysis: distribution of candidates througout the year

(3) Identification of words not used in the year(s) before.

In this talk, the Swiss-AL media subcorpora and the associated workbench will be introduced as an empirical database for the WY in Switzerland alongside the methods applied to create a short list of WY candidates.

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Abstract ID: AILA945

Co-constructing multilingual activities with Italian primary school teachers. A case study of the potential benefits of a participatory approach to teacher training.

Authors:

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Paolo Della Putta [2] [^] University of Turin

Silvia Sordella [3] [^] University of Turin

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Plurilingual classes are nowadays the normal case in Italian schools. However, despite a general positive attitude toward plurilingualism (Solerti 2021), teachers struggle to exploit the pupils' plurilingual background as a resource for a real plurilingual education. Teachers' education have rarely taken plurilingualism as a base in school activities and curricula (Duberti 2019), and top-down training approaches proved to be ineffective in changing teachers' practices (Macias 2017; Fiorentino 2009)

In this paper we present a case study taken from a teacher training experience developed in a plurilingual school and designed in a bottom-up perspective, according to a PAR approach (Reason & Bradbury 2008).
In the year preceding the training, an *Eveil aux langues* workshop, designed and carried out by external personnel, had been proposed to the school. The teachers showed great sensitivity to the pedagogic potential of the activities proposed, but were also sceptical about their ability in further carrying on the experience. In the following year, the training was therefore dedicated to enhance the teachers' autonomy in designing and realising plurilingual classroom activities (Sims & Fletcher-Wood 2021). A PAR approach in the training was implemented, through different activities aiming at co-costructing pedagogical practices between the teachers and the researcher (Horner 2016, van Schaik et al. 2019): focus groups, microteaching sessions (Bell 2007), face-to-face and group discussions. Among the eight teachers that took part in the training, the paper will focus on a primary school teacher who had been particularly (pro)active in designing and autonomously carrying out similar activities. Through the analysis of data coming from the training sessions, the potential of a PAR approach to teacher training will be investigated, focussing on signs of changes in teachers' perspectives and beliefs, which could form a base for effective transformations in pedagogical practices.

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Récit en interaction : au-delà de la microsyntaxe

Authors:

Adrián Ceballos [1] [*] [^] Université d'Orléans

Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

Récit en interaction : au-delà de la microsyntaxe

José Adrián Ceballos Dávalos

Nous définissons le récit comme une émergence textuelle d'au moins deux clauses temporellement ordonnées (Özyıldırım, 2009) qui semblent être intégrées dans une visée d'ensemble. Projeté en interaction, le récit est construit et contextualisé en son sein. La cohésion du récit reposant sur les liens entre unités élémentaires (les événements relatés), il revient un rôle structurant majeur au niveau macrosyntaxique. Les liens macrosyntaxiques sont élaborés par des moyens structurels divers, parmi lesquels la prosodie, qui joue un rôle et fonction élémentaires dans la langue parlée.

Notre travail de recherche consiste à réaliser une analyse exploratoire de l'intégration macrosyntaxique par des ressources prosodiques et structurelles à partir des récits de différentes situations de communication. Nous analyserons les ressources de formulation générales pertinentes pour le niveau macrosyntaxique, dont des figures telles que les marqueurs discursifs, qui servent à la modélisation des événements relatés, les routines discursives qui relient, séparent et constituent des événements et le discours rapporté, élément extrêmement fréquent dans le récit en interaction, ainsi que leur intégration prosodique. Nous trouvons des formes telles que en fait, du coup, qui est fortement utilisé dans le discours direct, entre autres. Nous expliciterons donc le récit par ses caractéristiques internes (unités et cohésion).

Notre relevé est basé sur un corpus exploratoire de 1h d'interactions issues des catégories repas et discours du corpus ESLO1, dans lequel tous les récits identifiés sont annotés de manière systématique. Ces interactions entrainent des modalités d'élaboration en direct et avec une forte dimension de co-construction. Par exemple, dans un repas les participants produisent des micro-récits pour argumenter leur point de vue.

A partir de ce premier travail d'exploration et d'analyse, notre étude permettra d'enrichir le questionnement théorique sur l'intrication des dimensions textuelles de l'interaction avec celles de la narration dans les situations de communication étudiées.

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Abstract ID: AILA947

L\'impact de la sécurité/insécurité linguistique sur les performances orales des apprenant.e.s de FLE : une étude exploratoire

Authors:

Karina IBÁÑEZ [1] [*] [^] Université de Lorraine

Abstract Topics: [SYMP25] De l

Abstract Summary:

Ce travail présente une étude exploratoire des sentiments de sécurité et d'insécurité linguistique chez des apprenant.e.s de FLE argentin.e.s du niveau supérieur et de leur lien possible avec des particularités de leurs productions orales. Les domaines de la sociolinguistique (Francard, 1997 ; Calvet, 2009) et la sociophonétique (Celata & Calamai, 2014 ; Candea & Trimaille, 2015) rendent possible une analyse des performances et des représentations sur ces productions capable de problématiser les notions de correction et de légitimité, liées à l'aspect normatif des langues. Ceci permettrait de s'interroger et d'interroger des apprenant.e.s sur leur ressentis et sur les évaluations qu'ils peuvent faire de leurs performances. La base empirique de la présente étude est conformée par deux types de données. Des enregistrements de productions orales d'étudiant.e.s des filières de licence et de formation d'enseignants et de traducteurs en langue française de l'Université Nationale de La Plata (Argentine), ainsi que des entretiens d'autoconfrontation auprès de ces mêmes étudiant.e.s. L'analyse exploite une méthodologie mixte incluant l'analyse acoustique du signal de parole assisté par le logiciel PRAAT et l'analyse qualitative de contenu des entretiens. Le traitement instrumental du signal sonore permettra de montrer la présence, la localisation et la fréquence d'occurrence de certains éléments du phonétisme, d'ordre segmental et suprasegmental. L'analyse de contenu, de son côté, vise la détection des aspects phoniques ayant pour les apprenant.e.s des liens avec la variable sécurité insécurité linguistique ainsi que des construits concernant des objectifs d'apprentissage (Miras, 2021a et b). Les résultats de cette étude nous permettront d'orienter le travail didactique de la part des acteurs apprenant.e.s et enseignant.e.s dans le processus d'appropriation des savoirs concernant la prononciation du français comme langue additionnelle. De plus, nous espérons pouvoir avancer ultérieurement dans la définition de l'incidence de ces particularités de prononciation dans la compréhensibilité de nos étudiants de la part de locuteurs francophones n'ayant pas de connaissances d'espagnol. Nous estimons que notre recherche pourrait contribuer à établir, à terme et de manière réfléchie et critique, des objectifs d'instruction en ce qui concerne la prononciation du français de la part de nos étudiant.e.s (Miras, 2021a).

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Abstract ID: AILA948

English as a medium of instruction during the pandemic: Affordances and challenges for professors in a global South context

Authors:

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Fabia Carla Rossoni [2] [*] [^] Federal University of Paraná - UFPR

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

Due to the COVID-19 pandemic, face to face classes were suspended in many parts of the world in 2020 and 2021. The change from face to face to online environments for educational practices was thus inevitable. The fact that the implementation of online classes was made in an urgent manner made these circumstances even more difficult. Global South contexts were some of the most affected ones by such change, given the difficulty that some students had in terms of material resources and pedagogical support. Additionally, the lack of preparation on the part of professors to address technological and educational challenges only added to the many other difficulties that were being faced in educational environments. While these issues have been addressed by researchers in different parts of the world, literature on how EMI professors and students felt during this scenario is still scarce. Therefore, the aim of this presentation is to report on the results of an ongoing research project that seeks to understand the perspectives of professors and students in a global South university (in Brazil) upon the affordances and challenges of migrating from face to face to online settings in EMI classes. In particular, we seek to understand how this change has affected pedagogical and linguistic practices, and perceptions about learning. The research is relevant because it adds to the growing literature on EMI in Brazil (Baumvol & Sarmento, 2016; Finardi & Guimaraes, 2020; Ramos, 2018), as well as to the literature on emergency remote instruction during the pandemic (Finardi & Sevilla-Pavon, 2021). It also brings the perspectives of both professors and students in relation to the affordances and challenges of planning and developing EMI classes in online environments, which may be important for the development of this type of instruction in the future.

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Abstract ID: AILA949

Designing meaningful materials to teach English to young learners: impacts on teachers' approaches and practices

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

We have been watching a significant expansion in the area of teaching English as a foreign language (FL) to young learners (CAMERON, 2003) in public schools in Brazil (ROCHA, 2007; TONELLI, 2007). But, this same expansion hasn't been noticed in the designing of teaching materials (TOMLINSON, 2012) to the referred context. Thus, teachers have to face the challenge of designing their own materials. However, most of them don't feel confident and prepared enough for such work. We intend to present a study which had as context a teacher development course conducted with 18 teachers on designing English teaching materials to teach English to young learners. The aim was to investigate the possible impacts the process of designing meaningful, contextualized teaching materials would have on teachers' approaches to teach English to young learners. The main objective of the course was to help the participants to elaborate teaching materials to be used in their lessons. The course was composed of teaching and learning languages theory discussion, the designing of teaching materials and the implementation of those materials in the teachers' classrooms. We aimed at helping teachers to understand and be able to produce teaching materials which could be meaningful (Vigotsky, 1962, 1978) contextualized. We believed that teaching materials along with a process of reflective development (SCHON, 1983, NOVOA, 2009) could potencialize the opportunities for acquisition (KUMARAVADIVELU, 1994). The study was based on the qualitative approach (ERICKSON, 1981) with an emphasis on exploratory and interpretative methods. For producing and collecting data, we used: questionnaire answered by the participants, participants' written field notes and participants' written reflective activity. The results indicate that the great majority of the participants changed their views about teaching a foreign language to young learners, from a very strong grammatical approach to a much more meaningful and contextualized practice. A much deeper understanding by teachers about young learners' interests and necessities was observed in the teachers' practices demonstrating that the process of designing such materials can be a powerful way of professional development.

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Abstract ID: AILA950

Introduction au Symposium : Réflexion sur le positionnement de l'enseignant.e-chercheur.e de français

Authors:

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Abstract Topics: [SYMP50] Mondialisation des politiques d'équité, diversité, inclusion et justice sociale à l'université : qu'est-ce que ça change pour l'enseignant.e-chercheur.e de/en français ?

Abstract Summary:

Cet argumentaire présente l'introduction qui ouvrira la séance que nous organisons sur la mondialisation des politiques d'équité, diversité, inclusion et justice sociale à l'université et dans l'enseignement du français L2.

Dans un premier temps et en nous appuyant sur le cas du Canada, nous discuterons de l'impact des mouvements de revendications populaires anti-racistes et anti-sexistes dans les universités et la création qui en a résulté de comités et de bureaux en charge des politiques d'équité, diversité et inclusion, puis nous dresserons l'état des lieux d'un champ de recherche émergent qui se situe aux intersections des théories de l'enseignement d'une langue seconde et des postures inclusives et décoloniales adoptées par les universités (voir par exemple le récent appel de la conférence 'Diversity and social justice in language learning, teaching and research', organisée par l'Open University). Nous nous interrogerons ainsi sur les bénéfices de tels ajustements dans les pratiques d'enseignement et de recherche, en mettant en lumière la (non-)performativité des déclarations institutionnelles d'inclusion, de diversité et d'anti-racisme (Ahmed, 2006, 2012) et les controverses qui accompagnent les nouvelles pratiques, telle que le tokénisme des voix minorisées ou stigmatisées, dénoncée comme une faible tentative de renverser les fondements inégalitaires mis en place par des siècle d'hégémonie blanche à l'université.

Dans un deuxième temps, et en illustrant notre argument avec l'exemple d'enseignement d'un cours de français L2 sur la médiatisation des discours activistes de femmes racisées d'origine africaine et maghrébine en France, nous présenterons une approche critique qui propose d'instaurer des pratiques de décentrement des processus épistémologiques coloniaux, en

s'appuyant sur une pratique de positionnement –dans notre cas féministe– qui problématise la vue omnisciente ('*God-eyed view*', Mignolo 2011) du-de la chercheur.e-enseignant.e et le stratagème divin ('*God trick*', Haraway 1988) qui validerait sa soit-disante neutralité.

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Abstract ID: AILA951

Family and School: Intergenerational perspectives on the connections between family language policy and schooling

Authors:

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

Situated in the broader economic, political, cultural, and linguistic contexts, families and their FLP are influenced by external factors constantly. While previous studies in FLP have focused on parental decisions, recently, child agency has attracted increased attention (Fogle & King 2013). Several studies have shown that the transition to schooling may have a disruptive effect on home language practices and children's language development. However, there is a lack of empirical knowledge about family members' experiences during the transitional phase and how the new situation is integrated into their daily lives (Krinninger &Schulz 2017).

Through an ongoing longitudinal study with five Chinese-German multilingual families living in Germany for one year, I analyze the continuities and changes in FLP and family multiliteracies practices before and after children's transition to primary school. In understanding the multilingual family spaces, I draw on Lefebvre's (2006) triadic understanding of space: social space is not naturally given but socially produced, jointly and simultaneously by the perceived space, the conceived space, and the lived space. Based on this understanding, I explore the changes and continuities at three levels: the child perspective, the parent perspective, and the practice level. The research questions are adressed as follows:

1. How do children perceive the language policies of the family and the educational institutions (kindergartens and primary school)?

2. How do parents relate their FLP to their children's transition to primary school?

3. How do children exert agency on the FLP and family multiliteracies? Can changes and continuity of child agency in family multiliteracies practices during the transition phase be observed?

Through innovative methodological approaches including "homescape walking tour"(see also Garvin 2010) and "language portrait"(Busch 2015), children and parents are involved in serveral interviews to share their lived language experiences and multiple perceptions of literacy resources. Typical multiliteracy practices and resources are both audio and video recorded by the researcher and by the parents. The first results of the qualitative study show that continuities and changes happen both at the practice level and the ideological level of parents and children.

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Abstract ID: AILA952

Chinese-German speaking children's perspective on their multilingual literacy practices during the kindergarten-school transition

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Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

Situated at the intersection of Family Language Policy (FLP) and Linguistic Landscape (LL) studies, this research work uses an innovative methodological approach of 'homescape walking tour' to engage young children in the data generation process, thus acknowledging child agency (Fogle & King 2013) and empowering the children in the research process. The walking tours triggered conversations with children about their lived language experiences (Busch 2015) and their multiple perceptions and uses of literacy resources.

In understanding the construction of family spaces and identifying how the perspectives of different target groups, in this case, the parents and the children, relate to each other, Lefebvre's triadic understanding of space is applied as a framework. According to Lefebvre (2006), social space is not naturally given but socially produced, jointly and simultaneously by the perceived space, the conceived space, and the lived space. In addition to children's lived experience with the multilingual family spaces, interviews with parents about their opinions about FLP, as well as the photographs taken during walking tours, provide us with a conceptive perspective on the home linguistic environment.

The present research identifies a close relationship between the homescapes and the FLP in the studied families and shows that the LL of private family spaces also has an informative and symbolic function as described by Landry and Bourhis (1997). The homescapes were constructed by family members both as a language learning context and as a representation of family identity. In line with Garvin (2010), I argue that homescape can both function as a stimulus text during interviews with family members and as a text of actual situated language (see also Garvin 2010).

This study also provides knowledge about how children interpret the wide range of literacy practices available to them and how they experience these practices as positive resources for their literacy development. When comparing children's and parents' perspectives, we recognize that while some of the children's perceptions mirrored the parents' conceptions, in other cases their ways of framing differed from one another. Some homescape elements were regarded as highly relevant for language learning by parents, however, children concentrated on the playful character of the objects and related multimodal activities.

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Language Policy, (Anti-)Racism, and Solidarity

Authors:

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Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

This paper tells three stories to consider the necessity, difficulties and vulnerabilities in building solidarity in/through/for language-policy activism.

Story 1: By 1982, a racist backlash against the Heritage Language Program had developed in Toronto schools. This backlash centred on an initiative to integrate heritage-language programs into the school day. At public meetings to discuss this initiative, the media described "explosive confrontations" over a "language battle ready to explode" (Spears, 1982, p. A6), with "voices raised in anger against foreign tongues" (T. Star, 1982, p. G6). Harish Shah, a parent of three, described hecklers at one meeting: "They told me next time they'll bring white sheets" (Maychak, 1982, p. A6). In this first story, I focus on how parents from Black, South Asian, Italian, Portuguese and Francophone communities forged a temporary alliance to combat this backlash and expand racially and linguistically just programs in Toronto schools.

Story 2: The story focuses on the conditions that undermined the very solidarity described earlier, specifically how anti-Blackness circulated in advocacy among advocates for heritage-language education. Italian and Portuguese advocates regularly failed to understand the arguments made by Black parents for an expanded conceptualization of heritage languages that would also include Black language practices. Here, I connect this story to my experience of telling it, specifically being challenged as a queer white person whether it is appropriate for me to explore this history at all. I read these challenges not as personalistic, but rather as the consequence of the past failures this story is about. White advocates for heritage-language education excluded the insights and demands of Black advocates in the past. Why would we not be expected to do so again?

Story 3: The third story considers the (in)commensurability of heritage and Indigenous languages. Today, it is taken for granted in Canada that these two categories refer to different language communities. However, the history of the HLP allows for different ways of thinking about this assumption and what solidarity might look like. Whether or not Indigenous communities considered their languages as "heritage languages" is moot: they organized themselves to benefit from this new provincial policy. In fact, by 1983 the province implemented its first policy in support of "Native Languages." What can we learn from this synergy across language communities while understanding and respecting the distinctions between them?

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(**for LPReN 3**)

Engaging in critical sociolinguistic inquiry and embodied practice through a translanguaging stance

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Engaging with the symposium theme, this conceptual paper addresses why critical sociolinguistic inquiry is important to carry out in second language classes and how it may support teachers in implementing critical pedagogies. Broadly, our argument asserts a renewed vision of teaching English to speakers of other languages (TESOL) through a translanguaging (TL) stance, emphasizing critical sociolinguistic inquiry and embodied practice.

Drawing on experience in language and teacher education across K–12 and postsecondary contexts both in Canada and other countries, we have come to understand that while textbooks and ready-made resources are useful references, teaching and learning comes alive when it connects with who students are and what concerns and interests them, which generates possibilities for sociolinguistic inquiry and anchors language learning and use in addressing social issues. However, current dominant approaches to TESOL continue to follow the ideology of pragmatism (Benesch, 1993), frequently dominated by skills-based curricula (i.e., reading, writing, listening, speaking) and structured, prescriptive, and generalized teaching strategies, methods and approaches. Unless grounded in problem-posing inquiry, this pragmatic approach can reinforce and uphold the status quo, rather than allowing students to recognize, explore, and question how such topics can affect personal, political, economic, and cultural lives.

Language and literacy (particularly print-based) have been privileged representational practices, raising the question of what is missing in understanding meaning and meaning making from a merely humanist perspective. Taking up the call from García et al. (2021) to decolonize and challenge the abyssal line – that is, arbitrary division that renders invisible and irrelevant the experiences and knowledges of minoritized communities (de Sousa Santos, 2018) - we draw on TL to assert an activist agenda to dismantle mono/lingualism, inviting a more dynamic and expansive view of multilingualism that recognizes networks of meaning distributed across linguistic and nonlinguistic forms. This openness to all resources beyond language commensurates with the emerging posthumanist and new materialist perspectives in applied linguistics to consider how bodies, objects, and space intersect as wider assemblages, inciting critical citizenship in ethical interdependence between the human and natural world.

Emergent from this understanding, we propose a systematic, coherent TL methodology for TESOL, engaging teachers and students in critical sociolinguistic inquiry and embodied practice to support interrogation of language and power, mapping intra-actions in the human, social and eco-environment. Engaging a broader and more encompassing trans-systemic TL theorization, we present a heuristic model with which to articulate teaching and learning practices that fully reflect, mobilize and strengthen assemblages of meaning making and repertoires of practice across the human and natural world. With this approach teachers might explore with students ways of doing/being/knowing in reflexivity towards different forms of inequity,

particularly one's privilege and complicity and ethical responsibility within the sociocultural, sociopolitical, and eco-world. Illustrated with examples from classroom practice, the presentation will make visible how this model can be applied to explore how language functions and intersects with power, drawing attention to cultural, eco-social and political circumstances that mediate language teaching and use.

Functional inclusion or undercover transformation? Discursive strategies in LGBTQIA+ representations in a locally-designed textbook series

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

For a very long time, LGBTQIA+ identities have been erased –or at best backgrounded- in global (English) foreign language textbooks, construing these as *unsafe topics* (Gray, 2010) for the global textbook market. More recently, the progressive inclusion of (some) of these identities seem to be regulated by strategies of "tokenization" (Apple, 2004) which implies a shift from previous ontological negation of LGBTQIA+ identities to representing these identities "in passing", i.e. in a rather superficial way so as not to trouble the heteronormative order. However, what happens when a locally designed textbook series explicitly attempts to be gender/sexually inclusive? What are the political, ideological, societal and material affordances they are provided with and what are the constraints they face?

In this presentation we draw on multimodal critical discourse analysis (van Leeuwenm 2005; Machin, 2013) to analyze the strategies for representing LGBTQIA+ identities and contents in a recently published Uruguayan series (#*livingUruguay*). Our purpose is to discuss the discursive tensions and entanglements that emerge when entertaining both a will to include a wide repertoire of gender/sexuality topics, contents and identities and long-ingrained ideologies of what is "politically correct" (Fairclough, 2009) to be addressed in a foreign language classroom. Our discussion identifies three interrelated representational strategies through which LGBTQIA+ identities are included in textbook discourse: *mentioning, ambiguity and intertextual/interdiscursive* relations.

Findings point to the fact that the LGBTQIA+ identities and contents are indeed addressed in the series. However, our discussion revolves around the extent to which this type of inclusion opens up potential spaces for criticality or to reproduction in the classroom, since representational strategies can be understood in two ways: 1) as a form of functional regulation of LGBTQIA+ discourses through which their inclusion is discursively regulated by homonormativization (Sunderland & McGlashan, 2015) to make them reproduce the heteronormative order they supposedly come to trouble, or 2) as a form of covert inclusion of critical topics and issues to avoid potential textbook censorship. Findings hope to make us reflect on the extent to which the current politics of identity (Muñoz 2020) in foreign language textbooks obscures the potential disruptive role of LGBTQIA+ and, more broadly, *queer identities*.

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Translating (in) the Public Service: when interpreting facilitates migrants' understanding of the institutional context.

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

Research on interpreter-mediated interaction has shown that linguistic and cultural mediators carry out independent choices when rendering their interlocutor's utterances in another language (Baraldi & Gavioli, 2021). This has been explained in two different, though complementary, ways. First, in terms of interaction coordination, through the empirical observation that interpreters do not only provide textual translation of utterances but frequently add to, cut, or modify their "source text" (Wadensjö, 1998). Second, in terms of conversational implicature, since linguistic meaning is in close relation with its embedding context, which at times needs to be made explicit (Mason, 2006).

Based on transcribed audio-recordings of both mediated medical visits (data taken from the AIM corpus, cf. Gavioli, 2018) and of parent-teacher meetings in Italy, in which ELF is used to communicate with foreign patients or parents, this paper wants to shed light on those occasions in which mediators take the initiative of including extra information in their renditions, in order to clarify elements of the institutional context: in Public Service Interpreting, differences do not only concern the languages involved, but also the "service", which may be unfamiliar to foreigners with a migrant background. All data have been analysed according to two main methodologies. The first refers to the taxonomy formulated by Wadensjö (1998), which helps determine the degree of textual correspondence between speakers' utterances and mediators' renditions, but also the coordinating nature of the latter. The second draws from Conversation Analysis, mainly for what concerns "recipient design" (Sack, Schegloff & Jefferson, 1974) and "turn design" (Drew, 2013). Our final aim is to show how mediators' additions of institutional information not only serve the purpose of clarifying the immediate goals of the single institutional meeting but provide migrants with a potentially clearer understanding of the new institutional context they are a part of.

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Abstract ID: AILA957

Inclusive and sustainable instructional design for transnational English language learners in higher education: Fostering learners' intercultural competence and global citizenship

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

The united nations (UN) has been urging educators to create inclusive and equitable educational opportunities for learners through quality education (i.e., sustainable development goals #4, see www.un.org/sustainabledevelopment/education/). Yet, teaching during the unprecedented COVID-19 pandemic times required educators' swift pivoting of their teaching methods for learners' effective learning and academic success. As a response to these global challenges in education, two teacher-researchers restructured existing course materials and activities for an undergraduate English communication course through a two-year action research project. This presentation discusses the action research that investigates the effectiveness of newly developed instructional design.

The research aims to develop the equity-oriented and diversity-strengthened instructional design and practices that can facilitate students' advancement of critical intercultural competence and promote inclusive global citizenship, drawing upon the theoretical orientations of cosmopolitan citizenship that embraces 'super-diversity' and transnational belonging (Vertovec, 2009) and Cummins' (2009) transformative multiliteracies pedagogy. The presentation showcases multimodality-enhanced and diversity-embraced interactive asynchronous learning tasks, including 'my cooking show' and 'plurilingual expression corner' that invited learners to exchange their prior cultural and linguistic knowledge, and participate in collaborative advancement in English language learning and transdisciplinary literacies. In 'my cooking show', learners were asked to create a video-recorded presentation of a dish that represents their cultural and/or social identity, provide oral narratives about sociocultural and/or historical backgrounds, and share personal memories associated with the dish in addition to multimodal cooking instructions. They were also invited to engage in an asynchronous multimodal interview forum wherein they leave questions and comments. In 'plurilingual expression corner', learners were invited to introduce English idiomatic and colloquial expressions, compare them across languages in terms of similarities and uniqueness of their usages and sociocultural contexts, and create a video of the conversation using the expressions. In both projects, learners were encouraged to make comments on others' contributions in relation to their own cultural and language practice. Through these multimodal interactive activities, learners are able 1) to practice speech patterns, functions and styles in real social contexts; 2) to engage with others' contributions and establish a strong sense of connectedness as a community of English language learning and as global citizens through intercultural reflections on their own and others' unique cultural practices; and 3) to engage with sociocultural and intercultural inquiries through a follow-up online forum.

With affirmative testimonies from student participants through focus group interviews, reflective journals, and anonymous surveys as well as practitioner reflective notes regarding the two projects, the study highlights that multimodality-enhanced and diversity-as-asset-oriented instructional design create an inclusive pedagogical space wherein students can continuously develop their linguistic and cultural knowledge and deepen their intercultural competence to grow as critical global citizens who in turn can contribute to building inclusive and sustainable humanity for all.

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Addressing diversity issues with graphic novels in the secondary EFL classroom: focus on health and bullying

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

In recent years, several books have been published that address different diversity issues in the L2 classroom (e.g.,Gerlach 2020; Paiz, 2020; Banegas, Beacon and Berbain 2021). These publications mark an important step towards more inclusive L2 classrooms which provide input on a wide variety of issues and topics and cater to the needs of a diverse group of learners.

That the term diversity addresses a large number of different aspects is shown in a quote assigned to Kormos and Smith (2012) in Banegas, Beacon and Berbain (2021, p. 5):

Diversity is an inherent trait of human beings as part of a plural humanity, evidenced in identities, perspectives, cultures, beliefs, endeavours, contexts, intentions, needs, and languages. Hence, diversity needs to inform the construction of the learning environment, syllabi, and curricula, "affording full accessibility to all.

In this paper, I will focus on how bullying, and mental and physical health issues can be addressed in the English as a foreign or second language classroom with the help of three graphic novels, "Allergic" by Megan Wagner Lloyd and Michelle Mee Nutter (2021), "Heartstopper Volume 1" (2018) and "Heartstopper Volume 2" (2019) by Alice Oseman.

The paper will examine which formulaic expressions are used to enquire about a person's mental or physical well-being, which conventionalized formulae may be used in healthcare settings, which utterances may be used in situations in which LGBTIQA+ individuals are bullied, as well as different possible reactions to bullying behaviour. The talk therefore addresses two areas that have received relatively little attention to date in the EFL classroom, utterances showing verbal and physical violence towards LGBTIQ A+ students, as well as expressions and formulaic sequences needed by students suffering from allergies, which can be life-threatening chronic illnesses.

Making students aware of what constitutes bullying, which language may be used in bullying and how bullying may affect individuals can be achieved well with graphic novels that feature both the written word but also additional imagery providing further insights into how language use affects individuals. Providing learners with language relevant allergy sufferers not only raises awareness on how allergies affect individuals, and how seriously they may impact an individual's health but also provides both allergy and non-allergy sufferers with relevant vocabulary items should they find themselves in situations in which they either encounter and allergy -related health issues themselves need to assist someone who is suffering from an allergy and needs foreign language support / mediation.

The talk will provide an analysis of relevant formulae and vocabulary items and will also address how the graphic novels could be used in secondary EFL classrooms.

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Abstract ID: AILA959

Decolonizing the Curriculum through Community-Engaged Partnerships

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Abstract Topics: [SYMP78] Innovations in Language Teacher Education in Times of Decolonization and Antiracism

Abstract Summary:

Language teacher education programs at U.S. universities have increasingly turned to local-global communities as sites for language learning and teacher preparation (Clifford & Reisinger, 2018). Such initiatives commonly involve partnerships between universities and community-based organizations, whose multilingual and transnational members often belong to linguistically marginalized communities. The equitable and mutually beneficial dimensions of such partnerships are often assumed, but rarely examined (Authors, 2019). Also less documented in the literature are the voices and perspectives of multilingual community members, as well as the leadership, time, resources, and work committed by community-based organizations and members to ensure such programs and projects are successful (Authors, 2018). Finally, there is also much to learn about ways to enact liberatory, asset-based, and culturally-sustaining frameworks together with multilingual communities to de/re-create collaborative spaces of learning that move away from colonial legacies and towards ethical, equitable, and socially just practices. This paper explores the possible pathways, processes, and practices to decolonize the language teacher education curriculum and transform relationships of presumed power and dependency.

A team of community-based leaders, students, staff, and faculty from a public, land grant, university in the United States, came together to embrace these challenges. In partnership with a community-based organization that advocates for workers' rights, and in collaboration with multilingual families, teacher educators, and language teachers, we developed several projects for our language teacher education programs. Our partnership aimed at: 1) co-creating community-engaged projects that center and celebrate multilingual communities' knowledge, expertise and activism; 2) answering the urgent call to re-imagine language teacher programs, curricula, and praxis (López-Gopar et.al., 2021).

In this presentation, we report on a qualitative case study that explores the reported experiences, processes, and practices of this team and of the program participants who co-created and animated these community-engaged projects during the COVID-19 pandemic. The data for this study include stakeholders' planning meeting notes and documents, interviews of community organizers and multilingual participating families, written reflections from language teacher candidates, instructional materials and activities developed with and for participating families, and teacher educators' critical reflections. In this narrative report, we first share the community-engaged, decolonial, and anti-racist principles and practices guiding our collaborative work and partnership. We also share our curriculum re-design and our collaborative processes and challenges. With examples from these co-created community-engaged projects, we suggest ways to resist academic privilege by foregrounding multilingual families and community organizations' voices, leadership, expertise, and knowledge in our

practices. In this paper, we advocate for a view of community-engaged partnerships and programming as co-learning sites to enact change in language teacher education and beyond.

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Embedding an explicit literacy focus in disciplinary learning: Developing transferable thinking skills to improve writing outcomes

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Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

In Australia, as elsewhere, national assessment data consistently demonstrate a significant decline in writing achievement as students move from late primary to secondary schooling (ACARA, 2018). This lack of sustained development is concerning given an ability to write effectively is critical to progress and achievement in learning in all subject areas across all stages of schooling and subsequent success in the future workplace (Chen et al., 2020). In addition, there is widespread concern that writing is rarely taught in secondary schools (Wyatt-Smith & Jackson, 2020) or not taught effectively about the increasing complexity of writing in the different curriculum areas (Christie & Derewianka, 2008).

Addressing this perennial problem in literacy education requires a novel understanding of writing being not so much 'a product for assessment' but a tool for learning and knowledge making (MacDonald, 1994). This requires teachers' focus on content complemented by a focus on related thinking skills (Goldman et al., 2016). These are higher-order thinking skills that transfer across contexts (OECD, 2019) and increase in complexity through the secondary years (Goldman et al., 2016).

In this paper, we report on findings from a priority grant project funded by the New South Wales Education Strategic Research Funds (2021-2023), which seeks to develop an innovative embedded literacy approach in the subject areas of English, History and Science in Years 7, 9, and 11. The project adopts a phased, qualitative approach involving teachers as co-researchers in developing and implementing a new form of teaching and learning that scaffolds and extends students' thinking and writing skills in the context of authentic curriculum tasks (Rose & Martin, 2012). The paper presents an integrated pedagogical model that explicitly teaches deep knowledge of the disciplinary content and how to transform that knowledge into a coherent written text that embodies the relevant meaning-making strategies and the language resources that realise such meanings. The paper contributes to a critical understanding of how to foster integrated development of writing and thinking skills integral to

successful writing and deepening knowledge.

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Abstract ID: AILA962

Does realistic moral dilemmas cancel out the effect of language?

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Decision-making is an important part of our daily life. Every day we face different types of dilemmas and have to make decisions that will affect – to a greater or lesser degree – ourselves and the people around us. Recent studies have found that the use of a second language (L2) leads to more deliberative and less emotional moral judgments among bilinguals (Białek et al., 2019;Brouwer, 2021; Cipolletti et al., 2016; Costa et al., 2014; Dylman & Champoux-Larsson, 2020; Geipel et al., 2015a, 2015b; among others). However, most of these studies used unrealistic dilemmas, which are unlikely to happen in real life and lack ecological validity. Moreover, the emotions felt by participants in those studies was explored using forced-choice tasks that limit the number and variety of emotions that people can feel and report.

Our study examined whether the effect of language in bilinguals' moral judgment is also present in realistic moral dilemmas. To this end, we asked Spanish-English bilinguals to make a moral decision and to express their emotions regarding two moral dilemmas: the cheater's dilemma, where one must decide whether to tell their partner they cheated on them, and the A friend's choice dilemma, where one must decide whether to go to the police and report that their best friend committed a crime in order to help an innocent person that has been accused of this crime. The results showed a main effect of dilemma, as well as an interaction effect between language condition and dilemma, which were statistically significant. The predominant emotion in L1 in both realistic moral dilemmas was *fear*, whereas *guilt* overrode *fear* in the L2 condition. Moreover, the use of the L2 significantly reduced the presence of *fear* during or after reading the two moral dilemmas. Overall, the findings of the study seem to suggest that (1) dilemmas that imply violation of social and moral norms might lead to more deontological choices in L1 and (2) dilemmas based on more realistic situation may elicit milder emotional reactions.

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Abstract ID: AILA963

Unsettling the traditional narratives of language teacher education one teacher-learner at a time

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

The past few decades have been marked by an exponential growth in the interdisciplinary field of applied linguistics, which has noticeably advanced our collective understandings of how languages are learned and taught, as well as of how language policies have direct and indirect implications for language education and language teacher education (LTE) in particular. However, most of this burgeoning literature, theoretical orientations, and practices emanate from the global north. This situation has prompted scholars to call for a critical applied linguistics orientation (CAL, henceforth, Pennycook, 2022) to engage in more ethical and responsive alternative models of LTE. A CAL turn demands that as teacher educators we unsettle the common one-size-fits-all approach to teacher education based on highly Eurocentric and formulaic foundations, often having a de facto homogenizing effect on LTE programs across the globe. Among these, we must contest the persisting classist, monolingual, neocolonial, neoliberal, neo-national, gendered, and raciolinguistic narratives that are still highly pervasive in LTE (Kumaravadivelu, 2012; Pennycook, 2022, Wei & Garcia, 2022). In this presentation, three Canadian-based teacher educators discuss and showcase their various attempts to unpack and unsettle these multiple narratives in their respective LTE programs building on Kumaravadivelu's (2012) three operating principles of particularity, practicality, and possibility.

In the first contribution, Sreemali, shares her experiences using artistic generativity to help teacher candidates unpack their multiple identities and understand how these inform an evolving sense of their teaching selves at the University of Manitoba. These artistic renditions of themselves provide opportunities for self-reflection and dialogue with their peers resulting in holistic pedagogical interpretations of what is locally and personally relevant, which is at the core of Kumaravadivelu's principle of particularity in LTE.

Next, Marlon introduces an LTE practicum course he developed. In this course, student-teachers from York University in Toronto observed and collaborated with experienced professors and teacher candidates in Colombia via Zoom. This opportunity afforded teacher candidates a counter-hegemonic alternative to the native speaker narrative as non-native Colombian teachers hosted and mentored Canadian students. Teacher candidates followed the principle of practicality, and visual ethnography to observe and intervene in international language classrooms.

Last, Antoinette, introduces 'Me mapping' as a pedagogical tool that allows diverse learners and student teachers to showcase their plurilingual repertoires and important milestones in their lives, while sharing their dreams and hopes for the future. Me maps allowed student teachers to imagine and unleash their unbound futures, which lines up with the operating principle of possibility.

The presenters will engage in a multiethnographic dialogue to discuss parallels between their three contexts and experiences, allowing them to make a strong case to continue to shake the foundations of LTE.

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Abstract ID: AILA964

Online networks for teacher development and inclusive pedagogy in pandemic times: a study on the view of the ecological perspective

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Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

Digital technologies play a vital role in social, political, and economic relations in contemporary society. The mere presence of these technologies in our practices has implications for our daily lives, especially for the educational context. If these technologies already played an expressive role in our society, they have become even more prevalent in the pandemic context. Drawing on the ecological perspective, this study aims to discuss: i) the online networks that emerged in the language teaching context with peers at various levels of digital literacy during pandemic times; ii) the role of this network in the development of teacher agency; iii) possible evolution and (re)configuration of these networks in post-pandemic times facilitated by these teachers' agency; iv) the emerging patterns of this network with regard to the creation of inclusive pedagogies. The complex nature of teaching and learning is comprised of interdependent elements (school, digital technologies, students, administrators, to mention a few) that can be better understood if examined ecologically. The participants in this ongoing study are in-service language teachers in a continuing education initiative of an extension project of a university in Brazil. Data have been generated through the narratives of these teachers. The findings so far indicate the creation of online teacher networks to support peers at various levels of digital literacy during the pandemic, as well as the formative nature of network relationships and their role in the development of the language teacher agency.

Professional learning about teaching pronunciation: Inclusive practitioner research in the context of beginner-level adult English language teaching in Australia

Authors:

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

In Australia, newly arrived adult migrants are eligible to receive around 500 hours of English language tuition to assist with settlement and integration. This program allows students who have not previously studied English as an additional language (EAL) to enrol in beginner-level courses to support their English language development. Teachers of beginner-level adult EAL students work from oral to written language; their students are often from refugee backgrounds with emerging levels of literacy development due to interrupted schooling. Despite the complex nature of teaching this level, limited research and few professional learning resources are available for EAL educators. In the Australian context, teachers also face pressure to focus professional learning time on administrative or assessment compliance training rather than on training that supports their pedagogical needs. Teachers of beginner-level adult EAL students lack a voice in context-specific research that supports them to work together for deeper understandings of classroom practice.

One area of research and pedagogy that is of interest to teachers of this level is the development of confident oral communication skills in English and pronunciation is situated within these skills. A complex area of pedagogy, the teaching of EAL pronunciation includes understanding how critical issues of standard models of English, accent and identity have underpinned many of its teaching methodologies in English language teaching (ELT). Research has also predominantly focused on instruction with advanced level students or approaches to understanding and teaching pronunciation that continue to promote a "singular...monolithic approach to the modeling of English (Pickering & Huang, 2022, p. 282). Teachers of beginner-level, preliterate adults are left in a gap between trying to apply teaching methods and materials used in early childhood settings, or ELT coursebook materials and methods lacking relevance to the context in which they teach.

There is a need to engage teachers and researchers in critically reflective conversations about the 'what' and 'how' of teaching pronunciation to work towards a deeper understanding of its place within the beginner-level adult EAL classroom (Playsted, 2022). Exploratory Practice (Allwright, 2003; Hanks, 2017) provides a useful methodological framework for practitioner research to support this engagement. In this presentation, I describe how Exploratory Practice principles have informed my PhD research: a small scale study exploring practitioner research as professional learning about teaching pronunciation with teachers of beginner-level adult EAL in Queensland, Australia. I outline the study's background, theoretical underpinnings and discuss preliminary findings from initial analysis of data. I also reflect on the challenges and opportunities that Exploratory Practice offers academic researchers and teachers working together for deeper understandings of EAL teaching practices.

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Abstract ID: AILA969

The impact of lyrical and non-lyrical background music on the reading comprehension task in English as a second language

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Background music's effect on reading comprehension is debatable. Hu and his colleagues (Hu et al., 2019) demonstrate that listening to the music of one's selection while reading may be good for keeping a pleasant mood and has no detrimental influence on reading performance. Their findings suggest that varied audio pieces have little effect on reading comprehension skills. Chew et al. (2016)also found that song familiarity and language have no statistically significant influence on reading comprehension but may alter word memory in language acquisition. However, Du et al. (2020) used ERPs to study how background music influences brain responses during reading comprehension and how musical arousal levels modulate them. Their findings support that, compared to a silent environment, the presence of background music made brain processing more challenging during reading comprehension. Thompson et al. (2012) claimed a similar conclusion in their study on the influence of background music in different tempos and intensities on reading comprehension tasks. Their results reveal that instrumental background music is most likely to disrupt reading comprehension when the music is fast and loud.

Except for instrumental and lyrical background music, a study on the effect of background white noise on memory performance was carried out by Söderlund et al. (2010). According to their results, background noise enhanced inattentive children's performance while deteriorating attentive children's performance, as well as eliminating episodic memory differences between attentive and inattentive school children. In Angwin et al. (2018, 2019), they tested the effects of white noise on direct and indirect semantic priming and new-word learning respectively. White noise significantly reduces the magnitude of indirect priming at each inter-stimulus interval. And for participants with lower executive and orienting attention, a reduction in indirect priming is found in noise relative to silence (Angwin et al., 2018). Moreover, with respect to new-word learning, the noise group shows a greater immediate identification accuracy for learned new word meanings than the no noise group,

but this advantage was lost in the delayed recognition test. Therefore, it suggests that white noise has the capacity to facilitate meaning acquisition from context (Angwin et al., 2019).

Though immediate positive effects are found on inattentive school children and on the new word learning processes on the basis of previous studies, will the positive effects of white noise also be visible when dealing with reading comprehension tasks with complex syntactic structures? Moreover, will the language of songs be a factor which affects L2 learners' reading comprehension of complex syntactic structures? Therefore, we generate two general research questions. The first one is that can the different types of music including white noise affect L2 learners reading comprehension process of complex syntactic structures. The second question is whether the languages of background songs influence L2 reading of complex syntactic structures.

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Upward Mobility in Tourism and on TikTok: Problematizing the Revitalization of Ethnic Bai Language and Culture in China

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

1. Bai Language Became a Threshold of Employment

Throughout the data, the recruitment criteria denote that the tourism marketing strategy is not only pointed at landscapes and culture but also directed against linguistic competence, especially emphasizing the significance of Bai language competence for a certain percentage of tourists' interactions. The recruiters valued candidates' Bai linguistic backgrounds as a barrier to employment, this language policy legitimized candidates' Bai linguistic competence and bestows a space to use it together with Putonghua and Han Hua in Bai Village interchangeably. Under these conditions, the Bai identity appeared as potential 'assets or forms of 'added value' (Heller, Pujolar et. al, 2014) in this market.

2. Bai Semiotic Resources Turn into A Source of Income

Kress (2010) groups under the term "semiotic resources" a wide range of categories, such as images, gestures, music, etc. as opposite to linguistic resources. These semiotic resources signify specific meaning which was closely linked with the current globalization era culturally, economically, and socially. Additionally, specific semiotic forms are valued as the 'best possible' resources in any social interaction and cultural resources are meaningful semiotic resources. (Blommaert, 2010). Focusing on an untapped niche market, Zhang Yingying employs a set of specialized, localized cultural resources that helps her wining 17,000 followers on *TikTok* among which a part of became her clients and bring instantaneous material rewards, more than that, building a social reputation which in turn brings advertisement chances. Seen in this light, she makes perfect use of the 'best possible' semiotic resources, which refer to her cultural resources.

3. Tensions over Commodification of Authenticity on TikTok

TikTok is a site of modern life, features by its young user base. According to the statistics, 63% of active *TikTok* users are under the age of 30 (IQBAL, 2022). It conveys an idea that the pure local music in the Bai language is somehow not fit for modern practices on *TikTok*, leading to a mixture of the pure and the hybrid. This mixed form involves the contradictory discourse in putting into practice forms of symbolic resources formerly associated with Bai identities that have been traditionally constructed as authentic and are now mobilized as commodities on *TikTok*. The eagerness to participate in this site of modern life to seek potential profit captures her motivation for incorporating popular music into Bai culture resources. Switching between these hybrid elements is an expression of dual identity, a Bai identity to prove her authenticity on the one hand, and a fashionable vlogger to draw more potential customers on the other hand.

Monica Heller, Joan Pujolar and Alexandre Duchêne. 2014. Linguistic commodification in tourism. *Journal of Sociolinguistic* 18/4, 2014: 539-566.

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Abstract ID: AILA973

Les définitions des expressions idiomatiques dans les dictionnaires

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Abstract Topics: [SYMP79] Phraséologie en linguistique théorique et appliquée

Abstract Summary:

- **Cadre théorique et problématique**

L'objectif de la présente proposition est de mener une réflexion sur les enjeux de la définition d'expressions idiomatiques en partant des besoins d'apprenants FLE.

Le lexique phraséologique a été discuté dans de nombreux travaux par des spécialistes en lexicographie générale et aussi en didactique (Baranov, Dobrovol'skij 2007 ; Blumenthal, P., Mejri, S. 2008 ; Burger, Dobrovol'skij, Kühn, Norrick 2007 ; Cahiers de lexicologie, n° 114 ; Cowie 1998 ; Granger, Meunier 2008 ; Lubenski 1995 ; Pastor 2016 ; Rakhilina 2010 ; Schmitt 2004 ; Tutin 2020 ; Wood 2010 ; Wray 2002).

La présente proposition se situe dans le cadre théorique des Grammaires de Construction (Fillmore 1988 ; Goldberg 1995 ; Gross 1975) dont la principale idée retenue est la suivante : le sens résulte d'une interaction entre la grammaire et le lexique, mais aussi entre les propriétés linguistiques et extralinguistiques.

2 Particularités des expressions idiomatiques

Cette recherche porte sur le traitement des expressions idiomatiques comme *s'arracher les cheveux*, *avoir beau* et *avoir du nez*. Elles possèdent les caractéristiques suivantes : elles sont composées d'au moins deux lexèmes, leur utilisation est régie par une entente dans une communauté linguistique donnée, elles ne s'inventent pas à chaque fois par un sujet parlant, enfin, elles sont stockées dans la mémoire des utilisateurs. Pourquoi leur apprentissage est problématique ?

3 Problèmes de l'apprentissage des expressions idiomatiques

La première raison est que les informations proposées par les dictionnaires bilingues et

unilingues ne sont pas suffisantes.

La deuxième raison réside dans la nature de ce lexique. En effet, les difficultés d'apprentissage peuvent être d'ordre :

1. Sémantique - le sens de ces unités est non-compositionnel (ainsi, *un bain de minuit* n'est pas *'un bain que l'on prend dans sa baignoire à l'heure de minuit') ;
2. Lexical – il n'est pas possible de modifier certaines composantes (par exemple, on peut dire *un garçon manqué*, mais on ne peut pas dire *une fille manquée*) ;
3. Morphologique – il s'agit de différentes restrictions formelles (ainsi, la forme féminine de l'adjectif dans l'expression *il l'a échappé belle* est difficilement explicable par des règles grammaticales contemporaines) ;
4. Syntaxique – la position de l'adverbe *mal* dans les groupes de mots *faire mal* et *mal faire* détermine le sens ;
5. Paralinguistique – les expressions idiomatiques sont souvent dotées d'une prosodie et d'un langage corporel spécifiques ;
6. Pragmatique – appartiennent souvent au langage familier et, par conséquent, ont des restrictions d'usage.

Les difficultés peuvent concerner un seul ou plusieurs points à la fois.

4 Proposition d'un modèle de description

Après avoir passé en revue les difficultés de l'apprentissage des expressions idiomatiques, nous tenterons de donner des éléments de réponse aux deux questions essentielles liées à la présentation du lexique idiomatique dans les dictionnaires :

- Comment décrire les expressions idiomatiques dans leur globalité, prenant en compte leurs particularités ?
- Une fois la microstructure est déterminée, un autre problème se pose : quelle métalangue opérationnelle proposer ?

Strategic feedback loop in writing conferences: A content analysis of L2 learners' reflection

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Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

A writing conference is a one-on-one consulting session aimed at improving academic papers of novice writers. Second language (L2) writers often meet with their tutors or teachers to plan and revise their papers. The meaningfulness of conferences has been widely studied in L2 writing research, examining text revision and participation changes (e.g., Ewert, 2009; Young & Miller, 2004). Not much attention has been paid to how learners reflect on their conferences and how such reflective activities influence their writing development. In general writing contexts, however, several researchers in educational psychology have claimed that reflection plays an important role for writers to decide how to utilize feedback in their ongoing and future writing (e.g., Van den Boom et al., 2007; Chularut & DeBacker, 2004). Among those, Zimmerman and Risemberg (1997) explained that conferences expose learners to a "strategic feedback loop," consisting of planning, performance, feedback, and reflection. To explore this loop further in L2 context, this paper studied L2 learners' post-conference reflection.

As part of a large research project, the researcher observed writing conferences with 33 pairs of L2 English learners and their tutors over a semester in a college-level English for Academic Purposes program in the United States. Conferences were video-recorded, and within one week after each session, playback interviews were held with each learner. Using transcripts of interview comments, a qualitative content analysis was conducted to explore themes and issues discussed. The analysis revealed that the learners felt they adjusted their revision plans and goals by negotiating feedback with their tutors, practiced various writing strategies, and learned additional strategies. The research process of talking with the researcher using video data also helped to decide how to participate in future conferences. Implications regarding the role of reflective activities in training L2 learners as effective users of writing conferences are presented.

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Abstract ID: AILA975

Narrative, language and interaction: A discursive approach to identity in multicultural educational contexts

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The increase of immigration in Latin America has become an unprecedented stressor in most public educational systems in the region, particularly when dealing with students who do not speak the primary language. In Chile, Haitians correspond to the largest immigrant community whose first language is not Spanish (INE, 2020, 12 March) and they are one of the most discriminated communities in terms of their race, culture, language, and socio-economic status. While their integration at (already underfunded and socio-economically vulnerable) schools is a challenge in itself, they also deal with an institutionalized tendency towards cultural and linguistic assimilation (Perez-Arredondo et al., forthcoming) and a language valuation system that positions English as the main secondary language they should learn (Rodríguez-Izquierdo et al., 2020).

In this context, this study sets to analyse how Haitian students' identities are discursively constructed and attributed by their parents, EFL teachers, and their own peer-interactions in the classroom to unveil their attitudes and perceptions of their learning processes and linguistic development in multicultural contexts. To this end, I triangulated three datasets gathered at five different schools in the capital of Chile which concentrate the highest number of enrolled Haitian students in the country. Hence, 5 interviews to EFL teachers, 10 interviews to Haitian parents, and 70 pedagogical hours of classroom observation were collected, transcribed, and analised using Wodak's framework for the analysis of (national) identity (Wodak et al., 2009; Reisigl & Wodak, 2016).

Results evidence that misconceptions about these students tend to be legitimized through fallacies, framing and legitimation strategies (van Leeuwen, 2008) to both maintain and justify their identities and experiences in relation to an outgroup. It is also possible to identify that age is relevant in these narratives as parents and teachers make a distinction between their students/children and the adults. Therefore, results also highlight the importance of undertaking an intersectional approach to this kind of studies to fully appreciate the complex and interdependent semiotic processes at play in mutlicultural educational contexts.

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Media, diversity and social inclusion: The semiotics of youth radio station imaging

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Against the background of complex flows of migration, socio-economic inequities and urbanisation, the mass media have an important function in society. They are information providers and evaluative voices of the public, and the way they portray diversity shapes young people's encounters with difference and their perception of society and identity (Schorb, 2009; Theunert, 2009). Especially youth radio stations that broadcast in large cities provide a platform for social exchange for young people struggling to fit in and find their place in increasingly diverse sociocultural environments. The mass media, however, have been frequently criticised for their negative portrayal and insufficient coverage of ethnic diversity (Gabrielatos & Baker, 2008; Geißler, 2010; Van Dijk, 2000). While the focus in such studies is mostly on media coverage, little is known about the journalistic practices that underly representations of ethnic diversity in media messages and about how radio stations wish to present themselves to their audiences.

My paper is based on the pilot component of a larger ethnographic project which investigates radio journalists' work in relation to encountering difference and sheds light on possible issues that lead to an unbalanced and negative portrayal of ethnic and linguistic diversity on youth radio. The project contributes to current debates in critical sociolinguistics and applied linguistics on a critical reconceptualisation of language and culture to overcome issues of social divide in view of increasing mobility and displacement of people (Canagarajah, 2013). For the pilot, which enables me to test and refine my research instruments for long-term ethnographic fieldwork, I will examine how journalists working at a German youth radio station try to reach an ethnically diverse audience through their station imaging. The self-advertisement of radio stations is so to speak the semiotic fingerprint of these media outlets and therefore essential for a station's success in attracting their listenership. In my presentation, I will outline the results of my fieldwork, which is based on observation, semi-structured interviews with journalists producing station imaging content for both on-air and online promotion and a multimodal critical discourse analysis of the produced self-advertisements. My results will foster a more meaningful engagement of journalists with their station image in relation to ethnic diversity and social inclusion.

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"Digital influencing" and its learning potentials in multilingual classrooms

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

In recent years there have been an increasing demand among scholars and in politics to relate institutionalized forms of language learning to learners' everyday activities (BMBF 2021, Bührig 2021 and – earlier – Schlickau 2009). In our presentation, we would like to focus on "(digital) influencing", a genre that is rapidly becoming more popular across age groups and which can be assumed to increasingly penetrate everyday life. For example, influencer advertising in Germany is expected to almost double in volume between 2020 and 2024 (Statista 2021). Also, we observe numerous students currently opting for theses examining this topic. Since "influencing" takes place using so-called "pull media", users actively engage with the content. From a linguistic point of view, it is thus an interesting and complex form of language use that aims to induce recipients to take a certain action or change their attitude(s). In this respect, the text function, which is in principle directive, is realized through different linguistic actions or linguistic action patterns such as asserting, justifying, arguing, etc.
We moreover hold that it is highly advisable to examine "influencing" and its learning potentials against the background of multilingualism. In our presentation, communicative structures will be analyzed and compared using examples from different languages. On the basis of our empirical findings, we will evaluate the suitability of "influencing" as a "Querstrebe" ("crossbar", Bührig 2021) for institutional language support.
We expect our results to be highly beneficial for the promotion of multilingualism. In everyday life, multilingual pupils or students may often watch, listen to, or read digital influencers' products in their heritage language, but probably make them the subject of a conscious examination of their multilingualism to a limited extent at best. Such a conscious examination can be promoted by introducing parts of this material into the context of a language lesson. As experts of their heritage languages (using 'multilingualism as a resource'), multilingual

students might explain the structure of "their" materials so that the entire group can understand that purposes of action are sometimes realized through different linguistic forms in different languages. In that manner, such an approach will also promote intercultural competence.

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Abstract ID: AILA978

The Community-Engaged, Anti-Racist Education Inquiry Community

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Abstract Topics: [SYMP86] Fostering participatory action research methods in applied linguistics

Abstract Summary:

At a public, land grant university in the United States, we are revising our language teacher education curriculum to align with Community-Engaged, Anti-Racist (CEAR) Pedagogy. Our framework is guided by scholarship by España and Herrera (2020), Muhammad (2020), and Garcia, Johnson and Seltzer (2017), among others. We share our CEAR principles and practices, our curriculum planning and piloting process, and the participatory action research project that grew from and with these efforts. We focus on our CEAR Inquiry Community and how faculty, public school educators, and community-based organization leaders planned, introduced, and collaborated on brainstorming inquiry questions, designing the study, creating interview protocols, collecting data, analyzing, and disseminating findings. We share how we are working to create a horizontal, collaborative inquiry space (Paris and Winn, 2018) and the challenges and rewards of conducting inquiry in this space.

We begin describing the CEAR public school curriculum development project which prompted interest in launching an inquiry group. As we prepared to work on curricula, we engaged in powerful professional development which supported creating norms, beliefs, principles, and practices that guided our curriculum development efforts. As we entered the inquiry space, we considered adjusting these guiding frameworks and tools for conducting inquiry. We share these frameworks and tools.

As a group, we consider what inquiry questions should guide our investigation, and together we designed and reflected upon our interview protocols. We piloted our interviews, reflecting on the interview tool, the experience of interviewing, and of being interviewed. We specifically focused on how our process broke (or unintentionally perpetuated) "doing research" from a traditional framework, and we worked to consider how to align our practices and actions with our principles.

We report our findings of the diverse experiences shared by Inquiry Community members. Through a narrative inquiry approach (Clandinin and Connelly, 2000), we analyze the ways our experiences and the stories we tell create counter narratives and offer new ways of engaging in the work of empowering teachers, K-12 students, community members, and

faculty for anti-racist pedagogy and action. We found that our approach was sensitive to our teams' context and experiences: for example, all stages of motherhood, workloads, COVID contingencies, and ongoing racial violence. The stories shared moments of hope and ways to act gained from involvement in the project. We tell the story of how we attempted to change traditional research practices to enter uncharted spaces, share counter narratives, and collaboratively create an inquiry path as a community-engaged, anti-racist Inquiry Community.

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Abstract ID: AILA979

Mutual involvement and engagement in the study of languaging: Towards a participatory sociolinguistics

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Abstract Topics: [SYMP10] AILA ReN - Participatory Linguistics: Non-academic language expertise in linguistic research

Abstract Summary:

Participatory approaches are widespread in the social sciences and they are also starting to take hold in the study of language in society. Participatory research is based on the involvement and engagement of as many stakeholders as possible and with a critical view to the quality or level of participation, including the participation of those who are usually called researchers (Bodó et al. 2022). Despite the rise of participatory approaches, there has been hardly any research on how, if at all, they can be linked to critical sociolinguistics. While critical sociolinguistics celebrates fluid language practices and develops concepts to describe them, such as languaging, heteroglossia, and superdiversity, stakeholders often stigmatize these practices as deficit and mixed (Spolsky 2021). We argue that a participatory approach in critical sociolinguistics is feasible, when heterogenity of all participants' linguistic ideologies become the focus of research, and participants seek to relate their own ideologies to each other through common acts of participatory practices. We illustrate this with two case studies from our own research project, which centered around understanding the contemporary language practices of potential stakeholders in a language revitalisation programme. We point out that the participants' (again, including researchers) common ideologising work (Gal & Irvine 2019) and situated knowledge (Haraway 1988) may lead to results which depend on the participants' own positionalities, be these practices of sociolinguistic belonging and nostalgia (Bucholtz 2003) or those of relational/functional multilingualism.

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Shifting from English Langauge Teaching to English Language Awareness Teaching

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Abstract Topics: [SYMP92] ELF in education: setting agendas for the future

Abstract Summary:

This paper will address the need to shift the goals of ELT from language development to language awareness development. Goals of language teaching can be divided broadly into external goals, or language developments, and internal goals, or attitudinal developments (Cook, 2007). In the language classroom, the external goals—becoming able to use L2—are largely emphasized, while the internal goals—expanding capacity to interact with diverse others—tend to be regarded as by-products of the process of the achievement of the former goals. As it is the "language" classroom, this may be a matter of course. However, what ELF research has revealed is that L2 users' ability in English and importance as English users can be dismissed by not only other people but also themselves because of a monolithic and monolingual view of English focusing on unrealistic objectives of achieving 'native-like' proficiency, which is often advocated in ELT. For example, my study on Japanese university students' language awareness development through study abroad (Suzuki 2021, 2022) has found that even direct experiences of ELF communication would not necessarily contribute to their positive attitudes to L2 users of English.

This finding of ELF research indicates the need of shifting the main focus of ELT from external goals to internal goals. This change is parallel to Seidlhofer's (2004) suggestion to change English language classes into language awareness ones about two decades ago. As ELF communication inherently involves other languages, multilinguality of it, or EMF (English as a Multilingua Franca, Jenkins 2015), has to be well acknowledged in ELT. Unless making learners see their own multilinguality in a positive light, they would continue to judge their own use of English as well as other L2 users' against native speakers' ones, and the gap between them and native speakers would fail them to envision a successful bi/multilingual English-speaking self. The shift to language awareness in ELT consequently may address the issue of ELT's moral responsibilities because advocating monolingual NESs as a model for learners is largely questionable. I will discuss these points referring to my study on study abroad introduced above.

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Abstract ID: AILA981

Translanguaging and Transknowledging in CLIL: Revisiting the flows of disciplinary social semiotics in Public Relations

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Abstract Topics: [SYMP02] AILA ReN - Assessment in CLIL

Abstract Summary:

The ecological view of subject-specific languaging provides alternative theoretical groundings to re-examine the nexus analytical framework for content and language integrated learning (CLIL), addressing how disciplinary meaning-making in CLIL can be understood as observable material processes, with mediums and flows (Lemke and Lin, 2022) of subject-specific language and beyond. This symposium paper reconceptualises the roles of language and multimodality (Kress & Leeuwen, 1996; Lin, 2016, Liu and Lin, 2021) in CLIL, paying special attention to the research and pedagogical implications of social semiotics orchestration on discipline-specific meaning-making flows as translanguaging and trans-knowledging (Heugh, 2019; Lemke and Lin, 2022).Through mediated discourse analysis (MDA) of qualitative data from multiple sources (focus group discussion, indepth case informant interviews, video-aided lesson and project consultation observations and multimodal co-design of assessment materials) collected in a 13-week case study of an English-medium discipline-specific subject, i.e., a Public Relations-specific content subject provided to plurilingual, pluricultural tertiary students in an EMI higher education institute in Hong Kong, the researcher has adopted a trinocular lens of nexus analysis (Scollons, 2007) to ethnographically investigate the mediated social-inter-actions among different social actors (the teacher-researcher and 89 research informants) along the process/ flow of discipline-appropriate multimodal meaning making. In addition, this symposium paper presents analytical episodes of Public Relations-specific nexus of practice in shared semiotic repertoires-enriched assessment and learning designs for CLIL in Media Kit Project-making with group dynamics. The nexus analysis unfold disciplinary social semiotic flows entangling multimodal composing activities 'across multiple material media and multiple timescales' (Lemke and Lin, 2022) in tailormaking client-centric Public Relations materials. This doctoral research study of disciplinary social semiotics as dynamic materiality flows advances the argument for examining ecological potentials and challenges in orchestrating multimodal resources as trans-semiotic flows (Wu and Lin, 2019, Lin, Wu and Lemke, 2020, Lin, 2022). Such co-weaving trajectories of disciplinary social semiotics flows indicate road-mapping in CLIL as a social-material dialogic process turn for plurilingual, pluricultural teachers and students to co-create discipline-specific multimodality-scaffolds as resource flows among translanguaging and trans-knowledging communities of practice in CLIL (Llinares 2015; Nikula et al. 2016; Garcia, 2019; Hüttner 2020). The research findings entail the significance in overarching convergent interest in CLIL with various renovating conceptual tools, e.g., the Multimodalities-Entextualisation Cylce (MEC) (Lin, 2016; 2019) and the Pluriliteracies Model (Coyle and Meyer, 2021), for encompassing divergent theoretical, methodological, and pedagogical issues. Most importantly, this symposium paper highlights social cohesion values for promoting inclusive professional teacher development in CLIL, socioculturally connecting CLIL teachers in Asia-pacific regions, the Global South and Europe. The research analysis calls for attention to discipline-specific translanguaging and trans-knowledging flow across timescales and moment-to-moment mapping of shared semiotic repertoires (Lin, 2018, Kusters, 2021), paying a dual focus on uplifting discipline-specific trans-knowledging and raising trans-semiotic awareness for CLIL in EMI higher education with creativity and criticality.

The effects of AI-assisted language learning on the intelligibility of Korean-accented English

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Abstract Topics: [SYMP19] Applied Linguistics perspectives on human-robot interaction in language education: possibilities and challenges

Abstract Summary:

The use of conversational AI technologies, such as voice assistants, is increasing. By providing fast and consistent interaction with a device, AI technologies respond to commands or provide services for an individual. The recent COVID-19 pandemic has triggered demand for the use of these technological applications in language learning environments, maximizing learners' affinity with digital devices.

This study was carried out to explore the effect of utilizing AI mobile applications (AI apps) in foreign language pronunciation training, which attempts to expand the adaptation of AI technologies in education. Two recordings were prepared containing 100 sentences, adopted from a test battery, the Oxford Placement Test (Allan, 2004). One audio was made by six Korean-speaking learners (KSLs) who received 4-week English pronunciation practice using instant feedback from the AI apps, and the other one was recorded by six other KSLs who did not make use of the AI apps for pronunciation training. A total of 51 KSLs from two intact classes with a similar English proficiency level listened to one of the two audio materials for word identification task. The mean listening scores were compared between two audio sets in consideration of the eight distinctive features based on the generalized phonological inventory of the Lingua Franca Core (Jenkins, 2000), and non-LFC features.

The findings showed that those who listened to the audio of the experimental group (AI apps intervention group) outperformed the counterpart group. Moreover, significant differences between two groups were observed in three distinctive features, reported as major sources of reduced intelligibility in Korean-accented English (Chung & Bong, 2021): vowel lengths, vowel quality, and coda consonant clusters.

By directing attention to some features in a learnability aspect, this study concludes by suggesting that English language learners who have high digital literacy skills should be engaged in AI apps utilizing pronunciation practice.

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Bohyon Chung is a lecturer teaching various English courses. Her research areas focus on the Pedagogy of English— the development of instructional design combining artificial intelligence applications, and on the areas of Applied Linguistics - Second/foreign language acquisition, English as a lingua franca, and cross-cultural discourse analysis. She is a two-time recipient of a young researcher grant for a three-year period by the National Research Foundation of Korea.

Hyun Kyung Miki Bong is Professor at Ritsumeikan University, Japan. She holds BA and MA from Nagoya University in English Linguistics and M.Phil. and Ph.D. from the University of Cambridge in English and Applied Linguistics. Her main research

interests lie in practical applications of English language studies: e.g., English language learning and teaching as a foreign language, translation and interpretation, English as a lingua franca, and in the field of Applied Linguistics: i.e., first and second language acquisition.

Abstract ID: AILA985

Sensible story-telling in a suicide prevention chat

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Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

Notre étude porte sur un corpus de 10 ans de chat de prévention du suicide : s'y déroulent des interactions entre des appelants en situation de détresse, de vulnérabilité, qui font la démarche de se connecter au chat, et des écoutants bénévoles non professionnels, chargés d'accueillir la parole des appelants et formés à la prévention du suicide et à l'accompagnement que cela requiert. Le chat étudié ici a été mis en place en France en 2005 pour recueillir plus particulièrement la parole des jeunes, qui s'avéraient moins prompts à utiliser le téléphone pour confier leur mal-être. Les discours des écoutants permettent d'y créer les conditions favorables à des confidences pour les écoutants. Ils accueillent dans l'anonymat des récits sensibles et intimes, et accompagnent les appelants dans leur « mise en mots », et jouent un rôle essentiel dans l'aide à mieux vivre ses vulnérabilités, à les mettre à distance, par la performativité de la parole, c'est-à-dire à sa capacité de réaliser des actions en les énonçant.

Notre étude examinera le rôle joué par la narration dans la verbalisation des appelants. Il s'agit de décrire finement les fonctions pragmatiques et la structuration syntaxique et macro-syntaxique de la narration déployée au fur et à mesure dans la parole des appelants : à quels moments la narration émerge-t-elle (Sacks 1986 ; Traverso 1994, 1996) ? ; quelles ressources discursives (Bres 1994), syntaxiques et macro-syntaxiques (Auer 2015 ; Blanche-Benveniste et al, 1990) sont sollicitées dans ces conversations écrites (Koch & Oesterreicher 2001) ? ; quelle étendue fonctionnelle pour la narration dans ce contexte écologique particulier d'un chat de prévention (Auer 1998, 1999) ? Et en particulier, les moments narratifs et argumentatifs, s'avérant formellement difficilement séparables, comment se combinent-ils dans la confidence engagée auprès des écoutants ? La réception du récit entretissée de contre-argumentations (contre l'acte suicidaire en particulier) de la part des écoutants sera un des points d'orgue de cette étude (Doury 2016).

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Acculturation Process among New Immigrants from Southeast Asia and Their Children in Taiwan

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Abstract Topics: [SYMP09] AILA ReN - Linguistic Challenges in Contemporary Global Migration: The Evolving Field of Migration Linguistics

Abstract Summary:

This study explores acculturation process among New immigrants from Southeast Asia and their children. Since the beginning of this century, foreign female spouses (renamed as New Residents) from Southeast Asia have been immigrated to Taiwan in great numbers due to intermarriage with Taiwanese citizens. They brought with them their ethnic languages and cultures, which are totally different from those of Taiwanese. Through contacts and conflicts with other groups in Taiwan, the New Residents from Southeast Asia have been going through a process of acculturation. However, the extent to which these individuals have been acculturated has yet to be investigated in Taiwan. This study intends to do so. The understanding of the degree to which they are acculturated can help us understand language and social problems faced by these groups. As New Residents from Vietnam and Indonesia are the two largest and most rapidly growing groups of the new immigrants from Southeast Asia, the impact of their acculturation on Taiwan's sociolinguistic environments should be greater than the others. Therefore, the acculturation among New Residents from Vietnam and Indonesia and their children has been chosen as the focus for this study.

A bidimensional model of acculturation (i.e., integration, assimilation, separation, and marginalization) is used to investigate to what extent these New Taiwanese have been acculturated in the past two decades. Language behaviors, linguistic competence and cultural identity are dimensions used to examine the extent to which this group of people have been acculturated to the host culture in Taiwan in the last two decades. Data will be collected through questionnaires and interviews throughout Taiwan. The collected data will be demographically analyzed in terms some vital social factors, e.g., generations (foreign-born vs. native born), length of immigration, ages, social status (occupations, and schooling) and residential areas.

The results of the study can contribute to our understanding of the process of acculturation of these two ethnic groups, and the social and linguistic problems they have faced. An implication of how sociolinguistic changes in the host country can seriously affect the acculturation process of immigrants will be drawn.

Language needs analysis of adult refugees and migrants and LASLLIAM Piloting in L2 Greek

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Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

In this study we focus on language education of adult refugees and migrants in Greece. The main purpose of this presentation is to present language needs of adult refugees and migrants through the implementation of the CoE Toolkit relevant needs analysis tools and to present tailor-made thematic units, that would cater for the language needs traced (Mouti, Maligkoudi & Gogonas, in press). The findings show high diversity in terms of language competence, literacy, and linguistic backgrounds among the students and interestingly necessities prevailed the wants as the thematic units designed were not all based on the subjective needs but on their objective needs of the learners. Challenges raised in the heterogeneous multilingual classroom and further research as far as the CoE LASLLIAM (Literacy And Second Language Learning for the Linguistic Integration of Adult Migrants) Project is concerned, will be also discussed.

The second and most crucial aspect of this presentation will be the LASLLIAM Reference Guide and its Piloting in Greek as an L2. An attempt was made so that sample materials based on the LASLLIAM Reference Guide and its descriptors were designed to address the needs of low literate refugees and migrants in the Greek context. Findings of the needs analysis study were used to select the Theme-based scenarios at level 1-4 and in different domains to be designed with a focus on communicative situations that learners are facing in real-life and provide a set of real-world situations. Emphasis was made on the Writing skills (including technical literacy). Instructions are included in each Scenario for the teachers, who are encouraged to mediate explanations in different languages, giving value to the plurilingual repertoires of participants. 'Language activities' refer to the activities carried out in the educational setting to reach the scenario aims. They can be used   separately in one or more sessions, and in any order, also reassembling andcombining different scenarios; or as a sequence following the suggested order. Along the language activities, there will be a set of exercises-drills to develop technical writing skills at word/phrase   levels, according to each learners' profile, following

the technical literacy descriptors provided in each scenario. It was attempted the examples presented to follow the model, in both the layout and terminology, provided by LIAM in the frame of the project "Language support to adult refugees: a Council of Europe Toolkit" (Council of Europe - LIAM 2020).

Teaching how to do being a competent participant in interaction: Using conversational corpora in the foreign language classroom

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

This study aims to offer a model of use of publicly available spoken language corpora (Italian and French) for pedagogical purposes, focusing on the use of discourse markers (DMs) in interaction. The ultimate goal is to foster the development of learners' interactional competence (cf. Markee 2019) by exposing them to natural occurring data. Several studies have highlighted how spoken language as it is featured in audio and video materials for foreign language teaching differs significantly from spontaneous talk (Wong 2002). In such a context, even DMs are uncommon and rarely analyzed in teaching materials. DMs are primordial resources for social action which participants also rely on in order to enact and negotiate relationships with other participants. Being able to use DMs consistently should therefore be an integral part of the L2 user's interactional competence. Nevertheless, it is quite difficult to teach how to use these resources in the absence of a natural input. We will show how valuable teaching materials for the L2 classroom can be created by relying on publicly available language corpora (French: corpus FLEURON, André 2016; corpus CLAPI-FLE, Ravazzolo et al., 2015; Italian: corpus KIParla, Ballarè & Mauri 2021). The examples cover some conversational uses of the DMs "be'" in Italian (Pauletto 2017) and "*ben*" in French (Bruxelles & Traverso 2001). The ultimate goal is to offer teachers a model in which the focus is not so much on the properties of some discrete linguistic items, as on the specific interactional context and sequential position where talk-as-action is produced. From a methodological viewpoint, we engage in a dialogue between different perspectives in applied linguistics, starting from the use of naturally occurring conversational data in the classroom and aiming at effective teaching of interactional skills.

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The Representation of Ageing in the British Press: A Corpus-Assisted Analysis

Authors:

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Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

This study combines a range of corpus linguistics methods with approaches in discourse analysis (Baker 2006; Baker et al. 2008; McEnery and Baker 2015) to examine the linguistic construction of ageing in the contemporary British press. In order to do so, a large and representative corpus of newspaper articles published between 2012 and 2021 has been compiled and investigated. The news media are seen as both reflecting and reinforcing dominant societal values (see, among others, White 2006; Hartley 1982; Fowler 1991; Iedema et al. 1994; and Fairclough 1995), and therefore, analysis of prominent news outlets can elucidate a society's current stance on relevant ageing-related issues. By adopting a broad constructionist view, this research offers considerable insights into how ageing and later life identities are medially represented through lexical, phraseological and grammatical patterns in both broadsheets and tabloids. In doing so, it elucidates the implications of the prevailing ideologies that underpin such constructions and have been widely circulating in contemporary Western context. Within this particularly rich terrain of investigation, emphasis will be placed on the representation of ageing as a health problem. This interpretative angle is not without reason, for it cannot be denied that the medicalisation of later life occupies a privileged and dominant position in Western societies, shaping the cultural and ethical landscape of ageing and old age (Katz 1996; Rose 2001).

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Abstract ID: AILA993

Incorporating SDGs and beyond in an English for global citizens curriculum in an international liberal arts university in Japan

Authors:

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Abstract Topics: [SYMP69] Sustainability in Language Teaching

Abstract Summary:

To address unprecedented challenges and collaborate to solve emerging issues in today's globalization, university students, as global citizen, are required to develop various skills including diverse cultural literacy, knowledge at a high international standard as well as critical thinking, problem solving and intercultural communication skills. English
for global citizenship (EGC) is a four-credit language course required for sophomores in an international liberal arts department in a university in Tokyo. In this department, after completing this course, students choose their concentration from intercultural communication, global society and global health services.

As one of the curriculum-designers since the department's establishment and a current lead curriculum coordinator, the author of this paper reflects on the process of incorporating sustainability in the EGC curriculum in the past eight years. The paper first reviews the program's theoretical background from a Content Language Integrated Learning (CLIL) perspective, how the course initially started back in 2015 by covering international English and intercultural communication based upon a principle of plurilingualism, and how the course gradually transformed by incorporating the Sustainable Development Goals (SDGs) as a principle connected to individual global module themes (e.g., peace and conflict, global warming, poverty, gender inequality).   The paper then reports results of student feedback surveys conducted regularly in the curriculum to monitor student needs, ensure the quality of teaching and to develop the curriculum further. As one of the products of the course evaluation, the paper introduces recent initiatives of increasing opportunities for joint learning events (e.g., petition letters to world letters, poster presentations on action plans for 2030, refugee film festivals). Finally, this paper emphasizes the importance of teacher collaboration to put theories in practice. For example, to teach sustainability and global issues and content

to build academic English skills in a CLIL-like language program, 10 to 12 teachers responsible for all 20-class section together created and updated in-house materials and meet for the curriculum regularly. In addition, a group of faculty members from different disciplines beyond language courses meet regularly to establish shared understanding of global citizen, international liberal arts and contents of individual courses.

As implications, the paper suggests what language teachers could do when they incorporate sustainability into their teaching while meeting other requirements to cover academic language skills. The paper will also explore strategies to further develop the curriculum by overcoming some dilemmas to meet demand from the university to connect the content of each course with liberal arts education further to nurture humanity. At the same time, we are motivated to include corporate-levels' ESG initiatives to prepare students for future career. This paper concludes by discussing how teaching of sustainability at university language programs can enhance students to prepare for skills required in communications happening in this globalized world.

Abstract ID: AILA995

A study of a specialised American police discourse genre: probable cause affidavits

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Due to the multiple interactions between police forces (specialists) and other members of society (non-specialists), English for Police Purposes might intuitively appear less specialised (Petit 2010: §12) than Scientific English for instance. Nevertheless, English for Police Purposes can be considered to be a specialised variety of English located at the crossroad of forensic and legal languages, with specific linguistic (Philbin 1996; Poteet & Poteet 2000), discursive (Johnson *et al.* 1993; Gaines 2011; Rock 2017) and cultural (Fielding 1994; Reiner 2000; Cartron 2022 in press) characteristics that deserve to be studied in depth. Among the various methods that can be used to investigate specialised languages, genre analysis (Swales 1990: 24-27) provides an interesting insight into the specialisation of the discursive community and its practices, taking into account linguistic and extralinguistic features (Beacco 2004: 116; Bhatia 2017: 6). English for Police Purposes is characterised by a variety of genres, both spoken (police interviews, radio communications or court testimonies for example) and written (such as police reports, manuals or codes of ethics).

This paper focuses on the analysis of a specialised American police discourse genre based on a corpus of 115 probable cause affidavits. A probable cause affidavit is a sworn statement made by American police officers to state that there is probable cause to believe the defendant has committed (or is committing) a criminal offense and that the facts support the claim to make an arrest, conduct a search or seize property (Crespo 2020: 1279-1280). After briefly presenting the theoretical and methodological framework on which this study is based, the presentation intends to show how police officers use specific linguistic, discursive and rhetorical strategies to serve a specialised purpose (Van der Yeught 2016: 61), which is to prove the existence of probable cause to the relevant legal authorities (police superior, district attorney, judge or other actors in the judicial process). Police officers use diverse discursive devices to inform but also – and perhaps more importantly – to convince their audience.

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Les compétences interactionnelles en réunion de travail

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

En situation professionnelle, les réunions sont devenues aujourd'hui multiples. Elles impliquent de nombreux salariés, sont souvent récurrentes et remplissent différents objectifs : d'avancement ou bilan, mise en place d'une nouvelle procédure, préparation d'un évènement ou un nouveau projet, résolution d'un problème ou encore échanges sur les conditions de travail. Elles contribuent ainsi à l'accroissement de la part langagière du travail dans des emplois et des niveaux hiérarchiques et de qualification variés (Boutet, 2021). Elles peuvent concerner des acteurs de différents services que leur formation initiale ou professionnelle a rarement préparé à cet exercice collaboratif fortement intriqué à des contextes situationnels complexes. Interagir en réunion de travail demande de savoir expliquer clairement un problème, de prendre part à des discussions parfois vives avec des collègues ou des supérieurs hiérarchiques, de comprendre qu'il y a eu un changement de sujet qui se fait parfois de façon implicite, d'évaluer une solution proposée, de négocier des moyens ou des délais, de demander une formation additionnelle, d'exprimer son désaccord ou encore de savoir reconnaitre l'ironie.

Dans le cadre du projet de recherche INTERFARE - Interagir plus facilement en réunion (Etienne *et al.*, 2022) - nous avons proposé une représentation, avec une carte heuristique (Fig. 1), des différentes étapes, activités et pratiques langagières mises en œuvre en réunion et constitutives des compétences interactionnelles (Pekarek Doehler *et al.*, 2017). Cette carte a été réalisée à partir de l'analyse de réunions enregistrées ou filmées *in situ* dans différents contextes associatifs et professionnels.
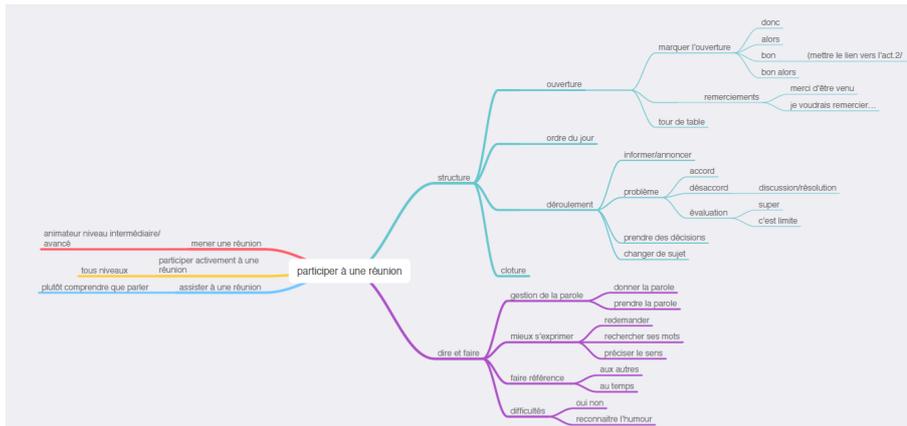
Figure 1 : Participer à une réunion pour différents profils (assister, participer activement, animer)

Nous avons ensuite élaboré des ressources pédagogiques multimédia permettant de développer ces compétences interactionnelles. Si ces ressources s'adressent à des publics allophones, elles concernent également des francophones natifs en insécurité langagière ou en reconversion professionnelle qui maitrisent peu ou pas ce format d'interaction. Ces derniers peuvent, par exemple, rencontrer des difficultés à appréhender le déroulement d'une réunion qui s'écarte de l'ordre du jour annoncé, à comprendre qu'ils sont sollicités, à savoir s'ils peuvent intervenir, à évaluer la marge de négociation possible, à redemander une information ou, pire encore, à saisir les décisions prises qui influencent directement leurs tâches. En parallèle des formations en français langue étrangère (FLE) et aux compétences de bases (pour les natifs), la plateforme sera testée prochainement dans des formations au sein d'Instituts Universitaires de Technologie (IUT) et dans des organismes de formation professionnelle (GRETA).

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Abstract ID: AILA998

El sesgo informativo en la construcción discursiva del Covid-19 en la prensa española

Authors:

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Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

La crisis sanitaria derivada del Covid-19 en el año 2020 ha sido un hecho sin precedentes en la historia mundial. En España, para hacer freno a la ola de contagios el Gobierno decretó un estado de alarma durante el cual la ciudadanía estuvo confinada. En ese tiempo, los medios de comunicación, en especial, la prensa, realizaron un exhaustivo seguimiento informativo de todo lo acontecido durante la pandemia, convirtiendo la crisis sanitaria del coronavirus en un evento discursivo (Moirand, 2007).

La prensa actúa de intermediaria entre la realidad social y el espectador, creando una visión particular del mundo, basada en una línea editorial determinada, a través del lenguaje empleado en los textos periodísticos. McCombs y Evatt (1995) señalan que, en ocasiones, los periodistas no usan palabras neutras para informar, sino que emplean términos cargados de opinión. Dichas palabras pueden dar lugar a la existencia de un sesgo informativo y, por ende, influir en la percepción del público.

El propósito principal de esta investigación es conocer cuál ha sido la construcción discursiva que la prensa española ha realizado sobre la crisis sanitaria del Covid-19 durante el confinamiento. Para ello, partimos de la hipótesis de que si los periódicos presentan un determinado sesgo informativo, este se podrá medir y analizar gracias al estudio del léxico empleado en los textos periodísticos. Por tanto, se plantean dos objetivos: a) analizar el sesgo informativo que ha recibido la crisis del coronavirus en la prensa española a través de un estudio léxico-semántico; y b) comparar los resultados entre los impresos objeto de estudio.

Para ello, se ha compilado un corpus para fines específicos formado por textos de información y opinión los periódicos más leídos de España que abarca todo el periodo del confinamiento del año 2020. Para el análisis, se ha empleado una metodología que adapta las propuestas de trabajos

previos como los de Á. Ramos Ruiz (2022) sobre el estudio de la prosodia semántica del término «Brexit» y los de Á. Ramos Ruiz e I. Ramos Ruiz (2022) sobre el estudio del sesgo en la cobertura de la reforma constitucional española de 2011. El tratamiento de los datos se ha llevado a cabo gracias al programa SketchEngine®. En el presente trabajo, se ha realizado un análisis léxico-semántico de los términos «covid-19» y «coronavirus», con el objetivo de conocer la imagen que la prensa española ha transmitido de ellos a través de sus textos mediáticos.

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Learning to become a critical EFL teacher: Ethical and political challenges in teaching language as symbolic power on issues of race and racism

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Given the colonial legacies and influences of the Empire in English language teaching that still continue to operate in silent and insinuating ways through discourses (re-)produced in e.g. textbooks, teaching methods and practices (Motha, 2014; Pennycook, 2007), scholars have called for an understanding of language as symbolic power that places the focus on how language is (mis-)used to construct racialized identities and to affect perceptions and worldviews of self and others, in an effort to bring a more politically aware discussion of language, power, and race to the classroom (e.g. Heidt, forthcoming; Kramsch, 2021). However, empirical insights into how to prepare language teacher-learners to fulfill this political task of teaching language as discourse and symbolic power and how they grow into such roles in their teaching practice, remains scarce.

By taking poststructuralist approaches to language as symbolic power and critical language teaching as a *problematizing practice* (Pennycook, 2001) as a point of departure, this paper details the process of learning to become a critical EFL teacher by following a teacher-learner across an academic year in a Master's EFL teacher education program at a German university. The study draws on data collected in two seminars, which were developed to explicitly intertwine theory and teaching practice, in an attempt to enable teacher-learners to craft and enact pedagogical practices dealing with issues of race and racism in a 10th grade EFL classroom. While autoethnographic narratives (Yazan, 2018) and semi-structured interviews reveal the focal teacher-learner's embodied experiences and understandings of language and language teaching, classroom observations and her students' work products illustrate how these imaginations are enacted in the teacher-learner's pedagogic practice in a 10th grade EFL classroom. The findings illustrate ethical and political challenges the focal teacher-learner experienced in engaging her EFL students with a symbolic understanding of language and its role in (re-)producing racial inequalities. The paper concludes with implications for a critical language teacher education in today's uneven world and the tensions the language teacher educator experienced when attempting to politicize the EFL teacher-learner's practice and how this was rendered challenging vis-à-vis the politics of teaching English.

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Sprachideologien der Linguistik im Wandel? Die Fachdebatte über Frauensprache 1978/79

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 Hanna Acke [1] [*] [^] Åbo Akademi University

Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

In meinem Vortrag werde ich Sprachideologien innerhalb der Linguistik qualitativ untersuchen und damit einen Beitrag zur im Call aufgeworfenen Methodendiskussion leisten. In einer 4-Text-Diskursanalyse (vgl. Fix 2015) arbeite ich die expliziten und impliziten Aussagen über Sprache heraus, in dem ich Präsuppositionen und Implikaturen analysiere. Grundlage dafür bildet die Fachdebatte über Frauensprache in den *Linguistischen Berichten* in den Jahren 1978 und 1979, in der Senta Trömel-Plötz (1978), Hartwig Kalverkämper (1979a und 1079b) und Luise F. Pusch (1979) kontrovers und polemisch darüber stritten, ob Geschlecht ein Thema der Linguistik sei.

Die Debatte über Sprache und Geschlecht wurde und wird in der deutschsprachigen germanistischen Linguistik besonders heftig geführt (vgl. Acke 2022). Erkenntnisse der internationalen linguistischen und interdisziplinären Forschung über Sprache und Geschlecht haben sich erstaunlich lange nicht durchgesetzt bzw. keine Rolle gespielt. Bis auf weiteres gibt es in der Germanistik keine Professur, die dem Thema gewidmet wäre. Meine These ist, dass einer der Gründe hierfür ist, dass die Erkenntnisse über das Thema einen sprachideologischen Wandel voraussetzen bzw. mit diesem einhergehen, der in der Germanistik nicht zeitgleich vollzogen wurde wie beispielsweise in der englischsprachigen und skandinavischen Linguistik.

Die Fachdebatte in den *Linguistischen Berichten* kann als deutschsprachige „Ur-Debatte" über das Thema Sprache und Geschlecht bezeichnet werden. Darin wurden die strukturalistischen und streng deskriptivistischen ideologischen Annahmen der zeitgenössischen germanistischen Linguistik in Frage gestellt. Interessanterweise begann diese Infragestellung jedoch nicht mit dem Eröffnungstext von Trömel-Plötz zum Thema Frauensprache. Trömel-Plötz argumentierte strukturalistisch und damit gewissermaßen „innerideologisch". Dennoch sah Kalverkämper seine strukturalistischen Grundannahmen durch Trömel-Plötz' Beitrag bedroht, setzte zu einer Verteidigung an und damit die Infragestellung in Gang. Erst in Puschs Reaktion auf Kalverkämper verschoben sich dann sprachideologische Annahmen von einer Fokussierung auf das Sprachsystem hin zu einer perspektivisch-pragmatischen Vorstellung von Sprache als Handlung und Gebrauch. Obwohl Trömel-Plötz und Pusch im Anschluss an die Debatte noch zwei Sonderhefte der Zeitschrift herausgaben, blieb das Thema in der Germanistik und der deutschsprachigen Linguistik insgesamt marginal und die beiden Forscherinnen wurden marginalisiert. Sprachideologisch waren sie der Linguistik ihrer Zeit zu weit voraus. Um die sprachideologischen Grundannahmen nicht zu gefährden, wurde ihre Forschung ignoriert und lächerlich gemacht.

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Abstract ID: AILA1002

Complying with the SDGS by fostering Respect for Linguistic Diversity - Language Resources of Plurilingual Heritage Speakers in a Multilingual Country

Authors:

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

With the concept of inclusion, we recognize *diversity* as a societal *value*, which leads to more *equity* as one of the guarantors of *social cohesion* and *peace*. Methodologically, it is imperative to work in an interdisciplinary way and ensure that the *voice of the affected* is heard. One interesting way to achieve this goal is to decolonize research methods, *holding spaces* (Cairo 2021) and empowering research subjects as co-producers of the scientific explorations (Kerschhofer-Puhalo 2019; Ibrahim 2017).

My research focuses on the *language and intercultural resources* of *plurilingual* students *risen with a heritage language* and mostly with a *migration background*. The *place of enunciation* (Menezes de Souza 2019) is a *language awareness & empowerment course* especially designed for *plurilingual* students at a university of applied sciences in Switzerland. The presentations of these students on their own language resources, language biography, shared experiences and self-reflection activities confirm research findings (Isler 2020 among others) that it can be very challenging to be *plurilingual* even in a multilingual place like Switzerland. One reason is that academically speaking only people with *curricular languages* (e.g.: *mother tongues* and *foreign languages learned at school*) are perceived to be *plurilingual.* Informal self-evaluation and school assessments related to language skills are all too often still based on a(n) (unconscious) deficit approach. Another reason is that *multilingualism* has for years been depicted through a *monolingual lens* and the *monolingual native speaker* was therefore also set as the standard for educational purposes (Gogolin 1994, Skutnabb-Kangas/McCarty 2008) turning *invisible* the huge *linguistic repertoires* (García 2020) and *intercultural competences* of *plurilingual heritage* speakers (Grosjean 2015).

What about complying with the SDGS and fostering respect for *linguistic diversity* by turning *visible*, *acknowledging*, and *promoting* these valuable resources for more equitable, sustainable, and

peaceful societies?

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Abstract ID: AILA1004

The development of a transdisciplinary online asynchronous professional development course on engineering safety in an EMI university in the Arabian Gulf.

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This presentation reports on the development of a transdisciplinary online asynchronous professional development course on engineering safety in an English Medium Instruction (EMI) university in the Arabian Gulf. The course was developed to help students enhance their professional skills while joining and completing their engineering internship journey and involved faculty from both the English and Engineering faculty. Safety is needed for all categories of engineering students to work in engineering plants and laboratories. This is also valid for science students. Also, the interns interested in modeling, simulation and computation should acquire the skills required to manage risks associated with their interface with computer hardware and software. The course, delivered online to a multicultural student base focused on self-development with regards to language and cross-cultural communication skills, safety awareness, professional skills aimed at ensuring a safe work culture, safe project management, ethical decision-making and design and delivery of safe solutions in the workplace.

The project adopted an asynchronous online module format which: (1) expanded the efficiency of the course by providing content to more participants, (2) provided more flexibility to learners to fit in with schedules in multiple departments and (3) allowed students to study at their own speed and reinforce their learning. The project also contributed to *high impact practices, equity and retention at the EMI university* as it distributed knowledge to large groups of learners, increased student engagement and improved student retention. The increased engagement among students about engineering safety also reinforced learning communities because the students who used this asynchronous approach tended to earn higher grades by retaining, integrating, and transferring information at higher rates.

Abstract ID: AILA1005

Welcoming Languages: Introducing a Refugee Language in Education

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

The aims of the *Welcoming Languages: Refugee Languages in Scottish Education* (henceforth: *Welcoming Languages*). project were: (i) to include Arabic in Scottish education as a concrete way to enact the promise of integration as a two-way process at the heart of the *New Scots Refugee Integration Strategy* (Scottish Government, 2018); and (ii) to provide proof of concept for language diversification in education to include other languages spoken by recently arrived people seeking refuge.

The argument on which the project was premised is that discourse on integration invariably assume a one-way journey, in which new arrivals make all the effort to learn the language of the receiving context. While, of course, this is crucial to foster inclusion and guarantee independence and access to rights, there are no attempts, as far as we are aware, to work with local education staff so they can acquire a refugee language to 'move towards' people seeking refuge. A start in this direction was made by Phipps's (2012) autoethnographic reflections on linguistic hospitality and solidarity and by the critical analysis around Scottish language policy by Phipps and Fassetta (2015), which informed the project. Moreover, the project drew on critiques of a deficit approach to language learning (e.g. Valdés, 2003) and argued for the multilingualism from a 'language plenty' perspective (Frimberger, 2016). Based on these considerations, he Welcoming Languages project sought to address the gap identified through a very practical, hands-on approach: onterest from educators was gauged; their language needs analysed alongside those of Arabic speaking children and families; a tailored Arabic language course was designed, developed and delivered; and, finally, the project's outcomes were assessed.

The findings of the *Welcoming Languages* project are of relevance to language policy and practice in relation to diversifying languages in education to include languages spoken by people seeking refuge. Firstly, education staff recognise the importance of expanding their linguistic repertoires to offer linguistic hospitality to newly arrived children and families, and are open to learning their pupils' languages to improve children's wellbeing. Secondly, children, families and educators value both the practical importance of learning a language but also the huge symbolic role that this can have to make people seeking refuge welcome. Finally, the introduction of a refugee language in education has the potential to benefit everyone, by publicly acknowledging the linguistic expertise of children from refugee backgrounds and practically demonstrating that all languages are valuable.

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Abstract ID: AILA1008

Critical thinking through Content Language Integrated Learning - an interdisciplinary, bilingual (Spanish-German) teaching unit that fosters Global Education

Authors:

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Nowadays, *Critical Thinking* (CT) is considered to be one of the most important competences in our globalized and socially complex world and, therefore, "a significant goal" of language classes and "an integral part of […] language education" (Yuan, Stapleton 2019, 40, 48). Lacorte and Atienza even argue that a "giro crítico" (2018, 139), which translates to "critical turn", already began in the mid-1990s. Despite this clear demand, CT is rarely part of (language) classes or even school curricula.

The lack of research on CT in schools is taken as the starting point for this paper. It aims at providing information on and insights into a current PhD project in the area of *Content Language Integrated Learning* (CLIL) that deals with *Critical Thinking* in cross-curricular and cross-linguistic instruction. In the research project, self-designed project lessons (cf. Lacorte, Atienza 2018, 145) were conducted as an *Action Research* project (cf. Yuan, Stapleton 2019, 47f.) at a high school in Lower Saxony, Germany in the context of a Spanish-German bilingual program. The students of an 11th grade class were introduced to the topic "Feminism, violence against women and femicides in Spanish-speaking countries." This topic, which is part of *Global Education,* was dealt with on different levels and by means of different methodological approaches. Learners develop critical literacy "through interactive activities" (Yuan, Stapleton 2019, 41) by addressing critical content and questions (Lacorte, Atienza 2018, 145) and by developing a multi-perspective view. Since subject matter learning is seen as an effective tool for CT (Jones 2009), this project also uses *Task-based learning* (TBL) with real-life content. For example, the teacher guided the students through a practice in which they had to empathize with diverse roles. The students developed a freeze frame based on the questions the teacher asked them with regard to their individuals roles (cf. Büter 2018, 17). This practice encouraged the students to reflect on their roles, different life circumstances and "thereby broaden[ed] their horizons and instill[ed] a sense of CT" (Yuan, Stapleton 2019, 43f.). This exercise as

well as other student products, developed in and outside of class, and their analysis will be the main focus of the presentation. In my talk, I will deal with the question how teachers and students critically engage with cultural and linguistic content.

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Abstract ID: AILA1009

Major Issues of European Language Education Policy in China

Authors:

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Abstract Topics: [SYMP83] Teaching and Learning European Languages in Chinese Universities

Abstract Summary:

This paper explores (1) the present situation of European language education in China, (2) problems existing in European language education in China, (3) the interactions between national policy and European language education policy in China, and (4) how to explain them from the perspective of agency and structure.

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Comment identifier un récit en français, en espagnol et en italien ? Quelles stratégies proposer à un apprenant de langue ?

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Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

Notre communication s'intéresse aux difficultés que peuvent rencontrer les allophones à identifier un récit en interaction. Le récit est un procédé fréquent mais dont les caractéristiques peuvent varier d'une langue à l'autre. Nous proposerons une variété de récits attestés dans différentes situations. Nous aborderons sa réalisation en français, en espagnol et en italien du point de vue de son déroulement et des marqueurs employés lors de ses différentes étapes (introduction, co-construction et clôture). Nous cherchons à proposer aux apprenants les différentes structures que peut prendre un récit sachant qu'il garde une plasticité importante en interaction suivant les interlocuteurs qui vont le réceptionner, le compléter, l'évaluer pour le mobiliser ensuite ou au contraire en faire un tout autre objet. La souplesse de son organisation, souvent liée à sa co-construction par les participants (Goodwin 1986, Gülich & Quatshoff 1986), sera abordée en contexte, en tenant compte du type de situation, du nombre et de la proximité des locuteurs. Nous analyserons également la fonction pragmatique du récit. Elle peut aller de la simple illustration des propos d'un locuteur à l'introduction d'une narration à valeur argumentative ou encore d'une anecdote pour introduire un sujet à une histoire drôle entrainant une réaction des autres participants.

Si on assimile le plus souvent le récit aux situations privées, on oublie qu'il est également mobilisé dans des interactions professionnelles comme la consultation médicale, les échanges en commerce ou même en réunion de travail. L'exemple suivant montre le récit en réunion professionnelle entre publicitaires de JEB (violet), qui est évalué et co-construit par ces deux collègues (orange) tout au long de son déroulement avant d'être mobilisé par FAB pour son argumentaire. (marqueurs en gras) :

```
JEB        notre co[pine à nous/]
SOP             [((rire))/      ]
FAB      ah oui
FAB      [°ah: y a pas/°] y a [pas qu` des mémés:/ ]
SOP      [((rire)) HEU/ ]
JEB                          [non elle a un petit clé]bard une espèce de petit
         clébard comme ça:/ et pis [elle lui achète/ euh:              ]
FAB                          [à qui elle donne des trucs de lu]xe/  (0.2)
JEB       elle lui cuit/ elle lui cuisine/ sa viande
SOP      .h [ben non::] pf::::
FAB          [oh non\::]
JEB      t` sais elle [à        la pOÊ]le:/ elle achète de vrais&
FAB                   [°c'est pas vrai/°]
JEB       &mor[ceaux/ des petits trucs/        .H: c'est vr]ai/ que:::
SOP          [non mais attends non mais attends mais oh]  (0.3)
SOP      [                    H.:::]:\ AH:::
FAB      [c'est presque une créature de dieu/]
JEB      =mais [bon/ elle est::]°::\::: elle est:: célibataire/ mais c'est&
SOP            [°bon enfin/°  ]
SOP       °au secours/ quoi\°
JEB       &vr[ai que (mettre du fric) pour son clébard c'est un peu      ]
FAB         [NON MAIS j- HIER/ °quand euh quan:d°  j'ai compr]is qu` c'était l`
         premier rayon/ (.) premier rayon égal premier chiffre d'affaire/ égal grosse
         direction de marketing/ égal gros moyens/ égal [segmentation/]
SOP                                           [exactement/  ]  (0.3)
JEB      [ouais ouais]
SOP      [bien sûr/]
```
Exemple 1 : Récit en réunion professionnelle

Dans l'exemple 2, au cours d'une consultation médicale chez son kinésithérapeute une étudiante fait le récit de sa consultation précédente (marqueurs de début et de fin du récit en gras).


```
KIN    alors dites-moi ce qui vous amène
ETU    alors euh j'ai vu mon médecin traitant
KIN    hum
ETU    parce que j'avais des douleurs aiguës dans le genou droit (.) euh et il m'a dit que c'était peut-
       être de l'arthrose (.) donc il m'a prescrit des séances pour me mettre un peu en mouvement
       en pensant que c'était peut-être à cause d'un surpoids ou [autre chose      ]
KIN                                                  [vous êtes un peu] un peu jeune
       pour l'arthrose quand même
ETU    ben apparemment ça pourrait être héréditaire ma maman en a depuis très jeune ma grand-
       mère aussi donc euh [je sais pas ((rires))]
KIN                   [bon ((rires))     ]
ETU    ça me convient ((rires)) j'ai rien dit j'ai pris
KIN    hum d'accord vous avez fait des radios↑
ETU    euh non
```
Exemple 2 : Récit en consultation médicale

Alors que le modèle de Labov a été remis en cause pour l'oral en interaction (Couper-Kuhlen & Selting 2018), différents formats émergent des données recueillies in situ qu'il s'agisse d'un récit long sur plusieurs tours de parole ou court.

On relève l'usage important de marqueurs aussi bien pour structurer le récit que pour l'évaluer. Nous proposons d'étudier ces marqueurs dans trois langues romanes (français, espagnol, italien) et de comparer leurs usages réels dans nos corpus d'interactions à la manière dont ils sont généralement présentés aux apprenants.

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Abstract ID: AILA1012

Minoritization in and through language in Post-Soviet Eurasia

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

The broader frame for this article is the fact that despite the unique geopolitical, economic and social challenges that shaped distinctive sociolinguistic contexts in the former Soviet Union (FSU) countries, the appropriation of Soviet-era ethno-national approaches in current nation-state building projects have in fact, worsened the quality of life for non-titular language groups. Moreover, because of globalization and the pervasive spread of neoliberal ideologies related to language and education, such groups increasingly feel pressure to learn the national language(s), as well as "global" languages such as English.

However, rather than accept majority and minority as being binary and fixed categories, what we are exploring is the way minorities are in fact, "minoritized", i.e., the process by which minorities are positioned within the broader socio-economic contexts they reside in which then have ramifications regarding issues of access, equity, and inclusion. Blommaert (2010) discussed this when he discussed the "various practices in which a minority is constituted and perpetuated, as well as the various practices by means of which such constituted minorities react and resist these practices" (p. 14). However, what Blommaert does not directly address here is agency and process-how do those minorities get situated and how does that positionality change or shift both at micro and macro-levels? It is this process of being minoritized that we are calling "minoritization". "Minoritization" then could be considered the process in which minorities are, in fact, constructed. This article explores this process by examining how institutions and structures bound and privilege different communities and how different actors co-create their identities (either individual or group) in relation to other groups by specifically focusing on two populations, Dungans and Koreans. Additionally, by focusing on minoritization as a process, we also explore how despite these political, economic, demographic and cultural pressures, minority language communities continue to maintain or reclaim their languages in this transforming social order. Relatedly then, how do groups contest, challenge or negotiate their identities in this dynamic region (broadly) and in Kazakhstan (specifically)? By using minoritization as a lens then, this article attempts to capture a more nuanced understanding of the experienced realities of power dynamics in the region (broadly) and in Kazakhstan (specifically) concluding with a more critical interrogation regarding sociolinguistic fluidity (and stasis) in the region.

Abstract ID: AILA1013

Public discourses on diminished responsibility: analysis of (re)appropriation of language of law and its impact on legal decisions in the Sarah Halimi case

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

This study on lay discourse about legal discourse analyses online public reactions to court decision on Sarah Halimi case, a French Jewish woman, killed by her neighbor in Paris in 2017. The psychiatric assessments concluded that the murderer committed the crime during an "acute delirious puff" and The Court of Cassation (highest court in the French judiciary), while confirming the antisemitic nature of the crime, maintained the criminal irresponsibility. Strong reactions in France and worldwide led the French Minister of Justice to announce in 2021 a draft law on criminal irresponsibility that aims to "fill" a "legal vacuum".

This study investigates the (re)appropriation of the language of law by the public following this controversial criminal law decision. By using texts from Twitter and foras (forum-actualite and forum-politique), the corpus analysis uses corpus tools (Salem, 2003), semantics approaches (Lecolle et al., 2018) and interpersonal model of meta-discourse (Hyland, 2018). The aim is to explore the legal meta-discourse by relying on modality studies to identify the injunctive, deontic, and epistemic discursive markers.

The analysis explores the relationship between (1) the public representation and perception of this murder case and (2) the politico-legal response to decisions about diminished responsibility. This latter remains a sensitive topic in several countries and a number of criminal justice reforms are revised or implemented with close observation of public reaction (Calvin et al., 2011; Mitchell et al, 2012; Noyon et al., 2020).

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"I can't allow them to step on me": Analysing migrant doctors' coaching leadership style in managing challenging professional situations

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Professional talk is filled with stories and reflections of professional practice. In the case of migrant doctors, in particular, professional talk often involves some degree of conflict talk as their reflections centre on their difficulties to adjust to the new workplace culture (Lazzaro-Salazar & Pujol-Cols, 2019). In this light, the leadership styles of migrant doctors play a vital role in the ways they manage those challenges, and leadership discourses often take central stage when they narrate decision-making processes of problematic workplace situations.

In this context, this study explores leadership discourses in interview data collected with over 40 migrant doctors in Chile across the country (namely, Antofagasta in the North, Maule in the centre and Magallanes in the South) between 2016 and 2020. While the interviews were mainly designed to get doctors to reflect on the conflicts of intercultural communication they face at work with fellow local doctors, they often (voluntarily) reflected on their relationship with patients and compared their practices to those of local doctors where their leadership skills surfaced as a way to explain how they deal with different problematic situations at work.

Drawing on ideas of discursive leadership (Fairhurst 2007), coaching theory (Hicks 2013) and an integrative discourse analytic framework (e.g., Graf & Jautz 2022), we analyse these interviews and present a taxonomy of leadership discourses of migrant doctors in Chile for front-stage (i.e. doctor-patient) and back-stage (i.e. doctor-doctor) situations. We discuss the ways in which these discourses display complex self-positionings and underpin migrant doctors' professional beliefs and values, medical ideologies and understandings of their role as care providers. A special focus will be on the participants' coaching leadership style, i.e. practices that may enable learning and development, a communication at eye level amongst the communicative partners (cf. Jautz & Graf in prep.). The study contributes to advancing our understanding of leadership in the professions in migrant contexts from a sociolinguistic perspective and suggests possible applications of this kind of research into medical practice and beyond.

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Graf, E.-M. & Jautz, S. (2022). Working alliance and client design as discursive achievements in first sessions of executive coaching. In: Scarvaglieri, C., Graf, E.-M. & T. Spranz-Fogasy (eds.). *Practices of Relationship Management in Organized Helping – Analyzing Interaction in Psychotherapy, Medical Encounters, Coaching and in Social Media* (pp. 171-193). Amsterdam: John Benjamins.

Hicks, R. (2013). *Coaching as a Leadership Style. The Art and Science of Coaching Conversations for Healthcare Professionals*. New York: Routledge.

Jautz, S. & Graf, E.-M. (in prep.). Establishing and processing communication at eye level in first sessions in coaching.

Lazzaro-Salazar, M. and Pujol Cols, L. (2019). Conflict in migrant doctor-local doctor communication in public healthcare institutions in Chile. *Communication and Medicine, 16*(1): 1-14.

Pedagogical translanguaging – not always an equitable contribution to diversity

Authors:

Michał B. Paradowski [1] [*] [^] University of Warsaw

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Despite the current world fame and popularity of the concept of translanguaging (TRLNG) in the scholarly literature and among teachers "on the ground," it is not without problems, which will be examined basing on an extensive overview of current pedagogical and research literature (k = 110; Paradowski, 2021; under review). Among the many caveats, we shall see how TRLNG may be less transformative and critical than has been suggested. We will also notice that TRLNG practices may unintentionally reproduce disadvantages and reinforce inequalities and the hegemony of majority languages, where language singletons in particular face steeper challenges. Moreover, not all students appreciate the opportunity to use their home language(s), pupils may not find the practice liberating at all, and it may actually cause a *decrease* in well-being. Finally, *foreign* language classrooms in particular require the reconciliation of many conflicting goals, necessitating a trade-off between the need to on the one hand 'cover' the curriculum within the allocated time, in a manner comprehensible to the students, and on the other the need to balance the acknowledgment of students' linguistic diversity, freedom of expression, and respect for the equality of languages with making them learn the concepts, register or language that is the target of instruction.

Naturally, many aspects and practices of TRLNG are worthwhile and salvageable. The final minutes of the talk will focus on these, concluding with a recommendation of more critically aware and reflective plurilingual pedagogies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students (see e.g., Byrnes, 2020).

Reference:

Byrnes, H. (2020). Navigating pedagogical translanguaging: Commentary on the special issue. *System*, *92*, 102278. DOI: 10.1016/j.system.2020.102278

Paradowski, M.B. (2021). Transitions, translanguaging, trans-semiotising in heteroglossic school environments: Lessons from (not only) South African classrooms. In: C. van der Walt & V. Pfeiffer (Eds.), *Multilingual Classroom Contexts: Transitions and Transactions* (pp. 213–284). Stellenbosch: SUN PReSS.

Paradowski, M.B. (under revision). The limits and challenges to equitable pedagogical translanguaging in plurilingual foreign/second language classrooms: Towards more critically reflective and contextually informed instructional choices.

Abstract ID: AILA1019

The family domain as a safe-house: strategies of linguistic resistance and intergenerational language transmission in Pewenche families in south Chile

Authors:

Marco Espinoza [1] [*] [^] Universidad de Chile

Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

This presentation focuses on processes of successful intergenerational indigenous language transmission in Pewenche families in south Chile. Family language policy research has established that what happens linguistically in families is also influenced and shaped by policies, discourses, and practices on different scales in society. In Chile, the situation of indigenous families has been marked by processes of linguistic and cultural assimilation, land theft and forced migration which altered Indigenous ways of material subsistence and cultural reproduction. Over the last decades, slow and limited institutional changes have been introduced to promote Indigenous languages (such as a Bilingual Intercultural Education Program) with little success. At the same time, neoliberal and globalization influences have also intensified in all aspects of Chilean society, also reaching rural indigenous communities and families like those in this study.

In this historical and contemporary context, I will discuss the ways in which some Pewenche bilingual families have managed to maintain the intergenerational use and transmission of their indigenous language (*Chedungun*) at home despite the structural constraints and limitations in the other social spaces they navigate, which subordinate and discriminate against their indigenous language. The analysis of these families' actual language practices and of ethnographic interviews to parents and children shows that notions of family and family-making, parental agency, a strong indigenous identity, and, most importantly, what parents and children refer to as 'habit', appear to explain the sociolinguistic order in these families. I argue that these families have transformed their homes into veritable *safe-houses* (Canagarajah, 2004; Pratt, 1991) for linguistic resistance, the transmission and use of their indigenous language (more specifically, the deployment of their full linguistic repertoire), and

the construction of complex identities. This process is accompanied by an attitude of detachment and disengagement from the language regimes, ideologies, and practices of not only those family external spaces where Spanish monolingualism is dominant, but also from spaces that may be seen as contributing to the promotion of their Indigenous language.

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Pratt, M. L. (1991). Arts of the contact zone. *Profession*, 91, 33-40.

Pedagogical translanguaging in heteroglossic L2 classrooms – not always socially just

Authors:

Michał B. Paradowski [1] [*] [^] University of Warsaw

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Despite the current world fame and popularity of the concept of translanguaging (TRLNG) in the scholarly literature and among teachers "on the ground," it is not without problems, which will be examined basing on an extensive overview of current pedagogical and research literature (k = 110; Paradowski, 2021; under review). We discuss the limits to the applicability of the concept in the narrow sense of a multilingual resource-based set of pedagogical practices in second/foreign/world language classrooms with diverse student populations. Among the many qualifications, we shall see how TRLNG may be less transformative and critical than has been suggested. We will also notice that TRLNG practices may unintentionally reproduce disadvantages and reinforce inequalities and the hegemony of majority languages, where language singletons in particular face steeper challenges. Moreover, not all students appreciate the opportunity to use their home language(s), pupils may not find the practice liberating at all, and it may actually cause a *decrease* in well-being. Finally, *foreign* language classrooms in particular require the reconciliation of many conflicting goals, necessitating a trade-off between the need to on the one hand 'cover' the curriculum within the allocated time, in a manner comprehensible to the students, and on the other the need to balance the acknowledgment of students' linguistic diversity, freedom of expression, and respect for the equality of languages with making them learn the concepts, register or language that is the target of instruction.

Naturally, many aspects and practices of TRLNG are worthwhile and salvageable. The final minutes of the talk will focus on these, concluding with a recommendation of more critically aware and reflective plurilingual pedagogies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students (see e.g., Byrnes, 2020).

Reference:

Byrnes, H. (2020). Navigating pedagogical translanguaging: Commentary on the special issue. *System*, *92*, 102278. DOI: 10.1016/j.system.2020.102278

Paradowski, M.B. (2021). Transitions, translanguaging, trans-semiotising in heteroglossic school environments: Lessons from (not only) South African classrooms. In: C. van der Walt & V. Pfeiffer (Eds.), *Multilingual Classroom Contexts: Transitions and Transactions* (pp. 213–284). Stellenbosch: SUN PReSS.

Paradowski, M.B. (under revision). The limits and challenges to equitable pedagogical translanguaging in plurilingual foreign/second language classrooms: Towards more critically reflective and contextually informed instructional choices.

Abstract ID: AILA1023

Predictors and successors of L2 grit in online and face-to-face language classes

Authors:

Michał B. Paradowski [1] ^ University of Warsaw

Magdalena Jelińska [2] * University of Warsaw

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This preregistered comprehensive questionnaire study investigates how grit and its putative determinants non-trivially affect the effectiveness of in-class vs online L2 learning.

The selected predictors are ones singled out as of plausible import in remote learning settings, where students need to construct knowledge on their own. We used several validated scales: L2 grit scale (Teimouri et al.,2020), Language Mindsets Inventory (Lou & Noels,2017), Curiosity and Exploration Inventory-II (Kashdan et al.,2009), Autonomy scale from the Basic Psychological Need Satisfaction and Frustration Scale (Chen et al.,2015), as well as a custom-made brand-new scale of readiness for online learning measuring its two dimensions: self-directed learning and online learning motivation (Paradowski & Jelińska,under review). All scales yielded acceptable to high reliability (Cronbach's α from .75 to .89).

Multiple linear regression models basing on responses of N=773 participants from 60 countries demonstrate that *perseverance of effort* is determined by autonomy, motivation for remote learning, and self-directed learning (50% of variance explained; $F_{6,203}$=36.48, p<.001, η_p^2=.52 [.43;.57]), whereas *consistency of interests* depends on curiosity, autonomy, and motivation for remote learning (26PoV; $F_{6,203}$=13.63, p<.001, η_p^2=.29 [.18;.35]). Neither component depends on L2 mindset. L2 grit as a holistic construct in turn is the *sole* significant direct predictor of satisfaction with online learning.

The study significantly contributes to our understanding of factors influencing learners' L2 grit as well as the place of this construct in online-learning scenarios. The results can enable teachers to nurture the development of the crucial characteristics in their students to make language learning a pleasurable, passionate, and successful endeavour.

Reference:

Paradowski, M.B. & Jelińska, M. (under review). The predictors of L2 grit and their complex interactions in online foreign language learning.

Marcadores conversacionales de acuerdo. El ok y el en la interacción digital escrita del ámbito comercial

Authors:

Cristina Vela-Delfa [1] [*] Universidad de Valladolid

Lucía Cantamutto [2] [^] (Universidad Nacional de Río Negro/CONICET, Argentina

Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

El marco teórico que guía nuestra investigación es el de la Sociolingüística Interaccional (Gumperz, 1982a, 1982b, 2001; Tannen, 1982) y el de la Pragmática Sociocultural (Bravo & Briz, 2004), así como el Análisis del Discurso Digital (Cantamutto & Vela Delfa, 2016; Yus, 2010). El corpus está constituido por 30 conversaciones de WhatsApp, recolectadas en el marco del proyecto "MINECO: Los procesos de gestión de la imagen y la (des)cortesía: perspectivas históricas, lingüísticas y discursivas. IMCORDIS y del proyecto PICT "Diseño e implementación de un corpus sobre comunicación digital del español bonaerense y de la Patagonia", relativas a intercambios comerciales y de bienes y servicios.

Abstract ID: AILA1028

Literature in Public School English Classes: a case study in the COVID-19 pandemics in Brazil

Authors:

Elisa Seerig [1][*][^] Universidade do Vale do Rio dos Sinos / Università degli Studi di Padova

Cátia De Azevedo Fronza [2] Universidade do Vale do Rio dos Sinos

Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

The objective of this presentation is to indicate partial results of a research in Applied Linguistics, which investigates the impacts of the literary text in English classes of a public high school in the Southern region of Brazil. Amongst the reasons for this research focus, we point to the lack of encouragement for the use of literature in English classes in the new national curricular base for basic education (Brasil, 2018), together with heterogeneous levels of language proficiency and few weekly hours for the subject, which lead to the avoidance of the literary text by many teachers, who are also unfamiliar with strategies to work with it (Santos 2015; Cardoso 2021). Due to this, there are still sparse studies developed on this subject in the public high school context in Brazil (Garcia 2017; Viana and Zyngier 2020). For this investigation, lessons were built in the light of Sociocultural Historical Theory (SCHT) and aimed at inspiring literary literacy (Cosson 2015) - that is, the literary text is presented not as an item to be analysed and studied in terms of vocabulary and grammar, but as a literary artifact that provokes fruition. In order to do so, proper strategies were conducted from the choice of text to the activities proposed, taking into consideration the school context that is described above, in addition to the synchronous format imposed by Covid-19 pandemics. This demanded a necessary integration of mediation strategies to the on-line format, promoting new experiments on pre, during, and post-reading practices through different applications. Some partial findings from classes taught in 2021 indicate potentialities of working with literature as a means to lead students to literary literacy - a concept that is traditionally investigated in the first language - and critical literacy, which is so essential for our society (Solera 2020; Bertonha 2021). The partial analysis of productions written by students, derived from a proposal for writing inspired by the text that was read, demonstrates the relevance of opening more space for written production in foreign language in a more subjective way, providing access to what was called by Vygotsky as *perezhivanie*: a "lived experience", which can be more freely brought up by a second language (Lantolf and Swain 2019). It also dialogues with Kozulin's concept (1998) of *life as authoring*. One of the outcomes of the

study being developed is to encourage practices with pre-service and in-service teachers so that they get more familiar with the potentialities of the literary text in English.
ish.

Abstract ID: AILA1030

Just forget about it? – Or: The impossibility of an ethico-political turn within a framework of standard-oriented teacher education that focusses on explicit knowledge

Authors:

Andreas Bonnet [1] [*] [^] University of Hamburg, Germany

Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

The symposium abstract draws on an ethico-political turn and demands "an effort to contest classed, gendered, monolingual, neocolonial or raciolinguistic discourses." This echoes calls for critical foreign language instruction and asks, how teacher education can possibly respond to this.

The current conversation on critical foreign language instruction focusses on how to enrich classrooms with critical topics (e.g. Gerlach 2020) and thus operates on the level of subject matter. This is mirrored by teacher knowledge research and teacher education research focussing on which kind of knowledge teachers need to implement which content into their classrooms. This research draws on explicit teacher knowledge (e.g. König et al. 2016, Krauss et al. 2017) and reflection. It assumes that teachers' actions are determined by explicable norms or goal-oriented cognitions, thus echoing common-sense-based theories, such as rational choice models. This approach underrates the institutional and organisational frame of both schooling and teacher education.

In a study on co-operative learning in the EFL classroom, we tried to establish how this institutional and organisational frame influences teachers' actions. Co-operative learning is a highly relevant case in point, because it ranges from affirmative micro methods to participatory macro-methods that seriously interfere with assessment driven classroom cultures and power dynamics (Sharan 2010).

In the talk, I will present the overall design of the project (3-year-longitudinal, classroom study, teacher knowledge study, student language tests) and focus on the classroom and teacher studies. The first core finding is that implicit knowledge, i.e. habitus, seems to overrule explicit knowledge, i.e. knowledge of teaching methods, norms, and intentions. The second core finding is that teachers' actions are not only complicated by conflicting norms, but also by conflicting habitus dimensions, in this case a habitus of "teacher as assessor in control" vs. a habitus of "autonomy, participation and co-operation". In our study, it has become clear that the question, which habitus dimension overrules the other is crucially influenced by the field, i.e. the social context or practice, it has been acquired in.

These findings have implications for teacher knowledge research and teacher education. They suggest that any change towards more ethico-political foreign language classrooms cannot be achieved by introducing new content within the existing institutional and organisational structures. Rather than that, any such attempts will fail, unless (1) teacher knowledge research pays attention to implicit knowledge; unless (2) teacher education finds ways of impacting on implicit knowledge, e.g. by experiential, or disruptive approaches; and unless (3) the contradiction between an ethico-political orientation towards democratic EFL-instruction / teacher education and the current organisational and interactional frame of standard-orientation, modularisation and over-assessment is addressed and healed.

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König, J. et al. (2016) Teachers' Professional Knowledge for Teaching English as a Foreign Language. J. Teacher Education 67: 4, 320-337

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Dare not Ask for Academic Assistance: Chinese Master Students' Indecisiveness in Academic Communication with their Instructors

Authors:

Yang Liu [1] [*] [^] Guangdong University of Foreign Studies

Dandan Liang [2] Guangdong University of Foreign Studies

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Chinese higher education has a long history of conducting and facilitating university students' study through the tutorial system. Tutors are an integral component of Chinese master students' academic careers and can even have a significant impact on students' day-to-day life. However, some students have been experiencing a dilemma of indecisiveness before approaching their instructors for academic assistance. Therefore, the purpose of our study is to explore the specific behavioral manifestations of students' indecisiveness, unravel the factors that contribute to this dilemma, and explain why these factors can influence students' indecisiveness.

As for the data collection, a qualitative approach is adopted through conducting semi-structured interviews and group discussions among 20 linguistics master students in a Chinese university. Furthermore, the Grounded Theory (Strauss & Corbin, 1997; Oktay, 2012) is borrowed to provide an in-depth analysis of the data gathered and serve as the instrument to puzzle through the mechanisms behind their indecision. Additionally, based on the theoretical framework of Triadic Reciprocal Determinism (Bandura, 1986) from Social Cognitive Theory, we make efforts to categorize and summarize the major factors that lead to this phenomenon. We discover that nearly 90 % of these participants have experienced a sense of indecisiveness before contacting their instructors for academic assistance. They frequently experience anxiety before contacting their instructors. For instance, some of them require a significant amount of time to be mentally prepared for contacting their instructors and organize their messages before sending them to their tutors. In general, the factors behind students' hesitation are intricate and complex, and their hesitancy is a manifestation of their self-defense strategy. We

contend that both environmental (e.g. childhood experiences, peer effects, instructors' personalities) and personal factors (e.g. students' self-positioning, students' presuppositions of instructors' reactions, and students' personalities) lead to this indecision. Meanwhile, we anticipate facilitating the construction of a benign instructor-graduate relationship and contributing to teacher development in higher education by presenting this dilemma of Chinese master students.

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Oktay, J. S. (2012). *Grounded theory*. Oxford University Press.

Strauss, A., & Corbin, J. M. (1997). *Grounded theory in practice*. Sage.

Abstract ID: AILA1032

Tell me how you name, I'll tell you how you position yourself: Discursive analysis of nominations in the context of an electoral campaign

Authors:

Lise Pernet [1] [*] [^] CY Cergy Paris Université

Julien Longhi [2] [^] CY Cergy Paris université

Rose Moreau Raguenes [3] [^] CY Cergy Paris université

Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

French discourse analysis has been concerned with the question of viewpoints (Rabatel 2005) since it started taking into account studies in enunciation (Benveniste) and argumentation (Ducrot). Although viewpoints may be expressed by various modalities, they also manifest by the very act of choosing a term to refer to a certain referent in the public debate. To account for the fact that selecting a noun or noun phrase may be considered a speech act, the concept of "nomination" was introduced in praxematic studies (Barbéris et al. 1984).

In this paper, we aim to analyse the use of several potentially polemical nominations during the 2022 French presidential election campaign; more precisely, we will investigate the argumentative and pragmatic value of these nominations by interrogating how they contribute to the reproaches expressed towards the previous government. We will address the following questions:

- How do the nominations *[noun] + liberticide*, *féminicide*, *écocide* or *violence policière* mark the candidates' ideologies through an implicit or explicit enunciative positioning, and to what extent do they constitute a form of political positioning?

- Through the use of these nominations and the enunciative comments which accompany them, to what extent do the candidates construct their political orientation as well as their ethos as candidates opposed to the outgoing president?

To this end, we propose a computer-based, enunciative, argumentative, and pragmatic analysis of two complementary corpora. Firstly, we will look into the candidates' programmes, grouped by campaign themes and segmented so as to highlight the issues identified by the candidates and their proposals in order to remedy them. Secondly, we will analyse the candidates' tweets, which feature an individual and interactive expression throughout the campaign. Based on the analysis of these two corpora, a third section will reflect on the different "regimes of meaning" (Sarfati 2008) to which programmes and tweets belong: in the electoral context, a programme corresponds a party's "canonical" discourse, even though it is the product and the result of partisan struggles (Fertikh et al., 2016); tweets may be more polemical (Djemili et al. 2014). Ultimately, we ask whether or not a candidate's ethos diverges from their online ethos.

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Fertikh, K., Hauchecorne, M., & Bué, N. (Eds.) (2016), *Les programmes politiques : Genèses et usages*. Presses universitaires de Rennes.

Djemili, S., Longhi, J., Marinica, C., Kotzinos, D., & Sarfati, G. E. (2014, October). What does Twitter have to say about ideology?. In NLP 4 CMC: Natural Language Processing for Computer-Mediated Communication/Social Media-Pre-conference workshop at Konvens 2014 (Vol. 1). Universitätsverlag Hildesheim.

Jackiewicz, A. et Pengam, M. (2020) Un modèle pour l'étude des nominations émergentes. Notion de repérage pour saisir les modalités d'ajustement sémantique et discursif, CMLF 2020.

Rabatel, A. (2005). Le point de vue, une catégorie transversale. *Le Français aujourd'hui*, 151(4), 57-68.

Sarfati, G. E. (2008). Pragmatique linguistique et normativité: remarques sur les modalités discursives du sens commun. *Langages*, 170(2), 92-108.

Multimodal Interactional Competences in Dialogue Interpreting Training

Authors:

Marieke De Koning [1] * ^ Alma Mater Sudiorum- Università di Bologna

Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Interpreting studies have highlighted specific skills for Dialogue Interpreting (DI) when compared to Conference Interpreting. According to Wadensjö's seminal book "Interpreting as Interaction" (1998), DI is an interpreter-mediated multilingual interaction. Consequently, the interpreter plays an active role in the co-construction of meaning and in coordinating participation between primary participants who do not speak the other language (Baraldi & Gavioli, 2012). Such a role requires interactional skills. In the case of DI, they broadly include the knowledge of the socio-linguistic specificities and the setting-specific practices one may find in public service contexts, international business meetings, or in TV programmes. In all these different DI domains, participants make use of corporal nonverbal semiotic resources such as body movement, gesture, gaze and posture, also referred to as multimodal resources. The recognition that these resources play an important role in the achievement of the interpreter's coordinating task (Davitti 2019, Vranjes et al, 2019) raises the question whether they should be considered as part of interactional competences to be trained. If they are, « what are the procedures through which they can be recognized, legitimized and possibly assessed in the course of practical activities? » (Pekarek Doehler et al, 2017, p.3). DI role-plays are one example of such activities.

In this contribution, I will present some preliminary results of a qualitative study following a multimodal conversation analysis method. The corpus consists of video-recorded French-Italian role-plays performed by 10 interpreting students. These recordings were then transcribed and annotated with ELAN[1]___. I will select specific moments of the role-plays in which students make use of nonverbal bodily semiotic resources that can be considered as forms of interactional competences. I will cross reference this analysis with excerpts of semi-directed self-reflection interviews which took place with the same students 2 months after the role-plays. During these interviews, the students were given the opportunity to watch and analyse their own performance. The recording of these interviews gives access to the students' intentions and level of multimodal interactional awareness. The aim is two-fold: to present some of the multimodal competences found in the corpus of role-plays and to show how the results of multimodal conversational analysis can help highlight hidden or unexploited interactional competences.

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Vranjes, J., Bot, H., Feyaerts, K., & Brône, G. (2019). Affiliation in interpreter-mediated therapeutic talk : On the relationship between gaze and head nods. *Interpreting*, *21*(2), 220-244. https://doi.org/10.1075/intp.00028.vra

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[1]

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Abstract ID: AILA1038

Teaching foreign languages to Polish seniors. (Glotto-)stereotypes versus reality.

Authors:

Sylwia Niewczas [1] [*] [^] The John Paul II Catholic University of Lublin

Magdalena Smoleń-Wawrzusiszyn [2] The John Paul II Catholic University of Lublin

Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

Older adults are still perceived in Poland as rather passive once they retire. Such image has been built on stereotypes about older people, who are still quite often seen as not willing to participate in any programmes offering various activities, which in turn leads to their social isolation. On the other hand, there is still some pressure on the elderly as younger generation expects them to help with bringing up their grandchildren or simply look after them when parents are at work. Nevertheless, many recent interdisciplinary research studies have shown that being active in the third-age might help in maintaining cognitive functions and leads to successful aging and overall wellbeing. The aim of our study was to investigate teachers' perspective on teaching older adults in the context of (glotto-)stereotypes about Polish seniors.37 lecturers of foreign languages, divided into two groups (one with and one without teaching experience to seniors), were examined.The teachers responded the questions about 1) aspect of health and their experiences in learning foreign languages 2) psychological aspect 3) the role of the teacher, 4) Aspect of methodology and didactics. The results have shown how vital the role of the teacher is in the third-age classroom and to what extend the teacher can influence the whole learning process. It might also be seen that experienced teachers are more aware of the psychological aspects of working with seniors. Furthermore, throughout the whole learning process, teachers must act as both tutor and negotiator reacting/ responding to seniors' needs, limitations and behaviour - regarding both the relationship between students and the teacher and among the students in the classroom. Noteworthy, Polish lecturers appeared surprisingly open to teaching older adults, although none of them (from the research group) had undergone education in this direction or received professional training in geragogy..

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Language Teachers' Critical Praxis: Representations of Cultural and Linguistic Diversity

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

In an increasingly diverse world, the need for language teachers to enact pedagogies that are responsive, antiracist, and culturally sustaining is more important than ever. Likewise, language teacher education and professional development experiences are called on to develop language teachers' abilities to enact these pedagogies via critical praxis (e.g., Author, XXXX). In our view, part of this work is guiding language teacher candidates and language teachers in understanding their cultural and linguistic diversity through the lens of their linguistic repertoires, which we accomplish using systemic functional linguistics (SFL, Halliday & Matthiessen, 2014; Hasan, 2009; Eggins, 2004).

The use of SFL in teaching, learning, and schooling, in general, can reveal the underlying features of language use in these contexts (e.g., Schleppegrell, 2020; Turkan et al., 2014). Scholarship has demonstrated its pedagogical potential for examining the multilingual repertoires of teachers, as well as students (e.g., Harman, 2018; Harman & Khote, 2018). In addition, other work has described the development of the SFL knowledge base as language teachers learn the theory and begin to appropriate it in their work with multilingual students (e.g., Harman & Khote, 2018; Gebhard, 2019). To this end, we engaged language teachers and language teacher candidates in a space to discuss and deconstruct these functions of language through the analysis of both personal and educational language samples.

This presentation explores how these languages teachers reflected on and changed their understanding of their linguistic diversity through the analysis of their own language use in light of Systemic Functional Linguistics (SFL) concepts. Through the analysis of the candidates' visual representations that they created to illustrate their linguistic repertoires and the contexts in which they enact them, their written reflections on their visuals, and follow-up interviews, we explored their understanding of themselves as language users and the change in their conceptual understanding of linguistic diversity. The findings point to the potential of these examinations of teachers' linguistic repertoires in language teacher education and professional development.

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« Je gardais [la] clé de mes voisins quand ils partaient en vacances » ["I used to keep my neighbours' keys when they went on holiday"]. Small stories for an alternative representation of oneself in researcher/prisoner interview in jail.

Authors:

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Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

As part of a discourse analysis research project on the representation of prison life as discursively constructed by prisoners (ex-VRP project, led by F. Pugnière-Saavedra, UBS), they were interviewed within semi-structured interviews in prisons. Those interviews were structured around four themes: their experience as an individual in the prison organization, their reception of judicial activity, their relations with the other actors in prison life (fellow prisoners, guards, etc.) and finally, their emotional experience of the prison experience. Twenty-three interviews were thus conducted (i.e. a recording duration of 15h hours and 48 minutes), which included, on numerous occasions, the introduction by the prisoners of "small stories" (Georgakopoulou, 2006; Bamberg, Georgakopoulou, 2008) which aim to draw an alternative representation of one-self outside the prison experience. In this paper, we propose to analyse the implementation of this storytelling by insisting on the mechanisms of integration of these narratives into the interviews (introduction and closure) by relying on lexical, syntactic and macro-syntactic clues, and on the pragmatic aim of these insertions into the talk-in-interaction, episodes that were not foreseen but authorised by the research protocol.

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Abstract ID: AILA1042

Regional differences in the topic of second language acquisition research between 1970 and 2020: A topic modeling approach

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

It is important to understand variations in research topics in a discipline across time periods and geographical regions because it gives us a birds-eye view of progress in the field and its present state. In recent quantitative studies on research trends in SLA (e.g., Zhang, 2020), however, the actual text of research articles, which arguably best reflects the topic of the article, has rarely been analysed.

I therefore examined research trends in SLA and their variability between regions through a topic model, a machine learning technique that automatically identifies 'topics' in a corpus. A topic in topic models is characterised by a group of co-occurring words. For instance, a research paper including a high frequency of the word *aspect* may also include the high frequency of such words as *progressive*, *perfect*, and *tense*. A topic model identifies such groups in a corpus and quantifies the proportion of each topic in each text.

I compiled a corpus including all the full-length research articles published in *Language Learning*, *Studies in Second Language Acquisition*, and *Second Language Research* between 1970 and 2020. The metadata of the corpus included the journal each article was published in, its publication year, and the country/region where the first author's institution is located. The countries/regions were then collapsed into seven continents (e.g., Europe, North America). Seventy topics were identified in the corpus through a structural topic model (Roberts et al., 2016), and an interpretive label was given to each of them (e.g., 'tense and aspect').

In this talk, I will highlight regional (i.e., inter-continental) differences and their interaction with publication years. Findings based on the analysis of topic proportions include the following:

- In North America, topics such as 'attention, awareness, and noticing in L2 acquisition' and 'L2 consonants' are more prominent than in the other regions;
- In Europe, those like 'word-internal and L1-related factors influencing vocabulary learning' and 'L2 German' are more prominent than in the other places; and
- In Asia, topics such as 'comparing and contrasting learner groups, target varieties, and within-learner languages' and 'L1/L2 Japanese and Korean' are more popular than in the other regions.

In some topics, regions interact with publication years. For instance, 'statistical modeling' and 'gestures' have increased popularity over the years in Europe and North America, while their proportions have remained relatively constant in Asia. On the other hand, 'interactionist approach' has gained popularity in North America until mid-2000s, while its popularity has remained constant in Europe and Asia.

Whereas some findings straightforwardly make sense (e.g., 'L2 German' being popular in Europe), the topic model also allowed us to identify patterns that are not necessarily intuitive for many of us in the field (e.g., interactions between regions and the chronological change).

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Abstract ID: AILA1043

New perspectives for examinations alignment on frameworks of reference for languages: corpora approach and new perspectives and challenges opened by automation and Artificial Intelligence

Authors:

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

At the corner of the millennium, the language testing field has seen the publication of diverse frameworks of reference for languages (CEFR, CLB/NCLC, STANAG...), Reference Level Descriptions and Illustrations of the levels of language proficiency. This clear professionalisation was desired by the field itself. The use of these frameworks for languages has facilitated the alignment of the examinations on diverse proficiency levels. In Europe, Standard setting and benchmarking have become a regular activity for professional test developers and are clearly part of their test validation agenda. It is also a way to rationalise the decision made on people.

If key publications have helped to promote good practices and improvement concerning Standard setting procedures, questions are still opened concerning the procedures and the way to reach a significative level of quality: use of one or various standard setting methods, reproducibility of the findings, way to optimize efficiency (number of panellists, number of items / number of productions to be revised, remote work, reliability analysis of panellists ratings...). The last decade has not been an opportunity to see emergent procedures or dramatic improvements in this area.

During the last decade, dramatic innovations emerged elsewhere mainly from the technological ground: big data collection, artificial intelligence procedures (machine learning, deep learning...), language models (GPT3, BERT, Lambda, Big science project...), externalisation of data storage (cloud)... This context is challenging well-established language test providers with their practices. These innovations are interpreted by some as a threat coming from "outside" or by others as a way to renew the field.

France Education International (FEI), a french public agency ("opérateur"), is in charge of a test, the TCF (Test de connaissance du français). This test has a 20-year history, is implemented in 200 countries and taken by 200 000 candidates annually. The TCF is use mainly for studies in French universities, migration purposes in France and Canada. Two years ago, FEI has taken the decision to "modernize" and partially automate the writing rating of this test. This project is part of the modernisation of the French administration and FEI got public founding to support a research agenda.

During this presentation, we will explain how FEI is planning to use new technologies, artificial intelligence procedures to help the writing assessment of the candidates and the raters in their work. We will analyse the pro and limits of such a procedure. As FEI (for the first time for French) produced an annotated corpus for training, assessment, and research), we will explain in which way the work with corpus is opening new avenues to improve the alignment of the TCF with CEFR levels. We will analyse the benefit and emerging challenges to deal with this new facet in our test validity argument.

Affect and Cross-cultural Influence on Language Processing: An fNIRS study.

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Linguistic research has approached emotion word representation and processing from a myriad of perspectives –psychological, sociological, developmental, and physiological– to name a few. However, the influence of culture on emotion word processing has rarely been investigated. It is known that culture plays a key role in how individuals interact with the world and process information (Basnight-Brown & Altarriba, 2018). This study aims to investigate this influence of cross-cultural differences in emotion word processing. Additionally, characterizing individual and cultural differences in terms of how the brain represents emotion concepts is an important line of work that remains to be done (Adolphs & Anderson, 2018). Therefore, this study also aims to investigate the neural correlates of emotion word processing in situations when a bilingual's first and second language are associated with different cultural values.

To study the influence of culture on emotion word representation and processing this study will focus on how cross-cultural differences modulate emotional valence ratings using fNIRS (functional near-infrared spectroscopy). This study will include 60 English Chinese bilingual participants. Half of the participants will be L1 English - L2 Chinese speakers, and the other half will be L1 Chinese speakers - L2 English speakers. The stimuli will consist of 140 emotional words, 70 in English and 70 in Chinese. There will be 30 positive, 30 negative, and 10 neutral valence words in each language. Participants will perform an emotive rating task while their brain activity patterns are being recorded. We plan to utilize an 18-channel fNIRS system to record participants' cerebral hemodynamics associated with neural activity while they rate the words for emotional valence.

Data collection for this research will be complete by January 2023. Although we cannot yet report our findings, we anticipate observing differences in valence ratings of emotion words elicited by cross-cultural differences (Barret, 2017). We also anticipate finding differences in neural activity between the two populations of participants. More specifically, we anticipate enhanced activation in the

prefrontal cortex for words rated higher as positive compared to those rated as neutral and/or negative (Ashby & Isen, 1999).

The proposed study highlights the relevance of applied linguistics in a real-world context. Examining cross-cultural influences on emotion word processing can lead to more effective communication and teaching practices in the classroom by raising awareness of how certain emotions and emotion concepts are perceived by learners across cultures. Additionally, a deeper understanding of cultural differences may lead to a better-cohesed society.

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Receptive Dutch for international participation in university bodies: a receptive multilingual approach

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

As Dutch is the main language of administration in most universities in the Netherlands, the language barrier in Dutch can hold internationals back from participation not only in education but also in meetings of participatory bodies. As a result, the perspective of international students and staff is not or to a lesser extent considered in policy making, which makes them less included than their Dutch peers. Receptive multilingualism (also known as *Intercomprehension* or *Lingua Receptiva*) (Backus et al., 2013; Ten Thije 2019) might offer solutions for diverse language situations, as many internationals do not need to develop advanced proficiency in productive (spoken and written) Dutch to communicate effectively. They can develop receptive proficiency in Dutch and use their productive proficiency in English. In other words, local students and staff can speak/write in Dutch, while internationals can speak/write in English. Therefore, our research project aims to explore to what extent a receptive (English/Dutch) approach in foreign language learning and use can improve the communicative effectiveness in receptive multilingual settings. Hence, this research contributes to knowledge about receptive multilingual communication and how this can be learned effectively and used in the language acquisition process of highly educated learners. Based on evidence that a receptive educational approach can save time and effort, these results have been used for developing language learning methods and help institutions with creating a more inclusive international environment.

Changing a language policy does not immediately solve all problems in communication. In order to

use Lingua Receptiva during university council meetings, both Dutch and international members should have sufficient listening and reading skills in all the languages involved (in our case Dutch and English). In order to lower the language barrier for international students and staff we have developed a course on Receptive Dutch for Participation in university bodies. We will give an overview of the course design, implementation and evaluation (Utrecht University 2022).
Using a receptive multilingual approach implies more than only receptive skills, but it also needs awareness of the (im)possibilities of using multilingual debates and intercultural differences. To help raise this awareness we developed a workshop and a toolkit multilingual meetings. The toolkit includes a demo-video on multilingual meetings and animated knowledge clips with critical incidents that provoke reflection. Furthermore, the workshop provides interactive role-play games and concise theory. In this way, employees learn to apply strategies to accommodate as speaker, hearer and active bystander in a meeting with co-workers who have different linguistic and cultural backgrounds.

During our presentation, we will also pay attention to the relevance of a participatory body program for a receptive multilingual approach in teaching and learning.

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Abstract ID: AILA1051

Explorative Praxis? Challenges and Opportunities in Translating Practitioner Research into Languages Other than English

Authors:

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

By its nature, inclusive practitioner research is committed to classroom inquiry that welcomes and supports *all* practitioners in reflecting on the learning-teaching process (Allwright & Hanks, 2009). An important, yet often overlooked aspect of inclusivity in practitioner research lies in the very languages teachers and learners use in instruction. While practitioner research has found wide appeal globally, the vast amount of English-language scholarship on the topic can be challenging for teachers of languages other than English who desire to engage in inquiry with their learners and colleagues in the target language (TL).

Within the model of exploratory practice (EP), practitioners from the Rio EP tradition have published ample work in Portuguese to support (primarily) L2 English/L1 Portuguese teachers and learners (see, e.g., Miller, et al., 2008). As Moraes Bezerra & Miller (2015) note, making space for multiple language repertoires in practitioner research not only supports practitioners' individual agency in reflective inquiry, but also contributes to mutual, collective development.

Aligned with this commitment to a plurality of understandings in teacher inquiry, this presentation reports on the experiences of a virtual German-language EP community of practice made up of K-16 German teachers in the US, set to begin in spring 2023. Designed to serve both individual German teachers and the broader L2 German teaching profession, the group supports multiple, interconnected professional learning goals: (1) introducing German teachers to EP, (2) creating community among teachers and learners of German, and (3) offering teachers whose L1 is not German a sustainable source for ongoing professional development and language support.

The presentation highlights participants' experiences developing and investigating puzzles in German and reflecting on their own professional learning as German teachers. Additionally, it focuses on the challenges and opportunities participants experience in 'translating' EP principles and terms into German. Here, issues concerning translatability of cultural concepts (e.g., puzzles) provide moments to consider how different 'languacultures' (Agar, 1994) can frame and position practitioner research in unique ways. To provide a developmental profile of individual and group experiences doing EP in German, the study draws on: (1) participants' written reflections; (2) transcribed Zoom recordings of regular group meetings; and (3) ongoing collaborative development of a German-language handbook for German teachers new to EP. Importantly, the presentation provides teachers of languages other than German (and English) with a model for 'translating' EP into their TLs for

professional learning.

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Abstract ID: AILA1052

Creating shared value: a social semiotic analysis of ESG discourse on social media

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

For decades, institutions, businesses, and individuals have engaged in discourse regarding their commitment to building a better world. In 2022, however, we are still a long way from achieving sustainable development. While institutions have struggled to agree on common standards and regulations, businesses have shifted their corporate discourse to focus on environmental, social, and governance themes (ESG), which reflect their efforts to preserve the planet (E), generate positive societal impact (S), and operate in compliance with economic policies (G). This new rhetoric is the result of corporate peer pressure, increased activism and consumer engagement on social media, and growing risks for reputational damage and financial impacts on corporations. Among all business sectors, luxury has historically been associated with qualities such as overconsumption and social stratification that do not naturally align with sustainability (Thurlow & Jaworski, 2017; Veblen, 1957), however, it has been integrating ESG factors into corporate discourse. This study is concerned with the semiotic construction of meanings related to the renegotiation of the oxymoronic concept of 'sustainable luxury' (Nervino, 2016; Wells *et al.* 2021). This study adopts a social semiotic approach to analyse Instagram posts shared by luxury brands in 2020 and 2021 (Bateman et al., 2017; Kress & van Leeuwen, 2001; 2006; Nervino, 2018). The analysis identifies the semiotic resources involved in the meaning-making process enabling the coexistence of luxury and sustainable discourse. Preliminary findings show how the discourse shared on Instagram constructs environmental, social, and governance claims by deploying a diversified set of semiotic resources enacting both conceptual and narrative processes, intertextual references, cohesive devices such as colour and medium-specific features to articulate a call for collective action and play the role of a catalyst for certain causes. In this vein, brands discursively construct an alignment between their financial ambitions and long-term value creation for society to advocate, influence, and drive the sustainability discourse.

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Focus on classroom language in multilingual university settings: shifting perspectives.

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

Employing student and teacher focus group data obtained at the Universidad Complutense de Madrid as part of the SHIFT project – an international collaboration focused on exploring the notion of disciplinary literacies from a student perspective, this presentation hopes to contribute to an understanding of the interplay of linguistic hierarchies in EMEMUS (English Medium Education in Multilingual University Settings) classrooms.

Data obtained from transcripts of the focus groups conducted in the Spring of 2021 (19 informants overall) has been coded using MAXQDA. We started with five mother codes: Demographic data; Perceptions of Internationalisation; Using English; Using L1s/translanguaging and English outside the classroom, and created 24 sub-categories each further divided into 2-6 sub-codes. Once we had coded the focus group data, we had over 500 flagged extracts. This data is providing us with a nuanced understanding of the beliefs, opinions and attitudes in play.

In this presentation we will focus primarily on the question of classroom language use. This area is of obvious interest to researchers (for example see Komori-Glatz 2018; Sanchez-García 2019; Smit 2019) but this is perhaps the first study to compare stakeholder views. It initially appears that there are differences between the two cohorts' idealisations of praxis: the teachers leaning heavily towards English-only instruction while the students would prefer a more multilingual approach. We are currently engaged in exploring some of the potential reasons for this mismatch. These may be institutional – for example the university's policy for internationalisation equating teaching in English with 'bilingualism' (even though they are arguably advocating L2 monolingualism in the classroom) and situational – the pandemic having contributed to a scarcity of incoming Erasmus students in the student cohort and in turn to an atypical preponderance of L1 Spanish speakers.

This is a work in progress but one thing which has emerged when working with the data is that we found ourselves repeatedly wondering to what extent the two groups – teachers and students – were aware of each other's feelings on the matter. In line with AILA's concern this year with social cohesion, we cannot help but feel that while the focus group discussions provided us – researchers – with invaluable data it might be even more fruitful if the two cohorts were to engage in genuine dialogue with each other regarding the question of classroom language.

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Abstract ID: AILA1054

Using Legitimation Code Theory to explore the use of English and other semiotic resources in knowledge building in university English medium education.

Authors:

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

This paper reports results from a research project which uses Legitimation Code Theory (LCT) to explore how English and other semiotic resources are used in knowledge-building practices in university level English medium education (EME). It starts from the premise that understanding the uses of participants' semiotic resources in EME needs to be linked more clearly to the nature of the disciplinary knowledge which is the target of instruction, both across and within academic disciplines. LCT is an approach from the sociology of education which can be used to explore and enhance all kinds of knowledge-building practices (Maton, 2014). It is a response to what Maton (2014: 3-4) claims is the "knowledge blindness" of much educational research, that is, that the nature and structure of knowledge and knowledge practices is often not considered, and instead there is a focus on ways of knowing and knowers (e.g., from a psychological perspective, as in constructivist accounts of learning). Current LCT-informed research mainly uses the three "dimensions" of Specialization, Semantics and Autonomy to reveal the underlying organising principles of knowledge practices. Specialization sees practices as knowledge-knower structures which can be explored in terms of epistemic relations to objects of study, and social relations to ways of knowing and knowers. Semantics explores practices in terms of their context-embeddedness (semantic gravity) and how densely packed meanings are (semantic density). Autonomy examines how knowledge practices are positioned as more or less inside or outside fields of activity, and the purposes to which such "inside" or "outside" knowledge is put. The project uses these three dimensions of LCT to explore how English and other semiotic resources are put to use in knowledge-building in university English-medium education. Specialization shows how epistemic relations involving relative focus on the "what" and "how" of learning can account for differences in the use of semiotic resources even within the same discipline. Semantics shows how lecturers handle complex, highly dense material by "unpacking" and "repacking" it in "semantic waves", and Autonomy shows how knowledge from "inside" or "outside" the current topic (e.g., when giving examples) can be used more or less effectively for disciplinary knowledge-building purposes. The data are drawn from a corpus of video-recordings of face-to-face and online teaching and interviews with lecturers, from a range of disciplines, in two EME settings (Spain and Turkey). The analysis combines LCT with a conversation analytic and corpus linguistics (CA/CL) approach, in which fine-grained qualitative analyses of specific extracts of interaction are combined with corpus analyses which reveal wider patterns across datasets. The paper ends with suggestions as to how the findings of LCT-based studies which use detailed analyses of classroom data can be used as a knowledge base and resource for the professional development of lecturers in university English medium education.

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The Autonomous Language Learning Classroom: The Answer to Inclusion - evidence from a Danish non-streamed secondary school

Authors:

Leni Dam [1] [*] [^] Former University College Copenhagen, Denmark

Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

Ever since the *Salamanca Statement and Framework for Action on Special Needs Education* was issued by UNESCO in 1994, there has been a continuous debate about *how* to include students with special needs (SSN) in mainstream education. Unfortunately, however, there has been little discussion of inclusion in the foreign language classroom. In Denmark the aim was – and is - to include more than 90% of SSN students. Today the tendency is – sadly – to return the students to special classes or schools. Many teachers claim that the failure of inclusion is due to lack of resources when moving students from special to 'normal' schools. To some extent they may be right when the focus is on specific needs for specific disabilities. However, when it comes to including dyslexic students or students with ADHD (Attention Deficit Hyperactivity Disorder) – two of the biggest groups with special needs in Denmark (2022) – there is evidence that the pedagogy and principles that govern autonomous language learning support effective inclusion (Little, Dam & Legenhausen 2017).

This paper will show how it is possible to successfully include a severely dyslexic student and a boy with ADHD in a 'normal' mixed-ability classroom setting (Dam 2021). The data derives from the students' first three years learning English, from 11 to 14, and consists of excerpts from the students' logbooks, their answers to questions focusing on social aspects of learning, their preferred activities, and self-assessments. Use is also made of teacher's notes and comments as well as assessments and comments from peers.

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Leni Dam has been involved in the development of learner autonomy since 1973 – in her role as a teacher at secondary level in Denmark and in her role as educational adviser at the University College of Copenhagen. Together with Lienhard Legenhausen, Germany, she has researched the linguistic development of learners in autonomous language learning settings. She has written extensively on matters related to learner autonomy, such as differentiation, evaluation, teacher roles and learner roles. Her book from 1995 (reprinted in 1998, 2004, 2014) "Learner autonomy: From Theory to Classroom Practice" is still used in pre- and in-service teacher education and was in 2021 translated into German. From 1993 till !999 she held office as the Co-Convenor of the Scientific Commission of Learner Autonomy in AILA together with Sara Cotterall and in 2001 she edited *AILA Review 15: Learner autonomy: new insights*. In 2004, she received an honorary PhD in pedagogy from Karlstad University, Sweden. In the years 2008-2016 she was Joint Coordinator of the IATEFL Learner Autonomy Special Interest Group. She continues to be actively involved in spreading the word about learner autonomy via workshops, talks, and publications in as well as outside Denmark.

Abstract ID: AILA1056

Virtual Exchange: an innovative inclusive Third Space for the promotion of global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development

Authors:

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Yumiko Furumura [2] [^] Nagoya University of Foreign Studies

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

Although SDGs do not specifically focus on Higher education (HE), HE institutions play an important role in promoting the development of values, competencies, skills, and knowledge necessary to contribute to building a more sustainable society. Virtual exchanges (VE), or Collaborative Online International Learning (COIL can contribute to creating a "third space" that provides an environment for HE EFL learners to express themselves as individuals by fostering diversity and inclusive participation, promoting openness to knowledge pluralization through meaningful intercultural interaction among diverse students (Wimpenny et al., 2022; Wimpenny & Orsini-Jones, 2020). On the other hand, the development of competences for democratic culture in EFL learners contribute to promoting global citizenship through language education and intercultural dialogue, as well as the appreciation of cultural diversity and culture's contribution to sustainability. This paper aims to show how a VE involving EFL students from Costa Rica and Japan can effectively become an innovative inclusive Third Space for the promotion of global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development through intercultural dialogue. By examining how the participants mobilize a number of competences for democratic culture, it would be possible to understand the potential of VE in achieving the goal of EFL learners acquiring the knowledge and skills needed to promote sustainable development through intercultural dialogue in a dialogic, reflective, diverse and inclusive Third Space.

Abstract ID: AILA1057

Transgressive English language teaching practices in a Brazilian public school: active methodologies through the lenses of Socio-Cultural-Historical Theory (SCHT)

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Abstract Topics: [SYMP32] English teaching in contemporary neoliberal framework: narratives that merge or split?

Abstract Summary:

Desks lined up to silence students' subjectivities and teaching-learning practices centered on the teacher as the master of all knowledge do not make sense when we seek human development for citizens who are socially responsible and fight, for example, against COVID-19, racism, homophobia, feminicide, socioeconomic inequalities, willing to guarantee their well-being as well as that of the others (SERAFIM; TANZI NETO; DIEGUES, in press). In other words, *the traditional model of education*, which Paulo Freire [1968]/(2021) named *the banking model of education*, does not promote the development of subjects who are engaged and aware of their *collectividuality* (STETSENKO, 2022) – a concept that reflects the dialectical relationship between the collective and the individual in constant interaction and social transformation. For this development to happen, students' voices must be heard and in dialogue to build what bell hooks [1994]/(2017) called a *learning community*. That being said, this presentation aims to reflect on transgressive English language teaching practices developed in a Brazilian public school after the remote learning period ended through the lens of Social-Cultural-Historical Theory, initially developed by Lev Vygotsky [1934]/(2009) and expanded by neovygotskyans (COLE, 1998, NEWMAN; HOLZMAN, 2002, TANZI NETO, 2019, 2020, STETSENKO, 2022, and others). Data may include lesson plans based on active methodologies – "teaching strategies centered on the effective participation of students in the construction of the learning process, in a flexible, interconnected and blended way" (BACICH; MORAN, 2017, p. 4, my translation) –, photographs of students, and students' testimonials.

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Abstract ID: AILA1058

Addressing linguistic and social sustainability: English reading comprehension strategies among multilingual students with varied heritage language literacy levels

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Abstract Topics: [SYMP69] Sustainability in Language Teaching

Abstract Summary:

In today's world of migration and diaspora, linguistic and social sustainability are key factors in promoting social cohesion among linguistically diverse populations. The European Commission (EC, 2018) stresses the importance of developing multilingual pedagogies to address the diverse needs of multilingual children in schools. Finland has been a multilingual country for centuries, yet it seems that even today teachers uphold monolingual ideologies (Alisaari et al., 2019). This could lead to a situation where students are taught with a "one-size-fits-all" mentality.

The premise behind the present study is that a one-size-fits-all mentality in teaching English reading comprehension (RC) does not address multilingual students' diverse language learning needs, nor does it represent the multilingual pedagogy referred to by the EC. Indeed, the Finnish National Core Curriculum for Basic Education (2014) emphasizes the importance of addressing students' individual learning needs and encouraging them to use different ways of learning English. However, there is little mention of how teachers should go about addressing those needs and encouraging students to find the best ways to learn English. The present study focuses on reading comprehension strategies (RCSs), because migrant students' literacy skills are especially weak compared to the country's non-migrant youth (PISA, 2018). RC and literacy in general are the building blocks for linguistic and social sustainability.

This study, therefore, offers insight into the English RCSs of 77 students aged 13–14 with a migrant background. Their heritage language (HL) literacy level varies from complete non-literacy to being

able to read at a level appropriate for their age. The data were collected using a combined and modified version of the Strategy Inventory for Language Learning (Oxford, 1989) and the Survey of Reading Strategies (Mokhtari & Sheorey, 2002); the mean and median scores were analyzed in SPSS. The questionnaire was supplemented with interviews of nine respondents, which were analyzed with NVivo. The results revealed that more active, purposeful strategy use is needed; closer focus should be given to helping individual students understand the importance of using RCSs and encouraging them to experiment with different strategies to find those most suitable. Also, they need more skills in applying prior language knowledge in English/foreign language RC. Addressing these issues has the potential to improve migrant students' overall literacy skills.

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Self-regulated writing strategy training in secondary schools

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Good writing skills are essential for the school education and participating in the society. However, results of government reports show that students have lower writing competencies in secondary schools in Germany (Stanat et al. 2017). This reveals the necessity to promote students writing competencies. Meta-analyses demonstrate that self-regulated writing strategy instruction is one of the most effective approaches to develop students' writing competence and to support their text production (Graham et al., 2012). This paper presents the concept of a writing strategy training, which was developed in the framework of the government funded project "Die Textprofis", and aims to give valuable insights into the implementation process in secondary track schools in Germany. The over-arching research question is which challenges or aspects play a role in the transfer and implementation of writing strategies.

The writing strategy training comprises the summarization of podcast episodes by 5th graders, as summarization has been proven to be a highly effective task for this age group (Philipp, 2015). The training concept is based on the Self-Regulated Strategy Development (SRSD) (Harris & Graham, 2017). The students receive scaffolds and direct instruction in order to write a summary by explicit modeling.

This quasi-experimental intervention study was implemented by 106 teachers from 48 schools (experimental group), who completed the professional development training in a blended-learning course format. The control group consists of 35 teachers from 20 schools. A pretest and posttest design was used to determine the students' knowledge of writing strategies. After the writing strategy training, students, teachers and expert advisors completed a questionnaire

to evaluate the training. To gain insights into the implementation process, interview data were collected from teachers and expert advisors.

Preliminary results show that the professional development training is essential for the transferability and usefulness of writing strategies. Qualitative interview data support these two scales, as well. Qualitative analyses reveal that acceptance, feasibility, cost-benefit ratio play an important role in the transfer and implementation of self-regulated writing strategies, too. Students' preliminary results will be discussed with respect to change in their writing competence and knowledge of writing strategies. Overall, this study contributes to the promotion of writing strategies and to improving our understanding of which factors are essential in the transfer and implementation of writings strategies.

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Abstract ID: AILA1061

Vieillesse : fatalité ou maladie à soigner ? Les nouvelles stratégies discursives dans les milieux transhumanistes et spécialisés

Authors:

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Abstract Topics: [SYMP75] Vieillesse & vieillissement : discours et représentations

Abstract Summary:

Martens et al. (2004 : 2) se demandent pourquoi « les personnes âgées sont souvent et de diverses manières la cible de préjugés ». Selon les auteurs, la réponse à cette question réside dans la peur de la mort. L'anthropologue américain Ernest Becker (1973 : ix) souligne que « l'idée de la mort, la peur de celle-ci, hante l'animal humain comme rien d'autre ». La vieillesse est une sorte d'annonce de la mort. D'après Martens et al. (2004 : 3), « ... l'âgisme, sous certaines de ses formes, est précisément lié à ce lien avec les personnes âgées, car il est potentiellement un rappel puissant et menaçant de notre propre processus de vieillissement et de notre destin ultime : la mort ». Steven Pinker (2011), psycholinguiste, affirme que « le langage est une fenêtre sur les relations sociales ». Ainsi, notre peur de la mort et du vieillissement se reflète également dans le langage. On ne parle pas crument de la vieillesse, on utilise plutôt des tournures qui prennent la forme de divers euphémismes, métaphores.

Aujourd'hui, une nouvelle direction se dessine en médecine, qui appelle à considérer la vieillesse comme une maladie qui se soigne (Sender 2016), et non comme une fatalité qu'il faut accepter. Ce nouveau discours est en vogue dans les milieux de recherche spécialisée mais aussi dans des milieux enthousiastes et militants comme les milieux transhumanistes par exemple. Cette nouvelle façon de concevoir la vieillesse se traduit aussi par la façon d'en parler. Une nouvelle métaphore apparaît dans ce contexte, à savoir que la vieillesse est une maladie.

Je me propose donc de comparer ce nouveau discours sur la vieillesse avec le discours traditionnel centré sur l'acceptation et la modération. Cette recherche portera sur le discours des milieux russes spécialisés, notamment les médias, les portails et sites web spécialisés dans le domaine médical (des articles sur la vieillesse), ainsi que les sites web destinés directement aux personnes âgées. Cette étude entre dans le cadre du congrès AILA 2023 et s'inscrit dans le programme de recherche « Vieillesse et vieillissement : discours et représentations », projet transversal du CEL.

(Argumentaire plus détaillé joint)

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TROITSKAIA-Iuliia-Call-for-individual-com-AILA-2023.pdf

Modeling the recontextualization of talk in professional writing

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Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

Interviewing is a key method of acquiring and producing information in many professions. Usually, talk is transformed into text, and turns at talk are lifted out of their interactional contexts to be written down for one purpose or another. Depending on the domain, the way turns at talk are used in written genres can vary significantly.

In our presentation, we are going to propose a systematic and practice-oriented model that describes the recontextualization of interview-produced talk in professional writing. Professional writing encompasses the verbal work of professional writers (*e.g.*, journalists, researchers, book authors) as well as that of people using writing in their profession (e.g. nurses, doctors, police officers, job recruiters, asylum officers).

The model addresses the complex relationship between what is produced during an interactional event and what remains once reported in a written text. It aims to give keys to understand *how* material coming from interviews is reported in written texts (*forms and practices of reporting*) and *why* it is used that way (*norms and ideals of reporting*). Importantly, modeling the recontextualization of talk in professional writing should not only help practitioners in their everyday work but should reveal issues that might be unnoticed by scholars.

Taking a wide-angle view on language learning strategies: A case study of an EAL writer

Authors:

Jason Schneider [1] [*] [^] DePaul University

Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

Griffiths (2020) proposes four general characteristics of LLS: strategies are "active"; learners choose their strategies; strategies are goal-oriented; strategies are used for the purpose of learning language (p. 608). The definition of LLS grounding this paper aligns with the first three of these tenets, but it moves beyond the view that strategies must be "for the purpose of learning language." By emphasizing how the research participant in this study engaged in behaviors aimed at *achieving writing success within her academic discourse community*-which is not always the same as learning how to write better in English-I conceptualize strategic behaviors as situated responses to institutional exigencies (see Schneider, 2022). To that end, some of the student's writing behaviors to be highlighted here include how she developed ideas for independent writing projects; how she sought help from peers and others; how she approached revising and editing papers; and how she worked to appease instructors' expectations.

Beyond identifying such strategies, however, the presentation will emphasize the extent to which the student's evolving behaviors over four years of college reflected developments in her life beyond the classroom-as described by her during multiple research interviews. Generally, her personal narrative follows this arc: During her first years of college, she experienced feelings of indirection and frustration, particularly in relation to a belief that she had limited future opportunities; then, in the latter part of her studies, she developed a strong sense of professional identity and was able to imagine a clear career path for herself. As she went through these changes, her strategic approaches to writing evolved accordingly. While she started college employing strategies aimed at completing writing assignments with minimal effort, displaying little concern for skill development, by the second half of college she was engaging more deeply with writing and applying strategies aimed at learning and growth.

This an overly simplistic rendering of the student's experience-more details will be included-but the larger point is to illuminate the value of a "wide-angle view." While this way of thinking has not been central to work on LLS, it is certainly not unique within applied linguistics, and it is directly informed by research on identity (Norton, 2013), a person-in-context relational view (Ushioda, 2009), and, more generally, student motivation (Dörnyei, 2020).

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Language learning and use in the context of care work: Experiences of migrant care workers from Ukraine

Authors:

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Due to rapid population ageing, the demand for care workers is a topic of growing importance in the European Union and around the world. In many European countries, a prominent role in meeting the care needs of the older population has been played by migrant workers (Anderson 2012). Many of them are women from Eastern European countries employed as live-in caregivers in private households or as nurses and care assistants in institutional care settings. Migrant care workers tend to have very limited knowledge of their host country's dominant language upon arrival (Haider 2009; Wolny 2016), and therefore need to adapt not only to the new workplace practices and cultural environment but also have to learn a new language. Given the importance of face-to-face interactions and interpersonal relationships in care settings (Walsh & Shutes 2012), it is of particular interest to examine the work-related language learning and use in the context of care migration. This topic, however, has received relatively little linguistic attention to date.

The present study aims to explore how migrant care workers present their work-related language learning experiences and how they position themselves and are positioned by others in their stories. Additionally, the study focuses on the interrelationship between workplace-oriented language learning and occupational development as well as on migrant caregivers' reflections on the role of communication and linguistic competence in the aged care contexts.

To achieve these research objectives, semi-structured in-depth interviews with migrant care workers have been conducted. The study focuses on migrant workers from Ukraine who are employed as live-in care workers, care assistants or nurses in various care settings in Germany, Austria and Italy. The interviews have been conducted in the research subjects' L1, namely in Ukrainian, to enable the interviewees to recount their experiences more freely and in great depth.

Preliminary findings show that Ukrainian care workers, who work in private households, have limited opportunities to practice their host country's dominant language outside the workplace. As regards language learning and occupational development, live-in care workers tend to be particularly motivated to invest in their language learning if they aspire to find employment in institutional care settings.

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Winter, 261-286.

Abstract ID: AILA1066

Educational linguistics and ecocriticism: environmental narratives for children and young people to promote sustainability

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Abstract Topics: [SYMP69] Sustainability in Language Teaching

Abstract Summary:

From a Discourse Analysis perspective, the popular notion of *sustainable development* is both anthropocentric and controversial as it implies the paradoxical idea that environment can be protected through technological, economic and social growth even if this is also the main cause of its degradation (Antelmi, 2018). Thus, due to this premise, we believe that Education for Sustainable Development (ESD) (Leicht et al., 2018; UNESCO, 2017, 2020) should foster a more ecocentric idea of sustainability, where nature, culture and humans are conceived as interconnected elements belonging to the same ecosystem.

Within this perspective, the aim of this paper is to show and discuss some of the results of my ongoing PhD project, whose purpose is to create a language education course, which employs children and young adults' literature to foster learners' ecoliteracy and environmental awareness, with a focus on the relationship between nature, language and culture. Departing from the wider scholarly field of environmental humanities, the study draws on the developing field of ecocriticism, and it is divided in two parts. The first consists in the initial construction and analysis of a corpus of texts for children and young adults through the use of both the Nature-in-Culture Matrix (Goga et al., 2018) and Critical Discourse Analysis (CDA). The main goal is to uncover the narratives and ideologies on nature and the human-nature relationship included in the chosen texts. The second part corresponds to the actual creation of a language education course for language teachers, based on the texts previously analysed and aimed at showing how children's literature and critical literacy can be used in language education as tools to educate for sustainability.

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Abstract ID: AILA1068

Performing Pro- and Anti-Abortion Political Positioning in the U.S. Congress

Authors:

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

In political discourse research, the polarising issue of abortion rights in the U.S. context has received insufficient scholarly attention. This is surprising given the prominent role that the issue has played in the American political scenario since at least the early 1970s. When, on Friday 24th June 2022, the U.S. Supreme Court issued its landmark ruling in *Dobbs v. Jackson Women's Health Center*, overturning the historical precedent made in the 1973 *Roe v. Wade* ruling, abortion ceased to be a Constitutionally protected, fundamental right in the United States of America. This recent development calls for an urgent investigation of the anti- and pro-abortion discourses in the U.S. context. This paper focuses on both pro- and anti-abortion political actors and their contribution to shaping the debate around abortion rights in America. More specifically, the study is concerned with the ways in which U.S. Congress members position themselves as political actors in an attempt to create key narratives that support their work of attempting either to legalise or criminalise abortion care. The dataset analysed comprises two sub-corpora of nonlegislative one-minute speeches on the topic of abortion delivered on the House Floor during the 1st session of the 117th U.S. Congress (between January 3, 2021 to January 3, 2022) and 2nd session of the 117th Congress (between January 3, 2022 to January 3, 2023). The study examines the linguistic means the individual Congress members rely on in order not only to engage in but also create specific discourses around the topic of abortion, at the same time as they perform and reinforce their own political positioning.

Abstract ID: AILA1072

Sustainability and Practitioner Research: Fostering Embodied Knowledge and Inclusivity in Language Pedagogy

Authors:

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Sustainability is a priority among the institutions and countries seeking to implement the UN's Sustainable Development Goals (SDGs) (UN, 2018). At the same time, Higher Education (HE) institutions prioritise annual global performance rankings, performance metrics, and impact assessments, which can include seeking evidence of the contributions that teaching and research make to SDGs. Academics and educators are encouraged to view SDGs and the environment as critical components of the twenty-first-century curriculum. In language syllabi, sustainability issues can be addressed in a number of ways. Environmental issues can be explored through discussions, debates, or the process of building an appropriate lexicon for the subject. However, a challenge remains: How do educators develop materials and lessons to foster appropriate linguistic abilities for the here-and-now while also doing justice to broader educational aims that have "an enduring influence on the future attitudes and personalities of their students" (Maley & Peachey, 2017, p. 7)? It is a challenge that calls for a language pedagogy that puts learners centre stage as meaning-makers and designers of their future (Serafini & Gee, 2017).

This paper reports on how I implemented a student-centred, expansive language pedagogy by adopting an enquiry-based approach to materials development. More specifically, I used Exploratory Practice (EP) (Allwright & Hanks, 2009; Slimani-Rolls & Kiely, 2018) to encourage students to build an embodied understanding of environmental issues. First, EP is introduced, particularly its epistemological and ethical framework, which puts sustainability at the core of its practice. Second, the paper illustrates the EP process of classroom materials development, which emerges synergistically through my students and I engaging in cross-puzzling and investigations revolving around the idea of the Anthropocene. The shared understanding developed through EP can draw attention to institutional and personal challenges, such as top-

down HE institutional constraints that encourage linear, one-size-fits-all pedagogical materials. I discuss how my own embodied understanding, developed in my participation in an international and cross-disciplinary educational project concerned with the Anthropocene, has meshed with my learners' embodied understanding, arriving at a shared one. Third, and finally, the paper reflects on how an enquiry-based approach to classroom materials development and implementation responds to SDGs and global environmental challenges, and it encourages language teachers to develop sustainability and inclusivity through practitioner-research communities of practice.

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Abstract ID: AILA1073

Comparison of teachers' and students' perspectives on dictionary use, knowledge, and preference during the COVID-19 pandemic

Authors:

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

Learner's dictionaries are important resources that promote language learning for students. Students may be less familiar with learners' dictionaries in book format, despite the fact that many language teachers in Thailand preferred their students to use learners' dictionaries, especially in book format (Boonmoh, 2010). However, technology is evolving rapidly, and this is influencing how students consult dictionaries. Studies (Boonmoh 2021, Fallianda 2020) indicate that the use of online dictionaries is on the rise in numerous countries around the world.

Due to the recent spread of the COVID-19 pandemic, schools and universities have adopted online instruction. For online language classes, most of the learning materials and resources will be shared online. Learners will therefore use online dictionaries rather than printed dictionaries when they encounter problems. Online learners' dictionaries will be in high demand and a necessity for students in the current period.

Book-format dictionaries and online dictionaries have distinguishing characteristics, and these distinctions may impact users' lookups and their learning. Users of paper dictionaries may be able to obtain sufficient information on a term at a glance, but users of online dictionaries may need to scroll down to view further information. This might cause difficulties for certain students. Although online dictionaries can increase users' look-up frequency and decrease look-up time, this does not necessarily ensure the same level of memory of looked-up words, the success of look-ups, or the right usage of the looked-up word in writing. However, a few research on dictionary skills training have shown favorable effects on students' dictionary abilities, learning comprehension, and confidence while using dictionaries.

This study will investigate EFL teachers' perspectives on whether printed or online dictionaries students should consult and how they train students in the concept of dictionary use for language

learning. This study will also investigate the perspectives of students as language learners regarding their preferred dictionaries or online resources when they experience language challenges, as well as the factors by which they choose which tools to use. About 50 EFL teachers teaching foundation English courses to undergraduates from at least three public universities in Bangkok, as well as approximately 300 undergraduates, will take an online survey.

The discrepancy between the types of dictionaries students choose to use and the types of dictionaries teachers urge their students to use may demonstrate the need for explicit dictionary skills training as well as how the training might be conducted. This study is anticipated to provide the current state of dictionary use in a South East Asian context, with implications that may be valuable for language teachers teaching English to English learners worldwide.

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Abstract ID: AILA1075

Language Policy and Language Ideology in Times of Euregionalising Borderlands: The Case of Secondary Schools' (Extra-)Curricular Investments

Authors:

Daan Hovens [1] [*] [^] Maastricht

Abstract Topics: [SYMP68] Sprachideologien im Wandel

Abstract Summary:

This contribution explores why secondary schools in the Belgian-Dutch-German borderland invest -or not invest- in language education and cross-border language contact events such as pupil exchanges. As a theoretical perspective, language ideology highlights the often conflicting values that are discursively constructed during these decision-making processes. On the one hand, there are national educational policies which assign a certain value to language education in general, and specific languages in particular, typically the national language(s) plus English. On the other hand, there are Euregional policy actors who, often with financial support from the European Union through so-called INTERREG programmes, assign special value to the education of what they call "neighbouring languages" (in this case: Dutch, French, and German). Besides that, technological developments, labour market developments, the COVID-19 pandemic, and subsidy programmes such as Erasmus+ significantly impact the possibilities for language education and cross-border language contact events. Within this context of stimuli and constraints, secondary schools gather diverse directors, deans, teachers, pupils, and parents, all of whom have specific backgrounds and priorities. By exploring why these schools invest in certain language education and language contact events, or not, this contribution thus simultaneously puts a spotlight on the characteristics of the language-ideological discourse that emerges in times of Euregionalising borderlands, and on the relation between this discourse and other aspects of secondary schools' decision-making processes. In this way, the research adds to conceptual discussions on the relation between language ideology and language policy (Hovens 2021; Johnson 2013; Shohamy 2006; Spolsky 2004).

The contribution is primarily based on about 30 interviews with teachers, deans, and directors from secondary schools in the Belgian-Dutch-German borderland (i.e., about 10 interviews per country), most of which are conducted online (using MS Teams) by the author in 2022. The interview sample is not supposed to be representative, but to reflect a diverse spectrum of existing perspectives in this

borderland. Regarding the perspective of pupils, the contribution makes use of findings from a representative survey among secondary school pupils from the Dutch province of Limburg (i.e., the Dutch part of the borderland), which is conducted by a group of scholars from Maastricht University in the same year. Furthermore, the survey makes use of the findings from a focus group pilot study in the Dutch province of Limburg, which the author conducts towards the end of 2022 in order to deepen the understanding of the survey results. The author's research is partly financed by the INTERREG project EMRLingua, which aims to stimulate the education of "neighbouring languages" in the Belgian-Dutch-German borderland. Rather than taking this situatedness as a given, the author aims to reflect upon the role of INTERREG projects such as EMRLingua, as well as his own research, in broader language-political and language-ideological developments. Hence, besides the contribution's conceptual goal, the author also aims to discuss his research at the level of application, i.e., how the findings might be used for language-political and/or language-ideological purposes.

Abstract ID: AILA1076

Affordances and Constraints of ELT Textbook Materiality in a Chinese Emergency Online Classroom

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Despite the growing interest in ELT textbook studies, how English teachers use textbooks in real classrooms has been inadequately investigated (Harwood, 2014). The paucity of textbook use research may result in a distorted picture of ELT textbooks, as static analyses of textbook content can never reveal the full nature of textbooks, neglecting how they are consumed by users through contextualized interpretation and dynamic interaction (Weinberg & Wiesner, 2011). In addition, the majority of previous textbook use research has focused on teachers' interpretations of textbook content, but has neglected the fact that textbooks are also objects with material qualities (Kolbeck & Röhl, 2018). According to Nevile et al (2014), objects make significant contributions to the trajectories of human interaction in social settings, while in ELT classrooms, classroom interaction has been regarded as central to effective teaching (Walsh, 2011). To fully understand the interactions involved, how teachers interact with the materiality of textbooks as objects and how teachers employ the materiality of textbooks to interact with students require detailed and systematic analysis. Besides, the global COVID-19 pandemic has disrupted face-to-face teaching routines and shifted courses to emergency online teaching, enforcing various constraints on classroom interaction. One major challenge in Chinese universities is that teachers have to interact in online classrooms where there is zero visibility of participants, and the materiality of textbooks is not presented in the form of printed books but displayed through computer screens. In thisscenario, how teachers verbalize textbooks and manipulate them through the computer screen and mouse becomes a key influencing factor in classroom interaction.

The present study, drawing on the strengths of interaction analysis, which foregrounds the significance of real-life data in local contexts and pivots on the interpretation of speaker intent encoded in both verbal and nonverbal signals in interaction(Gumperz, 1982), aims to investigate the affordances and constraints of ELT textbook materiality in emergency online classroom interaction. Through interaction analysis of one Chinese university teacher's 11 video-recorded lessons, the study

reveals various strategies involving verbalizing the textbook and manipulating it through the computer screen and mouse to cope with the interactional challenges arising in emergency online classrooms. The study has important implications for ELT textbook development, highlighting the need for special attention to material qualities of textbooks. Implications can also be drawn for teacher development programs designed to enhance English teachers' interactional competence, especially in emergency online classrooms.

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Abstract ID: AILA1077

Carrying out fully inclusive research: contemporary Exploratory Practice insights to research (and classroom practice)

Authors:

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Thelma Christina Ribeiro Côrtes [3] [^] UFRJ / PUC-Rio

Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Permeating nuances of the areas of language teaching-learning and of initial and continuing teacher education (Hanks, 2017; Miller; Cunha; Allwright, 2020; Rio de Janeiro Exploratory Practice Group, 2021), Exploratory Practice has also carried out researches in partnerships that include students with teachers, peer teachers, teachers with coordinators, among others (Côrtes, 2017; Maciel, 2021; Nunes, 2022).

Such theoretical and methodological insertions have motivated us to seek for new understandings about where Exploratory Practice studies come from and to which directions they go in teaching, research and teacher education. As exploratory practitioners ourselves, we conducted researches permeated by stories (Bastos; Biar, 2015), which we analyzed with the framework of narrative studies (De Fina, 2015).

Having dialogued with teachers-researchers about what Exploratory Practice represents to their practices and having investigated with (school) student-practitioners the effects of more inclusive school practices, we analyzed such data through an interpretive paradigm within qualitative research in Social Sciences. Also, we support our reflections with Contemporary Applied Linguistics (Moita Lopes, 2006), which permits us to look at discourse as a social practice with ethical dimensions.

As a result, it was possible to understand that Exploratory Practice has shown itself to be a promising path for more ethical (school and) research practices. Critical and sensitive to the context and to the emotions of the people involved in it, Exploratory Practice has proven itself to be an open and safe space for a multitude of questions, which are asked and investigated in increasingly more collaborative ways.

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Abstract ID: AILA1081

"Do you date man and woman!?": Sociability and their normative bases in the lives of LGBTQIA+ people among their relatives.

Authors:

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

The current family sociability has been regulated by modern values: intimacy, affection and care. Those are the foundation of the development of the concept of family (ARIÈS, 1962), a discourse that has produced the idea of what is a family and how their members should relate to each other.

Furthermore, the consolidation of its monogamous and (cis-)heterosexual configuration is contemporaneous to the deployment of sexuality (FOUCAULT, 1978). In this sense, this institution can be perceived as a place where bodies have been produced and cared to attend certain expectations and norms of gender and sexuality.

Bearing that in mind, for this presentation, I intend to discuss the sociability between LGBTQIA+ people and their families considering the ways their parents have proceeded in order to normalize their performances of gender and sexuality. To this end, I will focus on the way they construct their experiences in narratives. Specifically, I will present a narrative of Carlos, a gay and cisgender man, about an emergent conflict with his mother as the silence regarding his sexuality starts to break. I have talked to Carlos about his family experiences in an interview, a part of my concluded master degree research, in which I analyze narratives about repression practices suffered by Brazilian LGBTQIA+ people in their relatives.

For my presentation, I will focus on the structural aspects of the narrative, the discourses to which it indexes and the interaction between me and Carlos, exploring the contributions of the field of Narrative Analysis (DE FINA, 2009; BIAR, ORTON, BASTOS, 2021) and Queer Linguistics (MOTSCHENBACHER, 2001; BORBA, 2015) to approach the process of construction and regulation of identities.

From Carlos's story, we can perceive how performances not aligned with cis-heteronormative expectations trigger a constant process of control and repression which operates reinforcing a heterocentric family sociability. Besides that, narratives and stories such as Carlos allow us to realize that, despite the hegemonic discourse about the family being an environment of intimacy, affection and care, it may find its limits in relation to gender performances and sexualities.

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Abstract ID: AILA1082

Measuring plurilingual competence in English-Medium Instruction: language gains in students' receptive and productive skills

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

Globalisation and the rapid increase in social mobility have transformed homogeneous educational contexts into more linguistically and culturally diverse ones (Piccardo, 2018), which explains the increasing critique of the predominant monoglossic ideologies in applied linguistics and the consequent 'multilingual turn' in the field. A case in point in the European context is the central role of plurilingual and pluricultural competence in the latest version of the CEFR (Council of Europe, 2020). However, at the same time, a growing number of non-English-speaking universities are being pushed to invest significant resources to introduce English-Medium Instruction (EMI) as part of their internationalisation strategy (Jenkins, 2014), while neglecting the role of other languages as part of their future graduates' professional profile. Furthermore, many EMI lecturers are non-language specialists and adopt monoglossic approaches to foreign-language teaching (i.e. native-like proficiency and one-language-only policies)(Lüdi, 2022). Therefore, although it seems unquestionable that EMI contributes to improving English, there is scant evidence on whether it may also have positive effects on learners' plurilingual competence, especially in ELF contexts in which English is not an official language.

To this end, our study aims to explore the impact of EMI on undergraduates' plurilingual competence in Spain by examining students' plurilingual competence regarding their receptive and productive language gains after taking a six-month EMI course at a university in Catalonia (Spain). A total sample of 45 undergraduates studying Business, Tourism, Primary Education and Law participated in our study. They were asked to complete 2 tests: (1) a spoken to written mediation from Catalan to English, assessed by, on the one hand, a rubric and the CEFR's scales, and, on the other hand, the CAF measures of complexity (C/TU), accuracy (EFTU/TU and Err/TU), fluency (words per 60/total seconds) and Guiraud's Index for lexical richness (types/√tokens); and (2) an oral comprehension

multiple-choice test involving Catalan, Spanish and English, using raw score out of 10. Several statistical tests will be run to examine whether the difference between the pre- and post-test is statistically significant, and whether factors such as their previous educational practices, mastery and familiarity with languaging play a significant role.

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Embodied Systemic Functional Linguistics: Unlearning in Teacher Education

Authors:

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Nicole Siffrinn [2] [^] University of Southern Maine

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

U.S. schooling tends to be mentalistic, meaning there is a division between mind and body wherein the former gets privileged (Macedonia, 2019). This privileging of mind is problematic because it legitimizes docile bodies (Bánovčanová & Masaryková, 2014), regulating not just movement and physical engagement, but BIPOC bodies in particular. This separation is also racialized as it valorizes the White knowing subject while simultaneously disciplining and punishing social and cultural practices that center the body and its expression. In other words, this dualism functions as a form of management and control. To disrupt dominant educational practices, it is therefore important that training teacher educators receive does not reinscribe this split at the expense of whole-body learning.

Thus, in this current study, we focus on how the adoption of an embodied systemic functional linguistics (SFL) praxis (Authors, 2019) in our teacher education courses assist future educators in supporting language learners to gain access to disciplinary areas in ways that value and build on what they know and can do with multisemiotic resources. Specifically, we examine how enrolled students themselves became immersed in physical, material, and semiotic activities while generating disciplinary knowledge. We explore how students responded to a shift to embodied curriculum, the strengths of learning new disciplinary content through embodied practices, and challenges students faced when engaging in artistic, embodied, and multimodal activities.

The presentation begins with a description of our theoretical orientation. Then, it illustrates how focal participants deepened disciplinary literacy knowledge through embodied activities such as using found objects or materials to recreate and represent new disciplinary concepts. The data presented-including artistic, creative artifacts and post-course interviews with artifact creators-comes from a semester-long course at a large research university in the U.S., where students explored how content area curricula can be designed and assessed in artistic, embodied ways to meet sociocultural and linguistic interests of all language learners. Through thematic analysis of semi-structured interview data, we found that students, through placing their bodies at the center of thinking, first went through a process of unlearning dominant educational practices that centered text and cognition. While students were initially uncomfortable with resituating bodies at the center of their thinking, they experienced an opening and deepening of knowledge through whole-body sensemaking (Bucholtz & Hall, 2016). Findings demonstrate the invaluable role the body played in being, doing, and knowing by highlighting the ways it was entangled with semiosis. Implications include the need to disrupt normative educational practices and unlearn dominant ways of knowing perpetuated through conventional education by moving through a pedagogy of discomfort (Boler, 1999) and slowness.

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Abstract ID: AILA1085

Exploring intersections of SHES (situated, historic, embodied semiosis) and applied linguistics

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Historically, research on semiotics and multimodality has been dominated by approaches that focus on artifacts; that infer practices of production, reception, and use from those artifacts; and that aim to describe rule-governed systems of signs (on models of abstract grammars for languages) (e.g., Barthes, 1967; Kress, 2010; Kress & van Leeuwen, 2001). On the other hand, situated and observational studies of semiotic/multimodal activity have often focused on particular dimensions of interaction (e.g., talk, gesture, writing), typically limited to a focus on only one or two semiotic resources (e.g., Goodwin, 2003; LeBaron & Streeck, 2000; Gullberg, 2009; Waring, 2012). Recently, more expansive engagements with semiotic activities as well as artifacts have increasingly been embraced (e.g., Mondada, 2019; Thorne, Hellerman, & Jakonen, 2021; Smith, Pacheco, & Khorosheva, 2020). In this paper, we describe an integrative transdisciplinary framework for such engagements, SHES (situated, historic, embodied semiosis). Uniting multiple lines of theory/research, SHES offers an integrated account of communication, activity, and becoming (a more expansive framework than learning; e.g., Erstad et al., 2016). SHES emphasizes complexity and emergence as fundamental, both materially and biologically (Barad, 2007; Gilbert, 2019; Salthe, 1993).

SHES takes up Peirce's late semiotic theories (Jappy 2017; Peirce 1998), which switched from signs (products) to semiosis (the process), replaced a representational account with non-representational mediation, and flipped the relations of tokens to types in ways that align with dialogic notions of utterance and genre (Voloshinov, 1973; Bakhtin, 1986). SHES is likewise grounded in recent biological theories that highlight complexity and symbiosis and biosemiotic

frameworks that challenge human-centered and Platonic semiotic ideologies (e.g., Gilbert, 2019; Kull, 2010; Salthe, 1993). SHES draws together lines of research that have **situated** language and other semiotic resources in communicative events (e.g., Goffman, 1981; Hanks, 1990; Irvine, 1996; Ochs, Gonzales, & Jacoby, 1994; Streeck, Goodwin, & LeBaron, 2011); have conceptualized communication and becoming as matters of dialogic **histories** (e.g., Linell, 2009; Wertsch, 1991; Volshinov, 1973), and have understood activity as always **embodied** and materially distributed across human and non-human (biological and physical) elements of functional systems (e.g., Cole & Engeström, 1993; Hutchins, 1995; Zittoun et al., 2013). SHES also highlights the central role of *embodied metaphoricity* in thinking and communication (e.g., Lakoff, 1987; Mittelberg, 2019; Müller, 2008). Locating the core phenomenon in activity in the world, these lines of research have increasingly shifted attention to **semiosis**, as nicely expressed in Agha's (2007) definition of language-in-use as "events of semiosis in which language occurs," events where language represents no more than "a fragment of a multi-channel sign configuration" (p. 6).

After sketching the SHES framework, we consider what it can contribute to applied linguistics research and practice in classrooms (focusing on academic literacies), clinics (focusing on aphasia), and social worlds (focusing on community and workplace communication). Theoretically, we highlight the implications of complexity and emergence in biological, material, and interactional theories and research. Ultimately, we argue SHES provides a powerful set of tools for understanding human and non-human action, communication, and becoming.

Abstract ID: AILA1086

The roles languages play in an English-medium business degree: bachelor students' voices on their plurilingual trajectories towards disciplinary literacy

Authors:

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

Within the rapidly growing research field of English-medium education in higher education, in recent years more and more studies have started taking into account the multilingual realities present in the context of English-medium programs (e.g. Dafouz & Smit 2020, Baker & Hüttner 2019). However, studies have also called for further research into the complex roles of languages within EME as well as for putting students – as key stakeholders – at the center of attention of EMEMUS research (Dafouz & Smit 2022). To address this gap, the present study provides an in-depth investigation into the ways undergraduate EME students draw on their linguistic repertoires for maneuvering their pluriliterate higher education experience. It aims to foreground students' voices and to shed light on final-year bachelor students' reflections on their disciplinary literacy development throughout their studies and the roles their L1s, the main educational language of their institution (German) and English have played in this process. To this end, in-depth interviews (each between 60 and 90 minutes long) were conducted with 19 of a highly international cohort of 68 students on an Austrian business EMP. The students' narrations highlight the complex and diversified ways by which students employed their linguistic repertoires during the three years of their degree, a significant part of which was restricted to pandemic-induced online education. Findings also show multi-layered and highly situation-dependent roles of languages for teaching, learning and community building in the context of the EMP. More specifically, the study identifies different trajectories of how students used their plurilingual resources while developing the disciplinary literacies relevant for completing their studies successfully. These trajectories are contingent on various factors, such as the country of the students' high school education, their prior work experience, and the area of specialization of their bachelor papers. Furthermore, results indicate pedagogical hierarchies among the languages present in the EMP, enacted by the lecturers and partly by the students themselves.

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Análisis interlingüístico de los tuits sobre la política española e inglesa

Authors:

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Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

En esta propuesta se describe en primer lugar el tipo de lenguaje que se utiliza en Twitter en temas políticos en español e inglés, que ha sido ampliamente analizado en los últimos años por diversos autores (Zappavigna, 2012, Johansson et al. 2018, Carrió Pastor et al., 2021). Uno de los rasgos lingüísticos que nos aporta información sobre la comunicación en Twitter es el uso de marcadores discursivos, que se utilizan tanto en formato textual como visual (multimodal), para interaccionar con el lector y transmitirle una opinión o forma de pensar, influyendo, con ello, en la forma de comprender o interpretar un texto (Hyland 2005; Carrió-Pastor 2016, 2019). Los objetivos de este estudio son identificar la comunicación multimodal de los tuiteros que denota una determinada actitud en ámbitos políticos en Twitter y proponer una clasificación a partir de las funciones que se realizan en el discurso digital. Así pues, se trata de analizar las expresiones multimodales que utilizan los tuiteros para expresar actitud e intensificación en las cuentas de dos políticos españoles y dos ingleses en Twitter. Se ha escogido este tipo de discurso para mostrar las diferencias interlingüísticas entre el español y el inglés en la comunicación en Twitter en el ámbito específico de la política, analizando sus distintos modos de comunicación. Como resultado, se distinguieron distintas categorías según su función y significado en el texto. Este artículo concluye con una propuesta de clasificación e identificación de las funciones de estas expresiones en el lenguaje digital.

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Abstract ID: AILA1089

Becoming 'critical' citizens: language, Chinese social media, and the making of political positionings

Authors:

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

Politics of mainland China has been a contested topic in social sciences since the 21st century. Despite its insights, the existing body of literature is deeply implicated with a neocolonial/west-centric interpretation of the increasing tension between China and the so-called global north. More recently, the academic landscape is becoming more complicated under the surge of anti-China sentiment triggered by the China-US Trade War and the COVID19 pandemic. It is not uncommon today to see scholars taking an explicit stance on China, which unveiled the long-standing, taken-for-granted criticism on the Chinese government encouraged by well-known institutions around the world.

Due to the forged linkage between such academic production and China-targeting propaganda, and the lack of responses from Chinese academia, research on politics of China is characterized by an exclusive focus on the Chinese government. In this line of work, Chinese citizens are often viewed as passive subjects, who presumably align with either one of the two political positionings imagined by the historical anti-China narratives: as either 'brainwashed' to support the government or 'repressed' for challenging its perceived political oppression. Their voices, however, are decontextualized from local epistemologies, treated as the data evidence to justify some structural organizations pre-determined by researchers in a top-down matter (e.g., authoritarianism). Less explored is who make these voices, for what individual or collective purposes, and with what positionings enacted on the ground that could potentially transcend the dominant support-vs-repressed categorization of Chinese citizens.

In this paper, I adopt a sociolinguistic perspective to investigate the situated processes in which the political positionings of Chinese citizens are discursively constructed and circulated. Drawing on my two-year online ethnography that examines the emergence of 'new' Chinese nationalism on Chinese social media, I focus on Chinese netizens' comments on the continuous COVID lockdown that seems to have caused growing public concerns since 2022. Informed by Agha's (2006) theory of enregisterment, I trace how seemingly isolated comments on COVID-related news constitute larger interactional networks on major social media platforms. I provide a nuanced account of how such networks create a space for the complex meaning-making process of what counts as political, what as unpolitical but social, and how this distinction enables what I call a critical positioning of Chinese netizens shaped by the ambiguous status quo of China in the post-pandemic era.

With this analysis, I aim to explicate the often-backstaged heterogeneity underlying the enactment of political positionings in China. I argue that the dominant narratives – from both academic and public domains – that routinely politicize China are

problematic not only for taking a colonial stance, but also for adopting a reductionist view on the real-life complexities faced by Chinese citizens on the ground. This, as I hope to show, calls for a ground-driven, sociolinguistic perspective that zooms in on the discursive formation of politics in everyday life.

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Translating and using subtitles and dubbed dialogue to aid learners in more faithfully expressing their lgbtq+ identity in Japanese as a second language

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

Second language learning and translation benefit from an intersection between Queer Linguistics and Applied Linguistics. A comparison of original Japanese dialogues and translated English subtitles/dubbed dialogues of lgbtq+ characters in Japanese TV shows, movies, and *manga* comics sheds light on language-specific features indexing sexuality and gender and how speakers perform queerness. These dialogue comparisons in turn serve as ideal language materials in enhancing both lgbtq+ *and* non-lgbtq+ learners in more faithfully expressing their identity in Japanese as a second language (L2), given that lgbtq+ voices are generally missing in foreign language classrooms.

Speakers possess a linguistic repertoire of codes/styles to index gender identities, affiliations, ideologies, and stances (Hanks, 1996). Media create character backgrounds and describe relationships by activating the social associations of these codes/styles. Scripts exploit shifting between these codes/styles to develop storylines by expressing fluid identities, evolving relationships, and changing stances. In the Japanese *manga*-based Netflix lgbtq+ TV series *What Did You Eat Yesterday?,* a rich linguistic repertoire (e.g., pronouns, sentence-final particles, verb forms, pitch levels/patterns) is manipulated to define the personalities and relationship of a gay middle-aged couple from a stereotypically heteronormative perspective: masculine/feminine and hierarchical (i.e., "husband" vs "wife"). Furthermore, the show mainstreams Japanese gay community vernacular (e.g., *neko* sexually submissive, *tachi-neko* masculine sexually submissive).

The current study has two objectives: 1) comparing interpretations of the linguistic features indexing identities, relationships, and stances of the original Japanese and translated English dialogues in *What Did You Eat Yesterday* (TV series, *manga*) by native speakers of Japanese and English, respectively, and 2) incorporating Japanese-to-English dialogue comparisons as a teaching technique within a pragmatics-focused task-based teaching approach to enhance awareness of queer and heteronormative language forms, usages, and stereotypes.

Analyses demonstrate that indexical features in the original Japanese dialogues tend to be translated into cisgender, male, white, middle-class American English, erasing identities, relationships, stances, and styleshifting and thereby blurring fluid identities, evolving relationships, and changing stances. Japanese forms tend to be more hypermasculine or hyperfeminine

whereas English translated forms are "gender-neutral". By contrast, gay terms in Japanese (*nonke, neko*) are less understood than their English translated counterparts (*straight, sexually passive*). Nevertheless, translated subtitles and dubbed dialogues largely result in one-dimensional characters, flat interactions, and hard-to-follow dialogues. Consequently, translations perpetuate a false narrative of a monolithic, heteronormative Japan and standard-language ideology by erasing lgbtq+ voices in Japan and among international viewers.

These dialogue comparisons further serve as scaffolding activities (e.g., analysis, listening, dubbing, roleplay) within a pragmatics-focused task-based teaching approach. A survey and pre-/post-tests show that L2 learners positively view dialogue comparisons in boosting awareness of linguistic forms indexing lgbtq+ identities and aiding them in developing a more faithful L2 Japanese identity and more fully participating in the Japanese lgbtq+ community.

This presentation discusses:

1) lgbtq+ indexical features in Japanese and translated English counterparts

2) teaching techniques for L2 Japanese lgbtq+ indexical features

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Fostering an Integrative Plurilingual Stance when teaching official majority and minority languages: A Case of Canadian L2 Teacher Candidates

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Canada is a country with two official languages - English and French. The official majority-minority status of each language varies across provinces and territories because language policy falls under federal jurisdiction, while education policy is set by province/territory. Instructional mandates to teach Canada's two official languages vary depending on the primary language of schooling – for example, English language school boards must offer mandatory French as a second official language (FSL) programming to all students. In such contexts, the FSL programming varies from short daily language classes (i.e., Core French) to more immersive programs where both language and content are taught in French (i.e., French Immersion) (CPF, 2019).

This presentation focuses on the preparation of future FSL teachers for English-dominant contexts in Canada, where schools are becoming ever more diverse in terms of students with multilingual backgrounds (Statistics Canada, 2017). In the context of this study (Ontario, Canada), English is considered the majority language in the school community, and French is assigned official minority status. It is commonplace for FSL teacher candidates and teachers to teach in both French and English as part of their teaching assignments (e.g., teaching both French and English sections of an immersion program; teaching Core French part time and the remaining time in English, etc.). Calls have been made for teacher education that prepares future teachers for language diversity in majority language classrooms (Barros et al., 2021; Viesca & Tennant, 2019). Recently in Canada, the role of plurilingual approaches (e.g., Clark, 2011; Arnott, et. al., 2017) and translanguaging (e.g., Lau, et. al., 2017; Lau, 2020) in FSL classrooms has garnered much debate (e.g., Ballinger et al., 2017; Davis, et. al., 2021). However, the extent to which Canadian FSL teacher candidates embrace similar/different plurilingual stances relative to their teaching of Canada's two official languages is yet unknown.

In response, this presentation compares qualitative data documenting FSL teacher candidate beliefs about teaching for diversity during two courses taken as part of their teacher preparation programs: (i) FSL didactic courses; and (ii) courses focused on teaching English learners in mainstream English classrooms. Data was gathered at two Canadian universities via online survey responses (*n* = 68), semi-structured interviews (*n*= 20) and reflective assignments (*n* = 15).

Findings point to a spectrum of openness to adopting a plurilingual pedagogical stance depending on whether one is teaching the official majority or minority language in multilingual classrooms. Specifically, participants indicated feeling more open to

adopting a plurilingual stance when teaching in the majority language (English) versus the minority language (French). These findings suggest the need for a more integrative plurilingual stance to support FSL teachers in Canada as they adopt a holistic approach to teaching both official languages in multilingual school settings. Implications for teacher education for diversity in Canada and other multilingual contexts, as well as ongoing empirical, theoretical, and practical considerations of how the complexities of different contexts can be leveraged to support plurilingualism and translanguaging in the language classroom will be discussed.

Abstract ID: AILA1093

Developing College EFL Writers' Critical Thinking Skills Through Online Materials: A Case Study

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Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Developing students' critical thinking skills has been a crucial component of the language teaching curriculum, as it fosters students' abilities to analyze and evaluate information, as well as to make their own decisions related to their academic success (Nold, 2017). Take academic English writing as an example. Experienced writers have to construct texts at the dual levels of content and language as endorsed by academic English communities (Hyland, 2002). This means that English-as-a-foreign-language (EFL) writers have to gain corresponding critical thinking skills, and through them, deconstruct valued English texts and construct their own content on the two levels, projecting their professional identity as culturally and linguistically endorsed academic writers (Hyland, 2002).

Unfortunately, despite the importance of critical thinking skills in the process of writing construction, they are still largely ignored in the writing classroom, which primarily focuses on the teaching of grammar or structure and hampers students from composing effective essays (Lee, 2008). Even in international communities that try to develop English writers' critical thinking skills, actual writing teaching practices are still limited to non-linguistic strategies (e.g., using questions), which are often too abstract or inaccessible for students' writing literacy development on both the content and language levels (Mok, 2009). In EFL writing contexts, teaching critical thinking skills is, in addition, challenged by conventional classroom practices in which teachers often lack effective educational training and are constrained by the contents of the textbook, leading to a scenario where teachers dominate the classroom and provide limited space for students' development of critical thinking (DeWaelsche, 2015). Therefore, this case study attempts to explore how a language learning theory (i.e., systemic functional linguistics [SFL]) based on the adoption and use of instructional resources (i.e., online materials) can help EFL writers critically navigate the complexities of academic writing literacy on the levels of both language and content. It aims to call EFL writing teachers' attention to the importance of teaching critical thinking skills as well as to provide them with an accessible tool for adopting and using supplementary materials in the classroom while developing their students' critical thinking skills in regard to the construction of effective writing.

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Abstract ID: AILA1096

Teaching and learning languages remotely: Pandemic lessons for a post-pandemic future

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Building on MacIntyre et al. (2020) and Mercer & Gregersen (2020), this exploratory study examines the transition to emergency remote instruction (ERT) during the COVID-19 pandemic based on questionnaire responses from over 6,000 language learners and teachers from 118 countries.

To examine how the stakeholders adapted to ERT, we had constructed an original online survey composed of 441 items. Constructs of interest were derived from existing validated scales as well as ones developed specifically for this project. Exploratory and confirmatory factor analyses with direct oblimin, excluding items exhibiting cross- or low loadings (<.30), led to the development of 30+ new scales exhibiting acceptable to very good reliability indices (Cronbach's α:.72–.92, McDonald's ω_h:.75–.92) and adequate fit as indicated by TLI and RMSEA values.

Responding to specific research questions, regression and other inferential analyses of *instructors*' responses revealed that:

1. teachers coped better when they worked in higher education: $F=9.31, p<.001, \eta_p^2=.02[.01;.04]$ and used synchronous delivery: $t=-6.2, p<.001, d=.33[.22;.43]$;
2. educators were *more* engaged in developing than economically developed countries: $t=3.59, p<.05, d=.31[.14;.48]$;
3. psychological overload was mediated by perception of student coping;
4. instructors' stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of situational impact, course optionality, and perceived effectiveness of virtual delivery;
5. on average, teachers felt that remote instruction depressed students' language progress by around 64% compared with in-person classes;
6. future learning outcomes were the biggest cause for concern in A1-level classes: $\beta=.09, R^2=.51, p=.026$;
7. the breakup of some constructs in clusters of naturally correlating variables suggests that in crisis situations these may function differently than during 'business as usual', supporting the Strong Situation Hypothesis (Meyer et al., 2010) and in line with Resnik and Dewaele (2021);
8. participants' coping behaviour and attitudes were moderated by multilingualism operationalized as weighted proficiency in languages spoken. Although 'more polyglot' teachers found remote teaching harder than initially expected ($r=.223$), they demonstrated more stability in their lives ($-.278$) and instruction ($-.373$) and were

more likely to believe that they would come out unscathed (.252). They felt their students were coping well (.302), and their classes were longer (.271).

Subsequently, we shift attention to factors distinguishing better- and worse-coping language *learners*. We then compare the teacher and student subsamples side-by-side to see whether Extraversion similarly or differentially affected Anxiety in the two cohorts. A two-step cluster analysis, combining the hierarchical and *k*-means clustering algorithms, revealed that Extraversion influenced Anxiety only in the instructor cohort (t=6.02, p<.001, d=.28[.16,.42]).

Keigo (honorifics) in the classroom: discourses of culture and native-speakerism

Authors:

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

The impact of ideologies – "constellation of fundamental or commonsensical, and often normative, beliefs and ideas related to some aspect(s) of 'reality'" (Verschueren, J., 1996) - on the experience of foreign language learners has been discussed through research in various domains, including studies of instructional material (Matsumoto & Okamoto 2003; Brown 2010; McConachy and Hata 2013, McConachy 2018), discourses produced in conversations with a host family (Cook 2006) or with peers (Suzuki 2009; Pizziconi & Iwasaki 2022). Ideologies surrounding the target language - e.g. its typical characteristics and their cultural – and hence cross-cultural and intercultural – significance, and who has legitimate competence over them (Doerr 2009, citing Pennycook 1994) are entwined with the ideology of "native-speakerism" (Holliday 2015). This ideology ascribes indiscriminately superior capabilities to teachers who have a language as their mother tongue, and underpins pedagogical practices as well as expectations (Swan et. al 2015). Takeuchi (2021) adds to the discussion of language ideologies and native-speakerism by focusing on a formally conspicuous and culturally iconic feature of Japanese, *keigo* or honorifics (Wetzel 2004), views and opinions around which she explores through a survey of teachers of Japanese as a Foreign Language at universities in the US. She is able to show that standards for *keigo* use differ for L1 and L2 speakers, and that teachers' ideologies have a potential to deny L2 speakers' legitimacy. She finds evidence of bias regarding conceptualizations of the language ("essentialized connection between language, culture, and native speakers") on one hand, and expectations vis-à-vis learners needs and abilities on the other ("relegating the speech of L2 speakers to information transmission", 2021:602).
I plan to carry out a replication of this study in the UK context. Despite likely differences in the pedagogical context in the scholarly discourses and infrastructure (including the size of the professional body of teachers of Japanese), anecdotal evidence of common discourses

surrounding *keigo* (e.g. that *keigo* is a particularly challenging item of cultural and linguistic instruction, or the strong concern with the standard and correctness) suggest that native-speakerist ideologies could also be at play in this context. Adding to the replication of that survey, I propose to also investigate through follow up interviews of practitioners in the UK the question of teacher legitimacy. 'NS superiority' is shown to be non-absolute and intersecting with multiple contexts and social categories which complicate power relations, and should not be taken for granted (Kubota, R. 2009). Given the emergence of more positive views of the contributions of non-native teachers (Doerr 2009) current views about native advantage deserve an empirical investigation.

The focus on notions of native-speakerness and the potentially differential legitimacy of different actors (teachers and learners alike) in the language classroom contributes to the panel's concern around (cultural) biases which may constrain the development of an inclusive language education. The survey and interviews can probe how diversity is articulated in the (intercultural) encounter between teachers and learners, and in relationships between teachers with different background and different power positions.

The role of translation technology in supporting multilingualism, translanguaging and transknowledging in EMI higher education

Authors:

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Abstract Topics: [SYMP52] Multilingualism across disciplines in English-medium higher education

Abstract Summary:

The history and current reality of Australia is multilingual, and in higher education settings this multilingualism is amplified. However, over the last decade, there has been a troubling positioning of the linguistic expertise of multilingual international and domestic students in English medium higher education institutions in Australia.

This has prompted our research team to conduct a longitudinal series of small-scale reflexive classroom-based studies into the relationship between students' multilingual capabilities, academic English, and students' agency and wellbeing. Early studies have demonstrated that translation and knowledge exchange are two key processes that increase students' academic proficiency in their home language and English. More than this, engaging these processes enhances students' positive identity as valuable carriers of knowledge who can enrich their own learning and that of their peers (Heugh, Li & Song, 2017).

Building on this, the current presentation will discuss the most recent project 'Using Human Language Technology (HLT) to enhance academic integrity, inclusivity, knowledge exchange, student diversity and retention'. The primary purpose of the project was to address some of the challenges and opportunities afforded by increasing student and teacher diversity at the predominantly English-medium university through newly enhanced HLTs such as online translation tools.

Key findings include the extent of HLT use, its different functions in supporting academic activities, and implications for academic integrity. The study showed that most students, whether monolingual and domestic, or multilingual and international, have already made use of HLT outside of their university or higher education study. Many students use human translation and translation technologies to understand complex academic reading in English, and to assist in producing written responses in academic English. The shape of their multilingual repertoires and academic language proficiencies may impact the skill with which they integrate HLTs appropriately into research, writing and editing practices.

Implications for higher education institutions will be discussed, including engaging students' multiple languages and knowledges in higher education, providing inclusive English language support, and guiding staff and students in the appropriate use of HLTs to maintain academic integrity. We emphasise the need to look beyond linguistic diversity and language repertoire, and understand the contributions of and implications for diverse ways of knowing (epistemology), being (including wellbeing) and believing (including worldviews), which are often obscured in conventional approaches to university teaching and learning.

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Abstract ID: AILA1099

Literature Class Projects in Chilean teacher training: diagnosing trainees' classroom interactional competences in collaborative simulated co-teaching sessions

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Katherina Walper [2] ^ Austral University of Chile

Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

This presentation will show two distinctive methods implemented since 2010 in the Anglophone literature subjects in the EFL teacher training programme at Universidad Austral de Chile: the "Literature Class Projects" (LCP), and the diagnosis of trainees' use of language and bodies for teaching (their CIC).

LCPs train pre-service teachers to include non-graded literary texts based on learner-centred teaching, literature-based instruction, scaffolding, and communicative, text, task and project-based approaches, among others. In LCPs trainees work in groups (3-4 students [1]) in a series of simulated co-teaching sessions based on one (of the ten) readings that comprise the course which is also built upon a semiotic perspective; therefore, students are provided with texts in different formats: videos, songs, short stories, poems, etc.

Thanks to the LCPs, the literature subjects in our training programme changed from lectures to student-teacher collaboration: interpersonal relationships strengthened; grades (from first to the second term) significantly increased; soft skills and pedagogical abilities related to lesson planning, classroom management, assessment and performance in front of an audience bettered; motivation to read and critically analyse the texts improved. By exploring the literary pieces through the eyes of a teacher and finding ways to design their LCPs, they have drawn closer to the target culture, considerably expanding their knowledge and understanding of the anglophone countries.

By combining the LCP's methodology and Multimodal Conversation Analysis we study the trainee teachers' verbal and embodied practices. This allows us to reflect on interaction including all bodily resources: voice, body, gestures and gaze. This way, we can diagnose their CIC when performing the LCPs to give them feedback and develop training workshops tailored to their particular needs.

In short, throughout the 10 years of LCPs, we have corroborated their validity and reliability as a methodology that can be applied globally regardless of the country, culture, language and modality.

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[1] We have an average of 30 to 40 students per class.

Abstract ID: AILA1100

Machine Translation is Changing English Education in Japan

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Many Japanese high schools have class sizes of 40 or more students, making it difficult to deal with the details. In addition, the Common University Test only measures reading and listening comprehension. Because of these and other factors, English learning in high schools is often focused on reading and listening to texts and achieving high scores on entrance exams and certification tests. As a result, according to a survey of high school seniors, only less than 20% reached the A2 level in written English.

In recent years, the accuracy of Machine Translation (MT) has improved, and some MTs have voice input/output capabilities. The authors decided to aim for a paradigm shift in English language instruction for first-year university students. Teachers will use MT to improve the efficiency of time-consuming English correction, while students will use MT on their own for speech training while giving speeches and debates in class.

First, in 2021, the authors investigated how the use of MT changes the attitudes of first-year university students at the A2 level through the teaching of English essays. The first survey revealed that many students felt guilty about using MT. This is because their experiences in high school was that they used MTs to read given English texts instead of reading them on their own. In addition, many learners were not able to use MT appropriately. Therefore, in the class, the authors taught them how to use MT appropriately as a learning machine for writing essays. Then, many students had a positive attitude toward the use of MT.

Then, in 2022, the authors taught the students how to correct English sentences by themselves using MT and how to do voice training by themselves using the voice input/output function of English. First, as for the correction of English sentences using MT, there were quite a few essays submitted by the students that showed that some of them did not understand the structural differences between the Japanese and English sentences. Therefore, the author instructed the students to make the Japanese sentences to be machine-translated into English well and to use another MT to back-translate the translated English sentences into Japanese to check whether the Japanese sentences were translated as they were meant to be. As a result, the quality of the students' English writing gradually improved. Next, for voice training, the students used the voice input/output function of Google Translate. First, the students type their own English sentences into Google Translate, which outputs them as spoken English, and then they repeat the English sentences over and over to practice pronouncing the sentences. Regarding the checking of pronunciation, the students were instructed that they would pass the test if their pronunciation entered into Google Translate was accurately recognized by it.

Thus, by using MT as a language learning machine, the authors were able to shift the paradigm to a class where students wrote English sentences that effectively persuaded their opponents in debates, and spoke while efficiently learning correct

pronunciation in speeches.

Abstract ID: AILA1101

Examining political and ideological underpinnings in university English textbooks: A CDA and corpus linguistics approach

Authors:

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Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Goldberg and Noels (2006) argued that learners may gain a new perception or understanding of themselves, or, of people who speak that language, in the process of acquiring the language, and thus come to identify with that particular language community (Liu, Zhang, & May, 2022). This resulted in some cautious responses and stances toward cultural globalization, particularly the dominance of some hegemonic languages (chiefly, English). These concerns and attitudes may be reflected in educational and language policies as well as in English language textbooks in some countries, and China is a particularly interesting case in point (see also Liu, Zhang, Yang, 2022; Zhang & Liu, 2022). That said, Blommaert (2010) also asserted that these "hegemonic" languages "have not only become 'global' but also indigenized, both adapted to new communicative habits and subjected to local norms" (p. xi). Curdt-Christiansen and Weninger (2015: 4) observed that these localized trends are particularly evident in school textbooks, and they argued that textbooks, sanctioned in most cases by government bodies, represent the "official" texts that "often have an overt or covert agenda to promote/demote certain cultural values and ideologies".

China's response to the challenge of cultural globalization in terms of English language education remains cautious, due to the fact that China has harboured an unstable attitude towards the learning and teaching of the English language over a long period of its history. It is understood that learning English in China exposes learners to various media, foreign cultural information, different values and life views, which may differ from the cognitive, affective and social implications conveyed through their first language and within the wider society (Lo Bianco 2009). In this sense, every choice in writing or compiling an English language textbook may reflect this caution.

China has had an ambivalent policy for the learning and teaching of English as a foreign language (EFL) over much of its history. The status and role of English has thus changed over time, depending on the political period. This explicit and implicit implementation of language policy has had a particular impact not only on the content of English-as-a-foreign-language (EFL) textbooks in China, but also on the politics and ideologies underlying them. However, studies exploring such politics and ideologies remain sensitive areas in which little work has been done to date. By applying a combination of critical discourse analysis and a corpus linguistics approach, in this paper we critically investigate the political and ideological underpinnings embedded in 10 current English language textbook series that are widely used and officially approved for use in most Chinese universities by the Ministry of Education, the central body for designing, overseeing and monitoring curriculum design textbook

production. As we will report in more detail the findings in our presentation, we can briefly observe that, unlike earlier historical periods, no explicit political philosophy is captured in any of the textbook series, which reflects China's more recent focus on wider economic engagement and the processes of globalization.

Abstract ID: AILA1102

ELF-framed language policies and practices: decolonial perspectives from the global south

Authors:

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Abstract Topics: [SYMP92] ELF in education: setting agendas for the future

Abstract Summary:

Critical applied linguists, such as Kubota (2014), have stated that there seems to be a gap between theory and practice despite contributions from the so-called multi-pluri turn. In the field of English language teaching, this gap is evident among well-intended pedagogies which, despite addressing diversity, don't usually tackle the problem in depth. Decolonial thinking is a critical field of inquiry committed to excavating the genealogy of asymmetrical power relations in history with an emphasis on how racialized bodies, cultures, identities and languages turn out to explain oppression and marginalization. Once we identity and interrogate how these oppressive mechanisms were engendered by Modernity/Coloniality and how colonial traces persist in contemporary society (Mignolo, 2000), we might commit ourselves towards the interruption of coloniality in daily-live racial micro-aggressions. What do English scholars, teachers, teacher educators have to do with such things? Along with Kubota, I advocate in favor of approaching language studies to the above concerns brought by decolonial thinking. This seems paramount specially for those involved with English language education research and practice for English language holds a privileged and controversial condition as consequence of colonial and imperialist traces. New terminologies have arisen as a response to monolingual and monocultural orientations to language, such as the concept of English as a Lingua Franca (EFL). As this symposium addresses, over the years, ELF has become a full-fledged research field generating important scholarship all over the world. This proposal is a call to further invest in the approach of ELF research to issues of decoloniality for its potential to prevent English teachers from self-marginalization (Kumaravadivelu, 2012). Regardless of advances in ELF theorizations, normative centripetal forces seem stronger than ever in neoliberal society particularly among global south English users whose disapproved *mestisaje linguistica* (Anzaldúa, 1987) « needs to be fixed ». This talk aims at presenting the constraints and potentialities of ELF in contemporary Brazilian educational policies and practices. In doing so, results from an exploratory focal group study composed by English student teachers will be shared, with an emphasis on how participants make meaning of ELF. Preliminary analysis show constraints and potentialities in the implementation of ELF

as English teachers' agency is either thrived or withered depending on how diverging school contexts respond to neoliberal and colonialist driving forces and the prevailing fiction of monolingual imaginaries.

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Problematising the Dominance of English as a Business Lingua Franca from an Individual Point of View

Authors:

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Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

Research on English as a Business Lingua Franca (BELF) (Kankaanranta & Louhiala-Salminen, 2013) has made great strides in the last 15 years, as it explores the dominance of English in global business as a language that connects people working globally.

This paper aims to shed light on inequality, power relations and restrictions among BELF users; these issues have been relatively downplayed in the previous BELF research, and to explore a more realistic picture of BELF in the diverse workplace worldwide.

 English is the only world language used by more non-native speakers than native speakers (Crystal, 2018), and English proficiency has been widely promoted as necessary knowledge and the required skills to engage in workplaces internationally, regardless of their mother tongues (Neeley, 2012).

 BELF research has accumulated empirical evidence that using English in business is goal-oriented and pragmatic. The research of BELF has contributed to the understanding that English in global business is less bounded by the native standard of English, and is relatively accessible to non-native English speakers (Louhiala-Salminen & Kankaanranta, 2011). However, BELF has also been criticised for downplaying potentially negative consequences associated with BELF proliferating, and thus, promoting the "illusive success" of the monolingual approach by relying on English as a lingua franca (Horn et al., 2020; Piekkari et al., 2020).

 Building on the previous BELF research development, this paper reflectively explores BELF by focusing on the implications of language asymmetry (Detzen & Löhlein, 2020), including inequality, power relations and restrictions from the perspectives of individual, non-native BELF users from Japan, where English is often positioned as a gatekeeper for engaging in the global workforce. The thematic analysis of the qualitative interviews of 28 Japanese business

people who use English at work revealed that such language asymmetry imposes significant challenges for BELF users, as they confront the constraints with distinct strategies.
 It further argues that the critical investigation of the negative consequences of BELF would make BELF research a more robust and valuable approach to examining and understanding people working in global business.

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Assessing differences in brain activity of manual-parameter-based American Sign Language and phoneme-based English: an fNIRS study

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

The finding that linguistic brain activity in Deaf users of American Sign Language occurs in the same centralized locations in the brain as spoken language has led to many findings about how brain structure affects language, however more discoveries are yet to be had in observing the differences in brain activity between signing and speaking populations. Dan et al. (2013) found that variances in phonological units in Japanese compared to English–or other "alphabet-based" languages–were associated with varying brain activation in verbal fluency tasks–Dan et al. (2013) located neurological variances in verbal fluency tasks for Japanese speakers, which provides comparable data for future research on other neurological variances and provides data to base future diagnoses of verbal impairments related to psychological and neurological disorders such as schizophrenia, Alzheimer's disease, autism, attention deficit and so forth specific to Japanese speakers.

A lack of data for non-alphabet-based language users is problematic for people of that language who need diagnoses. Sign language, like Japanese, varies from alphabet-based phonological structure. Sign language is manual-mode and thus the phonological components are manual and motion-based. The respective variances in brain activity are necessary to identify for users of American Sign Language. That is what this study seeks to find.

Dan et al. (2013) did not research how these neurological variances may differ for Japanese bilinguals and they did not collect data from populations of "alphabet-based" language speakers. In this study, which will focus on ASL populations, we will use fNIRS caps on each of our participants to collect data on the locations of brain activation as was done in Dan et al. (2013). The same verbal fluency tasks as performed in Dan et al. (2013) will be adapted to sign language phonological parameters and administered to Deaf native-ASL users and hearing bilingual-ASL users. As a control, the test will also be administered in English to hearing English-speakers. The results will not only start a database for comparing results of neurological verbal fluency tests done on Deaf ASL-using populations, but will also provide a base for future research related to the differences processing ASL versus English.

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Abstract ID: AILA1111

Inclusive course design for remote and dual delivery language teaching

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Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

This paper presents a collaborative autoethnographic study by two German lecturers at the University of Auckland on the development of their (partially joint) course design and teaching during the pandemic. With an abrupt change to online teaching within one week in March 2020, we had to redesign our language acquisition courses. Starting off as emergency remote online teaching, we had to include online students in New Zealand and from overseas, and in the second phase of the pandemic, these courses had to be readapted as dual delivery for on-campus students and remote domestic and overseas students. Different models for dual delivery emerged while we also had to redesign our beginner's course as a blended-learning course in order to rationalize our teaching as a direct viability result of the pandemic. We rapidly noticed that an even higher language learner autonomy was required for any of these arrangements than for normal on-campus teaching. Remote and blended students needed more assistance, more (online) engagement, more pastoral care, and more access to suitable online learning technologies.

In our study, we examined four German language courses at three proficiency levels and compared the constant adaptation of courses and ways of teaching. Within this teaching context, we mainly focused on investigating inclusion in a spatial sense. We enquired how we constantly adapted our course design and pastoral care to best cater to the different needs of (increasingly autonomous) learners in physical and virtual learning environments in different time zones who are enrolled in the same course.

We conducted a collaborative autoethnography to investigate the (joint) development of inclusive courses for dual and remote delivery while fostering students´ autonomous (online) learning skills. Collective or collaborative ethnographies are increasingly being used to reflect on emergency online teaching experiences during the pandemic (Jung et al. 2021) or to critically study the impact of COVID-19 on online learning experiences from cross-cultural perspectives (Wilson et al. 2020).

Our personal experiences in the same language program across different courses are the main data

sources. We collected data such as personal memoirs, hand notes, reflections, and our e-mail exchanges as a critically reflective way to interrogate our experiences. Then, we used two cycles of coding to analyze and interpret the data into emerging themes to better understand the development of our course design and instructional practices to increase inclusive learning opportunities within an autonomous learning framework. Through our collaboration were able to create a collective interpretation of our data. Initial results indicate that different factors influenced our course design and teaching approaches that allowed for different ways of place-specific inclusion.

Jung, I., Omori, S., Dawson, W. P., Yamaguchi, T., & Lee, S. J. (2021). Faculty as reflective practitioners in emergency online teaching: An autoethnography. *International Journal of Educational Technology in Higher Education, 18*(30).

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"Me – You – S/he – They as a linguist!" - Positioning in the discourse on gender-fair language

Authors:

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

For four decades, controversial (meta-linguistic) discussions about linguistic and socio-political aspects of the topic *gender-fair language* have been going on, both in the public and in Germanic linguistics. The topic has recently experienced a reactualization and polarization. This is related to social-political developments: E.g. the decision on the 'Third Option' and thus the legal recognition of the diversity of gender in Germany, followed by debates about consequent linguistic change. Also, the contested publication of the *Duden* on gender-fair language (Diewald/Steinhauer 2017), by which the inofficial German authority on language positioned itself. Accordingly, I see gender-fair language as both, a linguistic and a political issue.

The discussion involves different actors positioning themselves in relation to both, the object and each other – positioning that can be understood as political (Spieß 2018; Dang-Anh/Scholl 2022). Of particular interest are actors who are perceived as experts (linguists, journalists, writers) positioning themselves for or against gender-fair language, to whom the function of authority in the discourse is (self-)attributed (e.g. Bayer et al. 2019). I also investigate the negotiations between the professional identities as linguists and the attributions as opponents or representatives of gender-fair language, along with the positioning-strategies employed (Spitzmüller 2022).

Furthermore, I explore how actors position themselves linguistically (e.g., by using scientific terms) as experts on gender-fair language, but also how they are positioned by others, e.g., through explicit and implicit attributions, e.g. in the address of P. Eisenberg as "the leading German linguist" (Krämer 2020: 2). I am interested in establishing how this is related to language ideologies and power.

The linguistic positioning-practices investigated are found in the journals of three language maintenance associations from the past 30 years. These associations can be understood as ideology brokers: Within this specific communication context and in specific text types, they attempt to establish authority, while suggesting scientific neutrality and objectivity at the same time. From a different angle, this process can be understood as the emergence of an ideology through political positioning (Spitzmüller 2017).

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Abstract ID: AILA1116

Critical Intercultural Learning in a Pre-Primary Multilingual Awareness-Raising Program

Authors:

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

In the field of language education, several models of intercultural learning have emphasized the intricate relationship between language and culture. Among the most cited are Byram's (1997) theory of intercultural communicative competence and Kramsch's work on third places (1993), and later, symbolic competence (2006). These models delineate components or identify dimensions of intercultural competence, and Kramsch's theory makes tighter connections between linguistic elements and the sense-making around these that support intercultural competence. These two models also crucially underscore the centrality of critical awareness (Byram, 1997) and the centrality of symbolic power in language use and learning (Kramsch, 2006; Kramsch & Whiteside, 2008); however, these prevalent models do not theorize how intercultural competence develops nor do they connect development of interculturality with pedagogical or curricular design processes. Building from these theoretical foundations and drawing on both Svalberg's (2009) model of engagement with language and meaning-based theories of the ways language and culture connect (Halliday, 1978), especially in language learning settings (Kearney, 2016), we have fashioned a model of Growing Multilingual Awareness in early childhood (forthcoming) and begin the presentation in detailing the model in order to anchor our subsequent discussion of empirical analyses.

To counter a nation-state focused or monolithic view of cultures and of interculturality, we developed and implemented the *Growing Multilingual Awareness* program with pre-primary learners. The program aimed to provide an interactional environment that would, to whatever extent possible, promote semiotic awareness and empowerment (as opposed to focusing on communicative proficiency). This program was in place over the course of six years and was implemented in 33 classrooms among 539 children. The primary source of data collected were video-recorded observations of classroom interactions, which were initially analyzed through the lens of Svalberg's engagement with language model and then with the model we developed to capture other dimensions of children's sense-making around language.

Our presentation highlights examples from the program (video and transcripts) that illustrate how young children can and do develop critical intercultural awareness and exercise semiotic empowerment in interactions around new language(s). We show both how the program succeeded and sometimes failed to foster engagement with language, critical consciousness and semiotic empowerment among learners in the pre-primary setting. We summarize some key insights for developing interculturality in practice in the early childhood classroom and advance the argument that a critical lens for thinking about world languages education and pursuing development of criticality through world languages education are both potential routes to challenging pervasive monolingual ideologies and alternatively socializing multilingual norms and orientations among learners in the U.S.

Majority and minority language children's German and English grammar comprehension in an elementary school immersion programme

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Thorsten Piske [2] [^] Friedrich-Alexander-Universität Erlangen-Nürnberg

Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

In Germany, the number of primary schools offering bilingual programs is steadily increasing (fmks, 2014). Although the effectiveness of such programs has been demonstrated in many studies involving majority language students (e.g., Wesche, 2002), little is still known about minority language children who speak additional language/s at home and for whom, in our case, German constitutes their L2 and English their L3. In this study we compare 20 majority and 20 minority language students' German and English scores in receptive grammar tests at the end of grade 3 in a partial immersion school in which all subjects (except for German) are taught in English, corresponding to 70% of the teaching time.

We employed two picture interpretation tasks, namely the English Test for the Reception of Grammar (TROG-E, Bishop, 2003) and the adapted version for German, i.e. the *Test zur Überprüfung des Grammatikverständnisses* (TROG-G, Fox, 2006). 80/84 points, respectively, can maximally be scored in the TROG-E and the TROG-G, which comprise of 20/24 grammatical phenomena. In both paper-and-pencil versions, the children have to match a prompt to one of four different pictures.

Background variables included the Standard Progressive Matrices (Raven, 1976) for general cognitive ability, and a parental questionnaire to elicit information on children's language and social background.

The results do not show any significant group differences between majority and minority language children, neither for the TROG-E, nor for the TROG-G. In other words, minority language children performed equally well as majority language children, independent of the language being tested. For majority language children, the results for the TROG-E support the Full Transfer position (e.g., Schwartz & Sprouse, 1996), which holds that the learner's L1 grammar (in this case German) as a whole constitutes the L2 initial state. Interestingly, the same result applies to minority language children, suggesting that Full Transfer may also take place from L2 German as the dominant language to L3 English.

The finding that majority and minority language children perform in a very similar way in the two grammar tests lends further support to the assumption that immersion programs in primary schools may be beneficial for different groups of children including minority language children who, for different reasons, may be disadvantaged in regular school settings (see e.g. Steinlen, 2021).

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Abstract ID: AILA1118

Learning behind the scene: A longitudinal qualitative study of students' self-regulated listening during transition to an English-medium transnational university in China

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Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:

L2 research drawing on a self-regulated learning (SRL) framework during the past two decades has been dominated by quantitative research, usually involving the development of SRL measurements (e.g., Mizumoto & Takeuchi, 2012; Teng & Zhang, 2016; Tseng et al., 2006), or exploring the role of learner variables in SRL processes (e.g., Bai & Wang, 2021). There is a dire need of qualitative research exploring the reasons underpinning students' self-regulatory behaviours, and whether and how different SRL processes are interrelated. Further, most SRL research has focused primarily on L2 vocabulary learning (e.g., Mizumoto & Takeuchi, 2012; Tseng et al., 2006) and writing (e.g., Bai & Wang, 2021; Teng & Zhang, 2016), while listening remains an under-explored area (Teng & Zhang, 2021). To address these gaps in research, the present study adopts a longitudinal qualitative design to explore how students initiated and regulated their learning for English listening during the first semester at an EMI transnational university in southeast China.

Further, in EMI research, despite recent scholarly attention to the autonomous and strategic learning of students during transition from L1-medium secondary schools to EMI tertiary education (e.g., Ding & Stapleton, 2016; Macaro et al., 2019), research drawing on an SRL framework to explore this issue remains scarce. The focus of investigation is also rather widespread, lacking in-depth examination of learning a particular English skill such as listening. As such, the present study draws on Zimmerman's (2000) three-phase cyclical social cognitive SRL framework to systematically explore how students self-regulated their listening practice in the face of the challenging task of comprehending English-taught classes during

their very first experiences studying in an EMI transnational programme.

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Designing and Evaluating an E-Mandarin Tone Teaching Package for Hong Kong Learners of Mandarin

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Chen Hsueh Chu [2] [^] The Education University of Hong Kong

Abstract Topics: [SYMP14] AILA ReN - Emerging technologies and language learning and teaching

Abstract Summary:

The past two decades have witnessed a growing importance of Mandarin, particularly in Hong Kong. Tone, as an essential component of Mandarin, is considered difficult by Hong Kong learners. In fact, several approaches to teaching Mandarin tone, such as explicit instruction, integration of learner corpus, provision of visual feedback, have been promoted in recent years. Meanwhile, intelligent computer assisted language learning (ICALL) has attracted considerable attention. For example, Zhou and Chen (2022) developed a Mandarin tone assessment tool using an AI-based platform *Teachable Machine* in order for Hong Kong learners to facilitate their learning of Mandarin tone. However, there is a lack of studies on the effectiveness of the training both infused with the AI element and other effective approaches.

The purpose of the present study is threefold: 1) to design an e-Mandarin tone teaching package for Hong Kong learners; 2) to examine the effectiveness of the innovative Mandarin tone training; and 3) to investigate the attitudes of Hong Kong learners towards the training. The e-package was comprised of three parts: 1) a self-made introduction video for explicit instruction; 2) a corpus-based perception activity to raise learners' awareness of both incorrect and acceptably correct tone pronunciation produced by Hong Kong learners; and 3) a production activity using two web-based platforms of pitch visualization including *AmPitch* and *WASP2* and a customized AI-based assessment tool. In this study, 20 university students with Hong Kong Cantonese as their first language were involved. They were taking or had taken a Mandarin course and self-reported their Mandarin proficiency level as intermediate. Of all the participants, 10 were assigned to an experimental group receiving training with the e-package and 10 to a control group receiving no additional training. Both groups of participants were required to read monosyllabic words before and after the training and to fill out the questionnaire regarding learning of Mandarin tone. Participants who received the training also conducted a 5-minute self-reflection on the use of different approaches to Mandarin tone. The

production of Mandarin tone was analyzed both perceptually and acoustically. The results indicated that the training improved the participants' pronunciation of Mandarin tones and the improvement also transferred to new stimuli, and that there were inconsistent views among the participants towards the use of different approaches.

Overall, the study provides empirical evidence for the effect of the use of the e-package of teaching Mandarin tone on the acquisition by Hong Kong learners of Mandarin. It is expected that this study could shed new light on the integration of different proven-effective approaches into language teaching. It is also hoped that a larger-scale study which takes learners' proficiency level into consideration could be conducted in the future.

Zhou, X. N. & Chen, H. C. (2022, June 25-26). *Innovative Use of Teachable Machine Infused with Corpus Data to Enhance the Acquisition of Mandarin Tone* [Paper presentation]. 19th International Conference on Teaching and Learning Chinese in Higher Education, Milton Keynes, UK.

Disentangling different contexts and stakeholders' perspectives on practitioner research

Authors:

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

While academic debates on the importance of pedagogical-research context(s) abound (e.g., Ushioda, 2009), and despite the well-documented scholarship which points to the inclusivity and diversity of practitioner research (Hanks, 2019), there is a need to unpack the various perspectives which different agents with varying positionalities may have on the practice and utility of practitioner research. This enhanced understanding of the nature, use, and ramifications of practitioner research will strengthen our ability to better understand and, if need be, improve our teaching, learning, and research realities.

 I will begin with a reference to Ortega (2005) who made a compelling argument for researchers to orient our investigations towards learners' and teachers' practical needs. More than 15 years later, discourses continue to reiterate the necessity of a stronger teaching-research nexus (McKinley, 2019) and a more dialogic synergy between academic research and pedagogical praxis (Rose, 2019). Against this backdrop, I will explore the often-cited statements that language teachers have no interest in research, least of all a desire to conduct 'their own' practitioner research.

I will draw on a project about mentoring pre-service teachers to do practitioner research in a challenging context in Southern Argentina. I will advance the argument that teachers who may initially display all the symptoms of disengagement with research can indeed see the benefits of empirical work if this is made relevant to and reflective of their classroom realities. In particular, this study examined the experience of mentoring a group of primary and secondary school student-teachers completing a teacher preparation programme that included a course on teacher research. Despite their initial hesitation about language education research that, to them, seemed unable to help them 'become teachers', these student-teachers engaged in several classroom research projects.

In the end, they revealed various benefits from this experience including, inter alia, an identity

transformation from student-teachers to teachers who felt part of a wider international community of practitioners, and the development of a reflective attitude towards their own teaching. These practitioner views may chime or contrast with scholars' and academic mentors' perspectives. This paper will therefore analyse this case study of practitioner research from the perspectives and positionalities of the teaching practitioners and academic mentors. I will finally reiterate that practitioner research may reconcile the disconnect between research and praxis by prioritizing teachers' and learners' needs, through valuing their life capitals (Consoli, 2022) and, ultimately, yield direct implications for language pedagogy.

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Abstract ID: AILA1127

Presenting documents in social work

Authors:

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

Document use constitutes a pervasive feature of institutions (see Gitelman, 2014; Riles, 2006), being treated and mobilized by professionals and clients as central resources for obtaining knowledge on bureaucratic procedures as well on clients' particular situations (see Zimmermann, 1969). Within the complex material ecologies organizing encounters between social workers and citizens seeking institutional support, the ways in which documents are requested, searched for, transferred, inspected and talked about pose important practical challenges to the participants (see Monteiro, 2019, 2021). The present study proposes a detailed analysis of how documents are managed in Social Work encounters, grounded on a corpus of video recordings of Social Work encounters (20 hours approx.) organized in diverse institutions in Portugal, between speakers of European Portuguese, and proceeding within the framework of multimodal Conversation Analysis (see Mondada, 2018), investigating the situated, moment-by-moment production of social interaction by examining the sequential organization of participants' audible and visible conduct. In the analysis, I focus on two main tasks whereby participants treat documents and written texts as interactionally-relevant for obtaining knowledge and providing information on bureaucratic procedures – requesting clients' documents or for documenting their case, or explaining them how to carry out specific courses of prescribed action by highlighting visible features of written texts –, showing how they are organized through the mobilization of linguistic and bodily resources, as well as object use and, moreover, how they are treated by participants as are crucial and consequential for adequately obtaining and information. This study aims to contribute to the study of document use in institutional interaction (see Day & Mortensen, 2020; Day & Wagner, 2019) and, more specifically, its relevance for the exercise of Social Work practice (see Birk, 2017; Scholar, 2016). Moreover, it aims to investigate how documents are treated by participants as complex sources of knowledge, i.e. as bureaucratic artifacts and as textual and material objects, by focussing on the multimodal organization of participants' practices for requesting, retrieving, inspecting and showing documents.

Abstract ID: AILA1128

Language expertise in the making: Participatory research and linguistic ethnography

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Abstract Topics: [SYMP10] AILA ReN - Participatory Linguistics: Non-academic language expertise in linguistic research

Abstract Summary:

In this paper we discuss the academic researcher's role in producing and maintaining social inequalities and power relations when doing research, and how these obstacles can be overcome with applying a participatory approach in the linguistic ethnography of a community formed around a language revitalisation movement. Although social inequalities and power relations have always been there on the horizon of the study of language in society, the dilemma that the researcher is part of these relations has rarely been posed. Yet linguists derive their expertise precisely from the fact that they have a different kind of knowledge about language than those who have no linguistic training. In our presentation, we outline the relationship between the participatory approach and linguistic ethnography as one in which the language expertise of linguists and non-linguists can be transformed into shared knowledge, not through the persuasion of non-linguists, but through practices of collective action. The paper is based on ethnographic research on a community directly or indirectly participating in a programme aimed to revitalise the Hungarian language in North-East Romanian Moldavia. We argue that while language expertise belongs to all, linguists and non-linguists alike, a kind of knowledge that reflects the social inequalities associated with differences in language expertise can only be achieved by shaping it into the co-creation of knowledge through collective action. The participatory approach is seen as a form of such action.

Abstract ID: AILA1129

Practices of tacit sales work in product demonstration workshops

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Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

In the contemporary economy, new work often emerges within specialist and human services that aim at advancing organizational learning, well-being and engagement. The rise of the service sector has also created entirely new professions. One example of these are hybrid artist-developers, namely, creative professionals who have expertise in arts and use art-based methods for the purposes of organizational training and development (see Lehikoinen et al. 2016; also Berthoin Antal et al. 2016). However, although art-based interventions are increasingly utilized in organizational settings, they are still a new concept to wider audiences, thus forcing the professionals to actively reach out for potential customers and make their services known. In this way, sales and marketing are necessarily an integral part of their work practices.

In this presentation, we investigate how sales and marketing are accomplished in the work of a photographic artist who provides art-based training workshops for organizations. The data come from demonstration workshops where the artist publicly presents her services to prospective customers and business collaborators. Using ethnomethodological conversation analysis as a method, we examine a feedback sequence at the end of the workshop where the audience members ask questions concerning the service product, followed by the artist's response. Previous research has shown that audience questions may be used for resisting top-down organizational plans by pinpointing challenges related to their real-life applicability. Accordingly, the presenters may orient to counteract such criticism in their responses. (Nissi & Lehtinen 2016.) Our results show how the artist similarly orients to potential criticism and uses extended response turns to promote and maintain the good image of her service produce and to reach consensus with different audience members. The question format however restricts

the design of the artist's response. Our presentation contributes to previous research on sales work by advancing understanding of sales encounters where no customized product is yet offered or no price discussed between a salesperson and a customer (cf. Clark et al. 1994; Niemi & Hirvonen 2019). In this way, it also sheds light on the dimensions of promotional discourse within the work of new hybrid service professionals.

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On Cooling the Troll Out: Some Aspects of Disturbing Digital Encounters in Video Games Live Streaming

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

A micro analysis of digital discourse, this proposal addresses trolling situations in the context of online video game live streaming sessions. Our paper studies the activities of people who experience live streaming trolling and offers a description of the strategies and skills deployed to deal with it. We refer to a pragmatist sociology, aware of the way in which different categories of participants can experience video games, the latter being understood in this perspective as "practical accomplishments" (Reeves, Greiffenhagen & Laurier 2017). Using ethnomethodological and conversation analysis (EMCA) methods, we consider live streaming video game sessions as texts that can be analyzed with digital discourse approaches. First, we describe sequences of two Swiss streamers broadcasting their game sessions on Twitch, confronted with trolling situations crystallized around gender and ethnicity issues. The first streamer stopped her activity following repeated harassment. The second considered stopping his broadcasts following regular racist attacks, but finally maintained his activity. We then analyze the reactions of these streamers and describe the "situational properties" (Goffman 1963) of video game live streaming, so as to emphasize that the audience interaction participates and contributes to the unfolding of such live streams (Perret 2021). We also discuss the "relational skills" (Jammet 2019) deployed by streamers that try either to cool participants who use trolling techniques or to socially degrade them, assuming that playing a game and trolling during it are "practical accomplishments" that fully contributes to the accountability of the interaction.

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Abstract ID: AILA1135

"I have been Dreaming About Chinese Becoming the Number One Language in the World": Chinese Language Educators' Language Ideologies in Myanmar

Authors:

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Language ideologies are beliefs, feelings, and conceptions held by individuals toward language structure and language use (Kroskrity, 2010). Particularly, educators' language ideologies play a critical role in shaping language practice at schools and language education (Cai, 2021; Gu, Kou & Guo, 2019).

As China grows in economic and political power internationally, its cultural influence is also expanding. In Southeast Asia, the emerging influence of the Chinese language is shifting the regional linguistic hierarchy (Li, Ai & Zhang, 2019; Li & Zheng, 2021). This expanding linguistic influence has given rise to debates on its political and cultural implications on the rest of the world, similar to how the hegemonic status of English has aroused concerns of linguistic dominance and imperialism (Phillipson, 1992). Local Chinese language educators act as key practitioners of Chinese language education in Myanmar, so their conceptions about the status, value, and complications of Chinese language education in Myanmar merit close examination.

Data for this study were collected from semi-structured interviews with 12 Chinese educators in Myanmar. Through talking about the trajectory of personal careers situated in the social, political, and historical background of Chinese language education in Myanmar, the participants expressed their ideological views toward Chinese and Chinese language education. After an inductive analysis process, three types of language ideologies were identified representing the educator's positive attitude toward viewing Chinese and Chinese language education.

The first type of language ideology captures that the Chinese language was perceived as a marker of Chinese ethnicity. Despite perceiving their national identity differently, all the participants claimed

the identity of overseas Chinese. Teaching Chinese thus was regarded as a mission of passing down the Chinese identity and culture across generations. The second type describes participants' perception of Chinese as an important social resource for helping learners gain access to better professional and educational opportunities inside and outside Myanmar. Another type of language ideology captures the perceived value of Chinese and Chinese language education for enhancing mutual understanding both interculturally and internationally in and beyond Myanmar, leading to regional cooperation and development.

Identifying the disparity of ideological orientations between the local language policy (language as problem) and that of Chinese educators and learners (language as resources), the study suggests the remedy that the centralized language policy be more inclusive of minority languages. On the other hand, language as right (Ruiz, 1984) has not been much reflected in this group of educators' discourse, although the obstacles of teaching and learning the Chinese language imposed by the local government were obvious in history and still exist nowadays. This divergence suggests a need for the Chinese/Kokang community members and concerned Chinese language educators to understand that the right to indigenous/heritage language education is more of a legal and political issue than just a cultural issue. Finally, the study shed light on the need for teacher education to support recognizing and harnessing the potential of learners' multilingual backgrounds to even value linguistic varieties of Chinese.

Abstract ID: AILA1136

Configurations, Stability and Implications of Chinese EFL Learners' Motivation Profiles: A Latent Transition Analysis

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

The learning and acquisition of a second and foreign language (L2)cannot take place unless the educational environment affords sufficient inspiration and support to stimulate learners' sustained learning motivation (Dörnyei & Muir, 2019), as evident in past decades of motivation research. Previous research has also revealed that L2 motivation is a dynamic construct, malleable contingent upon spatial-temporal contexts, and that, due to its multifaceted nature, learners' motivation often changes in a complicated manner, rather than showing a mere increase or decrease in motivation levels (Papi & Hiver, 2020; Waninge, Dörnyei, & de Bot, 2014). Embracing this complex and dynamic view of L2 motivation, the present study is intended to further scrutinize whether there exist patterned outcomes of L2 motivation that transcend the motivational complexity and dynamics, how the motivation patterns (if any) are constructed from a set of different components, and how the patterns operate and function over time.

Our motivation to do so is three-fold: first, L2 motivation research is currently undergoing a shift in paradigm, starting to explore motivational patterns (also as motivation profiles) configured by distinct combinations of different motivational components. By taking such a holistic approach, the interconnectedness of these components is increasingly revealed, shedding important light on how different motivational components work together to shape learners' motivated behaviors and jointly serve as "functionally useful units" in the language learning process (Chan, Dörnyei, & Henry, 2015, p. 239; see also Dörnyei, 2019; Papi & Hiver, 2020). Second, methodological improvement and innovation in line with this paradigm-shifting are also occurring in the field (Al-Hoorie, Oga-Baldwin et al., 2022). New methods such as growth mixture modeling (GMM) have been adopted to identify salient motivation trajectories (i.e., showing distinct developmental trends) (Authors, 2022), which increase the detail and understanding of how language learners' motivation develops and changes over time. Third and also of pedagogical importance, the identification of typical motivational patterns and the establishment of multivariate motivation profiles can be capitalized for developing classroom intervention techniques (Morin, Arens, & Marsh, 2016).

The present study, guided by a holistic person-centred perspective, applies a latent transition analysis (LTA) method to identify distinct, but meaningfully interpretable, configurations of a set of motivational components as motivation profiles among 125 Chinese EFL learners, and examine the *within-sample* stability and *within-pers*on stability of thesemotivation profiles over a period of five months. In doing so, the study contributes to theory and research in different ways. First, it generates new insights into the nature and mechanism of learner motivation with the identification of distinct motivation profiles which meaningfully accommodate the adaptive interactions of different motives. More importantly, it addresses a less-touched issue regarding the stability of the motivation profiles established, focusing on both the *within-person* stability and the *within-sample* stability (Gillet, Morin, & Reeve, 2017). A systematic examination of the stability of the motivation profiles can help to clarify whether these profiles reflect some relatively stable phenomena that can be used to guide in-class interventions.

A Study on Identification of Children with Learning Difficulties in Listening Comprehension and Semantic Comprehension of English Vocabulary

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Abstract Topics: [SYMP84] Development of a Test for Early Detection of English Learning Difficulties

Abstract Summary:

Learners with learning disabilities (LD) in English may experience difficulties from the early stages of learning. However, it is difficult to clarify the actual situation in Japan because there is no test to recognize children's difficulties in learning English. In addition, there are no studies that have investigated learning difficulties in English speech at the elementary school level.

One of the most frequently observed difficulties in the early stages of English learning is vocabulary learning. In English vocabulary learning, the correspondence between phonemes and semantics is particularly important at the elementary school level. Vocabulary is formed by the correspondence between phonetics, spelling, and meaning (Kadota & Ikemura, 2006). Concerning spelling, Japanese elementary school foreign language education does not require instruction in establishing letter spelling, so spelling is treated in the category of focusing on phonetically recognizable letters. Therefore, the vocabulary recognition skills required at the elementary school level in Japan can be described as listening comprehension and semantic comprehension, as abilities necessary for the two correspondences of speech and meaning and phonological awareness. Lack of these abilities may cause difficulties in learning English.

Therefore, the authors first identified learning difficulties and factors that may be associated with them in 2020, developed a test to identify children with difficulties in listening to and recognizing English vocabulary, and administered it to 957 children. The results identified specific words that might identify children with vocabulary listening difficulties.

Based on the results, a modified version of the test was then completed and administered to 957 children in five schools across the country. The objectives were to verify (1) that the modified test could identify the upper and lower tiers and (2) that the results of the modified test showed similar trends across the country. The results showed that the modified version of the test is likely to have the ability to detect children with learning difficulties concerning English sounds and that it is practical because it can be administered in about 10 minutes by teachers with no expertise in English and no reports of false positives.

Based on the results of the revised test, a new vocabulary recognition test was developed in 2022 to measure the relationship between letter recognition, phonological awareness, and vocabulary for fifth- and sixth-grade elementary school students. The results of the revised test in 2020 will be presented in this presentation. This presentation will provide an overview of the revised test and the results of the vocabulary awareness test, as well as a discussion of the results.

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Abstract ID: AILA1139

An Investigation of Linguistic Features of Fluency by English Speakers with Different Proficiency Levels

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Abstract Topics: [SYMP36] Fluency as a multilingual practice: Concepts and challenges

Abstract Summary:

Fluency is one of the important indicators of oral PLs in second language (L2) tests, such as the IELTS (e.g., Fulcher, 2003). It plays an important role in L2 acquisition and is highlighted as a significant predictor of a speaker's L2 PL (Wright & Tavakoli, 2016). Previous studies pointed out the complex nature of fluency (Tavakoli & Wright, 2020) and reported LFs such as speed of an utterance, pauses, and hesitations could reflect speakers' utterance fluency (Segalowitz, 2016). Breakdown (e.g., pausing), speed (e.g., how fast), and repair (e.g., correction) are indicated as three measures of fluency (e.g., Lahmann et al., 2017). However, no evidence illustrates which measures could best describe the fluency of different PLs and can help to distinguish one PL from the other (Suzuki & Kormos, 2022). The current study analyzed 29 LFs and fixed the research gaps.

According to the descriptors of the IELTS speaking test (https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx), six main features of fluency, including LS, SR, pauses, hesitations, Rs, and SCs, are mainly evaluated by examiners. SR can be considered as the *speed*, pauses and hesitations as the *breakdown*, and Rs and SCs as the *repair* in Lahmann et al. (2017). The current study added one more measure, length.

We measured four sub-features of LS, three sub-features of SR, twenty sub-features of pauses and hesitations, and the total number of R and SC. FPs (e.g., um), SPMs, and SPEs are measured to investigate pauses and hestitations. In this study, SPMs and SPEs are categorized into shorter than 0.4s and equal to or longer than 0.4s. The different performances on the 29 LFs across the four PLs were compared and significant linguistic predictors of English fluency were identified. This study provides great pedagogical value. Currently, teachers' understanding of fluency is in a broad sense, and there is a gap between fluency research and real fluency teaching (Tavakoli & Hunter, 2018). Teachers should focus on the results of this study and give prior instructions and feedback on the 14

features to improve learners' English fluency.

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Examining L2 learners' pronunciation using a semi-naturalistic data collection method: what do oral diaries have to offer?

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

Many of the studies investigating L2 learners' pronunciation gather data mostly through controlled methodologies in which participants read lists of words, expressions, sentences, or texts in experimental/laboratory (pre/post-test) settings. Whilst semi-naturalistic data collection provides a set of instruction asking learners to produce utterances in which they choose their own wording (picture descriptions, storytelling, debates), naturalistic data collection on the other hand consists of recording learners' "stress-free" oral utterances, without the presence of the researcher and with no instruction, mostly outside the classroom (Erlandson *et. al*, 1993). To date, no study in the L2 learning/acquisition literature has phonetically and phonologically analyzed naturalistic oral data. Research in the field of informal second language learning have only investigated speech elements such as fluency and accuracy through semi-naturalistic data (Cole & Vanderplank, 2016; Kusyk, 2017). Drawing on the difference between read and naturalistic speech (Howell & Kadi-Hanifi, 1991), we conducted a pilot research using semi-naturalistic methodology and acoustically analyzed oral productions of learners who engage in informal activities. We asked a group of 18 French students to hold an oral diary (Song, 2009). The instruction was to record a summary, a synthesis or anything they like, without any written note, right after doing an activity in English (the ones they already do in their daily life). Five volunteers sent us between two to four recordings (a dozen of hours) and agreed to be interviewed. Content analysis of both oral diaries and interviews shows that these learners are conscious about the improvement of their oral skills thanks to informal activities (TV series and movies, music, and games), and also acknowledged the fact that the oral diary activity has given them the opportunity to practice their speaking skills especially at the articulatory level. Furthermore, the acoustic analysis revealed a more fluent, accurate and comprehensible speech with a pronunciation tending rather to the American accent. Segmental and suprasegmental aspects such as rhoticity, flap, nasal vocalization, rise and fall intonation, uptalk, freaky voice, etc. were largely identified within some learners (speakers 10, 3 and 14). These results indicate that oral diaries and interviews in the L2 constitute a good qualitative method to collect spontaneous spoken corpus that allows the researcher to holistically analyze L2 learners' oral productions.

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Abstract ID: AILA1141

Interacting in online and face-to-face lectures

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Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

The worldwide health crisis disrupted academic life and accelerated the move towards online teaching at the university (García-Morales et al., 2021). Many lecturers had to adapt to the unforeseen change this situation demanded. They were pushed to deliver technology-driven lessons with little or no previous training (Saha et al., 2022). However, the massive inclusion of online teaching in traditional universities has marked a turning point in these institutions (Torrecillas, 2020). More than ever, universities need well-prepared faculty who guarantee high-quality online teaching. Lecturers must take on some challenges caused by the constraints of the new virtual work environment. Instructors involved in the live online lectures require specific competencies to effectively foster and enhance lecturer-student interaction in class (Querol-Julián, 2021). The affordances and limitations of online and face-to-face instructional environments determine participants' interactional and discursive practices. Thus, the objective of this study is to shed some light on the influence that the digitalisation of the workplace has on classroom interaction. We have adopted a case study methodology to compare interaction in parallel lectures delivered online and face-to-face. That is, we examined two pairs of classes in Applied Physics given by the same lecturer on the very same topic in virtual and physical settings. In the online lessons, only the instructor turned on her camera. The students used their microphones and a written chat to communicate. A video dataset of about 6 hours was collected and analysed following the conversation analysis approach. We use ELAN software to carry out the multilayer annotation of the 75 episodes of interaction performed. The analysis of the parallel lectures revealed substantial differences regarding the frequency and elaboration of the episodes of interaction and the participants' agency. The study evidences the instructor's need to adapt interactive discourse strategies to the new digital teaching scenario as part of her professional development.

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Analyzing how a translanguaging pedagogy result in greater creativity and language development

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

Much work has investigated how the incorporation of a translanguaging pedagogy for language learning for academic purpose encourages a learning process in which a new reality, a new original and independent phenomenon emerges (García, 2018). These translanguaging spaces enhance language learners' creativity by providing them to use their full linguistic repertoire without regard for watchful adherence to fixed boundaries in between named languages, language use and language norms. Within these spaces, a translanguaging pedagogy enables plurilinguals to use one language to express certain things while an-other language allows them to express other things, to combine all this in their writing and express things their own way (Canagarajah, 2015; Lee and Canagarajah, 2019). The flexible use of varied languages is linked to creativity in that it means exercising a voice that is language the learner's own voice and not the repetition of someone else's. It also encourages learners to use one language in a way that accommodates emergence and diversity. Translanguaging spaces resulting in increased creativity do also have something to do with negotiating, constructing and breaking prescriptive norms (Eloy, 1998). Conforming to certain norms but also deviating from them to express meaning is what we focus on in this study. Given that goal, we use qualitative analysis of the value of translanguaging for French language learning students in writing creatively of samples randomly collected in a range of varied learning situations. Attention is paid to the ways students translanguage and negociate norms as part of a learning process to study both the emergence of linguistic affordances which are « relations of possibility that can be acted upon to make further linguistic actions possible » (van Lier, 2004, p. 95) also entailing restrictions and the relations between the « properties » of the translanguaging space. This paper will provide pedagogical insights about how a translanguaging pedagogy can be used by language teachers to expand learners' abilities and aid them in both learning to write and in acquiring French in a way that is intentional rather than incidental. In doing so, we offer implications for teachers and teachers' education regarding the role of translanguaging in teaching French as an additional language which

does not necessarily impede the learning of a dominant norm.

Beghetto, R. A., & Yoon, S. S. (2021). Change through creative learning: Toward realizing the creative potential of translanguaging. In *Handbook of social justice interventions in education* (pp. 567-586). Cham: Springer International Publishing.

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Corrective feedback in the minority language immersion context: Towards sustainable change

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Many researchers claim that optimal language learning in immersion requires careful attention to form within a meaning-driven context of specific content instruction. Research suggests that the nature of immersion teachers' experience with attempting to intertwine form-orientated and meaning-orientated pedagogy in immersion is complex, important to study and yet to be understood (Ó Duibhir, 2018). Form-focused instruction (FFI) enables immersion learners notice linguistic forms that they might otherwise ignore and identify how their deviant utterances differ from the linguistic norms of the language. Encapsulating an array of instructional elements which differ from one another in important ways, FFI is shaped by a number of factors e.g. the socio-cultural, socio-cognitive instructional context, immersion teachers' beliefs, biographies, knowledge and competencies. The ability to integrate FFI and content-based instruction is therefore perceived as an essential component of immersion teacher knowledge. Immersion teachers' role and intention in FFI is a critical factor in the process.

In this paper, key integrated, interlocked and overlapping instructional FFI elements will be outlined with a particular emphasis on one element, i.e. corrective feedback (CF). CF will be defined, a rationale for its inclusion in immersion pedagogy will be discussed and a brief overview of the international literature in relation to CF will be presented. In particular, three studies (Ní Aogáin, 2019; Ní Mhurchú, 2020; Ó Ceallaigh, 2012) conducted in an Irish immersion context which explore CF from multiple perspectives will be showcased and findings synthesised in an attempt to ascertain what is known from extant studies. What is yet to be known about CF in the minority language educational context, a context designed to promote students' academic achievement while simultaneously ensuring minority language proficiency and literacy development, will then be delineated and issues involving teacher knowledge, quantity, quality, timing, and nature of CF will be considered to shed light on the unquestioned assumptions and the yet-to-be-realised potential of CF in minority language immersion contexts. In conclusion, implications of incorporating CF strategies in an integrated approach in minority language immersion contexts will be considered with a particular focus on teacher education, curriculum design and school-wide implementation and evaluation.

Ní Aogáin, S., (2019). *Peirspictíochtaí múinteoirí agus daltaí ar aiseolas ceartaitheach ar chruinneas gramadaí dhaltaí tumoideachais sa dara teanga [Teacher and student perspectives of corrective feedback on immersion students' grammatical accuracy].* Unpublished PhD thesis. Dublin City University, Ireland.

Ní Mhurchú, C. (2020). *Aiseolas ceartaitheach: An spreagfaidh aiseolas ceartaitheach córasach ó bhéal féin-cheartú agus ceartú-piara i measc daltaí tumoideachais sa seomra ranga? [Corrective feedback: Does systematic oral corrective feedback motivate self and peer-correction among students in the immersion classroom?]*Unpublished M Ed thesis. Mary Immaculate College, Limerick, Ireland.

Ó Ceallaigh, T.J. (2012). *An teagasc foirm-dhírithe sa tumoideachas lán-ghaeilge: Scagadh ar pheirspictíochtaí agus ar chleachtais múinteoirí [Form-focused instruction in Irish-medium immersion: An overview of teachers' perspectives and practices].* Unpublished PhD thesis. University College Cork, Ireland.

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Abstract ID: AILA1144

Effects of pedagogical reinforcements on emotional prosody observed in voiceover acting

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Voiceover acting has been adopted in English classrooms as an enjoyable activity to improve the speaking skill (Henrichsen, 2015, Talavan & Rodríguez-Arancón, 2019). Research of phonetic aspects of emotion reveal that pitch and voice quality change depending on different types of scene setting (e.g., different interlocutors with different emotions) in the voiceover activity (Belanger, et al., 2015). It is also reported that the pronunciation quality of EFL learners improved through voiceover activity. However, comparison of different instructional reinforcements has not been done widely. Thus, it is not clear which aspects of segmental and suprasegmental features improved through interventions. The purpose of this research is to investigate the effects of different pedagogic reinforcements of voiceover on the improvement of emotional prosody produced by Japanese learners of English. We are especially interested in identifying acoustic features of their emotional prosody of a dialog after they received a pedagogic reinforcement.

The participants in this study were 40 Japanese university students (CEFR A2 level). All the participants were provided a script of a scene of a quarrel between two cartoon characters (approximately 30 seconds), selected from a Disney movie "Shrek," and instructed to read their lines to the videoclip in a pair. They were divided into two groups according to their pedagogical reinforcements. One group of the students (Group 1) observed original intonation curves on Praat while receiving the instructions of timing of pitch rise and fall, and repeated and shadowed the sounds. The other group of the participants (Group 2) watched the video clip, receiving the instructions of articulations of consonants and vowels, and practiced synchronizing the character's gestures, paying attention to the shape of the cartoon's mouth, facial expressions and body movements. The training sessions lasted for five weeks, with a 15-minute training session each week. They were videotaped after the reinforcement.

Both segmental and suprasegmental features were analyzed. As segmental features, VOT and the length of consonants and vowels were measured while pitch range, intonation curve, speech rate of an utterance, and intensity were measured for the analysis. The expected results are that both groups improved their emotional prosody, but there is some tendency that Group1 outperformed Group 2 in pitch aspects while Group 2 outperformed Group 1 in aspects of segmental duration. Their introspection results will also be reported at the conference.

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Abstract ID: AILA1145

Promoting mental well-being through social media: A critical study of multimodal mental health campaign discourse in Hong Kong

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Mental health discourse analysts have recently paid more to social media which can produce and disseminate more diverse knowledge and voices about mental health compared to the traditional, authoritative sources of information on this subject. This ongoing study examines some multimodal, multilingual social media posts about mental well-being that are produced and propagated by two mental health organizations in Hong Kong. It employs critical multimodal discourse analysis to examine how these posts discursively promote particular knowledge and beliefs about mental well-being through strategic representations of social actors, social activities and affect with various textual and visual resources. The analysis shows that many of the posts tend to discursively individualize affect and mental well-being by heavily relying on examples of individual persons and intensively personalizing engagement with the readers/viewers. Furthermore, many posts consistently link mental well-being to personal success, progress or achievement with a range of discursive resources such as specific mottos and metaphors of 'positivity' and public celebrities' quotes and condensed personal stories. I therefore argue the examined social media discourses subtly tie the promoted mental health awareness and knowledge to the neoliberal ideology of individual (self-)entrepreneurialism. In addition, the Chinese-language posts predominantly emphasize positivity whereas those in English tend to normalize affective swings more often, manifesting different ideologies about mental well-being. The study contributes to the field of mental health discourse research by drawing more attention to well-being (than illness) and non-English speaking contexts.

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I understand that I will never understand but I stand with you: Encountering each other as Others through a Black Lives Matter protest placard

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

Whiteness denies its own potential to be the Other (Yancy 2004). Black people in Germany constantly have to explain their Germanness (Oguntoye et al. 1986) while white Germans are the norm. Black Lives Matter (BLM) protests momentarily reverse this situation: Protest marches produce spaces with Black protagonists. "SILENCE AT THE FRONT. Remember you are there as an ally and to support. At a BLM Demo the only voices should be Black voices" (BLMB 2020). White people are produced as Others – but as potentially allied Others – by the BLM protest apparatus (Barad 2007). If they want to voice their views beyond showing up, they have to form word-body-assemblages by carrying placards. I am here particularly interested in one such placard with the words: *I understand that I will never understand but I stand with you.* I get in touch with it through interviews I conducted with Black and white Germans and through my subsequent participant observation at the 2021 BLM protest in Berlin, where I myself then brought a placard with these words along. Drawing on theoretical resources from racio- and sociolinguistics – the notion of spatial repertoires (Canagarajah 2018) and the listening subject (Rosa & Flores 2017) – and Barad's concept of apparatuses, I contemplate the potential of encountering each other as Others. Aided by Levinas' notion of the infinite and unknowable Otherness of the other (Wright et al. 1988), mattering-forth (Povinelli et al. 2021) in *I understand that I will never understand but I stand with you*, I ask whether racialized Othering from both sides can work as a potentially equalizing force helping to produce a "context wherein the black voice is heard and is able to enter into a space of equally respectful discursive exchange and mutual influence" (Yancy 2004: 14).

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Abstract ID: AILA1149

Contextualising action research at micro, meso and macro levels: Enablers, benefits and constraints

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Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Practitioner research is highly contextualised, being located in the immediate educational and other communities within which participants live and work. Within a community, the potential exists for multiple players, individually or collectively, to carry out research on issues considered important for the betterment of themselves and others. One way of considering contexts for practitioner research is to think about them ecologically, as consisting of several levels or systems – micro, meso and macro – which interact with each other. We take an ecological view of context based on ecological systems theory (Bronfenbrenner, 1979), which emphasises the inter-relatedness of activities happening at each level. Different elements of the ecology affect each other, and a balance within the system will help to support and sustain the learning that can occur through practitioner research.

While we acknowledge numerous ways of conducting studies within the rubric of practitioner research, our focus in this talk is on action research, the area of practitioner research where we have worked most. Cohen, Manion and Morrison (2007) suggest that action research "can be undertaken by the individual teacher, a group of teachers working co-operatively within one school, or a teacher or teachers working alongside a researcher or researchers in a sustained relationship" (p.297). These contexts reflect the different ecological levels: micro (individual), meso (groups within a school) and macro (networks or communities in the broader educational environment). In our recent book, (Burns, Edwards & Ellis, 2022), we advocate the engagement of the whole institution in action research as far as possible, always on a voluntary basis, and/or engagement across institutions, networks and communities. We propose that such a way of thinking about contexts enhances cohesion among practitioner researchers and creates a sense of choice, opportunity and inclusion. Potentially, where educational issues and concerns are common, or even universal, it also provides opportunities for connection beyond national and regional boundaries with other practitioner researchers.

In this talk, we analyse some of the features of the micro, meso and macro levels of context that can affect practitioner research experiences. We look at 'enablers', which are certain factors that will make it easier for practitioners to do action research, for example working with a mentor, critical friend or academic partner, developing an institutional climate of trust and enquiry, or giving teachers collective authority over the research agenda. We also examine the benefits and challenges of conducting action research at each of the ecological levels, drawing on the literature as well as our own research and experiences of setting up action research projects and programs in Australia. Our aim is to provide both theoretical and practical illustrations of ecological systems theory as it relates to contexts.

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Language Pedagogy in Dangerous Times: Articulating a Critical Language Agenda

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

The dramatic rise of authoritarian right-wing populism, the massive movement of immigrants and refugees across the globe, political unrest, the ongoing oppression, violence, and systemic racism against people of color; and the immiseration politics of capitalism are making up an explosive world scene. Xenophobia and racism have revived nativist sentiments; symbolic and material violence are on the rise against the most vulnerable strata of the population; and fear and insecurity about what lies ahead for humanity are looming.

This dystopian picture is forcing scholars and language educators to rethink our pedagogies, methodologies, and approaches. How are academics, and language educators, engaging with the social and political reality? How do we educate and raise educators' and students' critical consciousness, so that they will find themselves on the right side of history? Educators who want to invest in engaged scholarship that truly aims at improving the lives of students, their families, their communities, and our society, must be ready to talk about the workings of power and power asymmetries, the unequal distribution of wealth and power, racism, discrimination and the role of schooling (Pennycook, 2001; Canagarajah, 2006; Kumaravadivelu, 2006; Kubota & Austin, 2007).

My argument is that in the current juncture, welcoming politics into the language classroom is mandatory, as part of our understanding of what it means to be a critical educator. "Politics" here should be understood as a constant and ongoing critique of reality and of the self, as necessary for individuals to critically move into subject positions (Gounari 2020) as well as the ways educational systems are embedded in the political landscape where their goals, vision, mission, and curricula are shaped along specific ideologies, with teachers and students at the core as social agents.

Researchers and educators are compelled to address 'politics" and to discuss how languages (cultures, identities, lived experiences, and discourses) of subjugated and oppressed people can earn their space and get legitimacy in the language classroom. There is further a need to discuss the asymmetry in symbolic and economic power at play, while constructing a critical, de-colonial agenda for language education building on the critical turn in language studies (Kubota & Austin, 2007; Crookes, 2012). This presentation proposes a Critical Language Education agenda and a pedagogy that names, interrupts, challenges, critiques, and has a proposal for a different kind of language classrooms, curricula, schools, and communities.

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Abstract ID: AILA1151

A personalised autonomous pedagogy as an inclusive model that promotes international students' confidence, well-being and university connection

Authors:

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Jem Clifton [2] [^] UNSW Sydney

Anneli Strutt [3] [^] UNSW Sydney

Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

Australian universities have a large population of students who speak English as an additional language (EAL). This phenomenon is due to Australia being a multi-cultural society with a strong international education sector that contributes significantly to its economy. Numerous models and approaches have been deployed by Australian universities to address the need of international students to improve their English language proficiency. Each approach has made a unique contribution in their distinct contexts, but most of them reported various challenges - particularly in terms of student engagement and sustainability (Rochecouste & Oliver, 2014). Against this background, a Personalised Autonomous (PA) model has been introduced as a holistic and sustainable approach. The PA model was developed through classroom-based action research to address the imbalance in translation and interpreting students' linguistic competence in their working languages (Kim 2014). It was later adopted to develop a course called Personalised English Language Enhancement (PELE). The PELE course has been proven to be innovative and much needed in the field as it has significant positive impacts on students in "a) their confidence with English skills in both academic and everyday contexts, b) self-efficacy skills for self-regulated English learning and academic and social engagement, and c) their sense of belonging to the PELE community, faculty, and university". Furthermore, students' confidence in English skills and self-efficacy are strongly correlated (Kim, in press).

In this follow-up study, we measured the impacts of PELE on their English confidence and self-efficacy, and how these related to their well-being and their sense of connection to the university. We collected data from two different groups. One group took the PELE course over a term and the other group did not (non-PELE). Surveys were used to collect quantitative data from both groups at the beginning of the term and at the end. Qualitative data were also collected from several focus groups to supplement the survey data. Language learners commonly experience language anxiety when they need to perform in the language they are currently developing (Horwitz, 2001). However, little is known about how international students' English confidence is related to their well-being and university engagement. In this paper, we explore this question focusing on international doctoral candidates during their critical period of identity formation as researchers (Green 2005).

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Abstract ID: AILA1154

Coordinating play in a shared Virtual Reality environment

Authors:

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

The focus of this paper lies in the examination of interactions between participants playing a multiplayer game in Virtual Reality. Shared videogame play is a complex type of joint activity which requires players to establish and coordinate a common course of action in accordance with the mobile spatial configurations of the game and with the specific goals that need to be achieved for successful play (Mondada 2013, Keating/Sunakawa 2010). VR technology brings the mechanics as well as the spatial dimension of the gameplay away from the constraints of a console screen and into an immersive setting. Participants find themselves in a digital environment which they experience from their first-person perspective (Keating 2017). The immersive quality of the experience means they are able to use the movements of their own bodies to explore their surroundings, manipulate objects, and interact with other participants.

Playing a collaborative game in a multi-player setting presupposes the managing of the fast-paced temporality of the ongoing activity in relation to the spatial surroundings of the game as well as being able to effectively communicate with teammates in order to organise play activity and reach shared goals (Mondada 2013). To ensure smooth play, participants need to organise their action in such a way that it is visually accessible for the other player. Verbal cues such as response cries, imperatives and deictic expressions are used to mobilise the attention of the interaction partner and ensure mutual orientation on the same phenomenon. The potential for embodied action (Goodwin 2000) that originates from the reproduction of the participants' body movement onto the VR avatar makes furthermore the study of multimodal conduct in VR particularly compelling. This contribution revolves around the way embodied displays such as body arrangement and gestures are combined with verbal means to determine a shared course of action and manage joint activity during play. Particular attention will be given to the role of the VR avatar as a proxy for the participants' bodily conduct in interaction.

The study is carried out on the basis of recordings of gaming sessions at two VR Arcades in Germany. Participants were recruited on the premises and filmed with a set-up that allowed to monitor both player activity in the VR environment as well as the participants' bodily conduct in the real world. Both players' first-person perspective in VR was captured directly from the computer feed generated by the VR headsets. A multimodal CA approach was adopted for the transcription and analysis of the data. The study aims at showing how data gathered in a technologically mediated environment such as a VR world can be analysed with the tools of Conversation Analysis, and how in this way we can provide an account of participants' use of VR technology in interaction.

Abstract ID: AILA1155

Percepciones de los futuros profesores sobre la didáctica de la lengua

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Para conseguir un aprendizaje significativo en la competencia comunicativa, es imprescindible tener un alto conocimiento tanto de la lengua en la que se imparte la asignatura o se desarrolla el proyecto como de la capacidad de comunicar conceptos, contenidos y demás (Meyer et al. 2015). Esa perspectiva lleva implícita la idea de que todos los profesores somos profesores de lengua. No obstante, esa premisa no siempre se cumple en los contextos escolares (Lluch & Zayas, 2015). Tan es así que todavía en la actualidad, muchos profesores relacionan la lengua exclusivamente con la gramática y la corrección (Perez et al., 2021).

Una de las trayectorias más avaladas en la didáctica de la lengua ha sido la de los modelos de las secuencias didácticas de la Escuela de Génova (Idiazabal, 1990). Esa metodología favorece la enseñanza integrada de lenguas y, según Mielgo & Ocio (2021), es indiscutible la idoneidad de las estrategias de esos modelos basados en textos discursivos. Sin embargo, la falta de formación del profesorado en la tipología textual y en la aplicación de las secuencias didácticas impide avanzar en esa dirección (Mielgo & Ocio, 2021: 209). Asimismo, en un sistema educativo multilingüe de esas características, la idea teórica del *sustainable translanguaging* puede ser útil siempre que se puedan cumplir tres principios básicos (Cenoz & Gorter, 2016).

A la luz de la complejidad de la didáctica de la lengua en contextos multilingües, el objetivo de este trabajo de investigación es el de identificar las percepciones de los futuros docentes de educación primaria respecto a la didáctica de la lengua. Para ello, nos hemos basado, por un lado, en una muestra de encuesta realizada a 200 sujetos del Grado de Educación Primaria de la Facultad de Educación de San Sebastián, y, por otro, en 10 grupos de discusión realizados con parte de ese alumnado.

Según los primeros resultados de la investigación, muchos consideran que saber la lengua minorizada basta para la enseñanza de la misma. En esa misma línea, remarcan la necesidad de una

comunicación docente-discente en dicha lengua, pero son pocos los que explicitan la importancia de la opción de la lengua en la interacción entre docentes. Asimismo, es reseñable la ausencia de menciones a la necesidad de trabajar la conciencia metalingüística.

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Abstract ID: AILA1158

Exploring teacher identity and agency through the Tree of Life approach

Authors:

Maria Grazia Imperiale [1] [*] [^] University of Glasgow

Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

This presentation presents the findings from a participatory research project (Imperiale, 2022) conducted with a group of ten early career English teachers from Armenia, Brazil, Morocco, Nigeria, and the Occupied Palestinian Territories, as part of the British Council's Widening Participation programme. The project purpose was threefold: first, to strengthen teacher development by providing an opportunity for teachers to meet and exchange knowledge and experiences with colleagues from different backgrounds; second, to understand early career teachers' perspectives on teacher identity and agency, including their roles within their local communities and within an international community of teachers; and third, to understand the value of bringing together a small group of international teachers in this way, with a view to informing new ways of working at the British Council.

These aims, and the ethos of the project, called for a participatory and decolonising research methodology. The Tree of Life (Ncumbe, 2006) is a strength-based tool used to develop collective narratives, which was first used in the context of therapy work, but has since expanded into research methodology. Through a series of three workshops, we explored participants' roots, their strengths and capabilities and their dreams and hopes through a visual, metaphorical representation of a tree. The approach proved to be useful both in terms of providing relevant research findings, and more importantly as a way of enabling participants to feel heard and valued. After the workshop series we had individual interviews with all the participants, and a final meeting where preliminary findings were presented and participants provided their feedback.

Our findings focus on four main points:
a) Participants perceive identity as a transformative process, strictly intertwined with 'agency' (Imperiale, 2018); b) Participants believe in education for hope and social change, where students can flourish and have a positive impact on their communities and society; c) In order to achieve change, participants feel they need to work both within and outside the system, since the education system itself may limit teachers' freedom in constructing the education they aspire to be part of; and d) While teachers may experience isolation and even despair, participants raised the need to keep their motivation alive and that one way of doing this is through peer-to-peer collaboration.

We conclude by proposing the development of further research projects that adopt participatory and praxis-oriented ways of working, which may be increasingly sustainable and have long-term impact, and with the suggestion that teacher identity and agency are embedded in teacher development.

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Self, social responsibility and potential directions for life and work: a narrative study of WIL in an Australian humanities degree.

Authors:

Fiona O'Neill [1] [*] [^] University of South Australia

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Australian higher education is increasingly understood in terms of preparing students to be 'work-ready' graduates, and 'authentic' assessment (Gulikers, Bastiaens & Kirschner, 2004) seen as a means to that end, particularly in the case of vocational degrees. This poses a challenge for students studying generalist Humanities/Arts (BA) degrees, with broader social narratives tending to downplay the value of the Humanities in the contemporary Australian workplace. In addition, BA students exemplify Australia's diverse profile (ABS Census, 2021), bringing different languages, cultures, knowledge repertoires, disciplinary interests and aspirations, yet often their social, linguistic and cultural potential is undervalued. This paper reports on an applied linguistic study which investigated BA students' experience of a work-integrated learning program (WIL) in an Australian university, over two semesters. The purpose of the WIL program is to expand students' understandings of themselves and their future career directions. The program brings an intercultural orientation to teaching and learning (O'Neill, Scarino & Crichton, 2019) to support students in their diversity as they develop their career narratives through guided research and reflection, in collaboration with community and industry partners. These partners represent various sectors and organisations, many of which focus on areas of social responsibility, such as social housing, migrant and refugee support, youth work and care providers.

Drawing on intercultural learning pedagogies (O'Neill et al., 2019), the study involved a narrative intervention (Crichton & O'Neill, 2016), exploring students' experience of co-creating a supportive learning framework within the program, and co-designing assessments that they found meaningful and relevant, with input from community and industry partners. Narrative data were collected from students, community and industry partners and the researcher/teacher of the program, through reflective journaling and interviews. A thematic narrative analysis (Riessman, 2008) of preliminary data demonstrated that students were initially uncertain of how to go about articulating their disciplinary knowledge, expertise and interests to people both within and beyond the university context. However, through their involvement in the narrative intervention and co-design of assessments, student voices were foregrounded and their understandings of what was considered 'authentic' - that is, what they considered meaningful and relevant for their future options for life and work - were captured in their terms. Their lived experience may have been characterised by socio-economic challenges and a sense of exclusion, and their possible selves (Mattingly, 1994) and potential career directions may be underestimated by themselves and others, yet findings show that an intercultural orientation to learning, expanded their understandings of self and their opportunities. Given the pressing need that the study of the human condition and social responsibilities – in other words, the Humanities - seeks to address, better understandings of ways to develop, evaluate and enable students through inclusive higher education with an intercultural lens is crucial in the contemporary social and professional worlds in which they will live and work.

Abstract ID: AILA1162

A systematic review of methodologies in ISLL from 2000 to 2020

Authors:

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Abstract Topics: [SYMP48] Methodologies in Informal Second Language Learning: observing learning in the private sphere

Abstract Summary:

Research into Informal Second Language Learning (ISLL) has grown substantially over the past two decades. This increased interest in L2 use in informal contexts has produced findings on a multitude of variables, such as L2 development (vocabulary, complexity, accuracy, fluency, pronunciation), autonomy, engagement and willingness to communicate, among others (e.g. Arndt, 2019; Kusyk, 2017; Lee, 2019). A number of methodological approaches have been used to invetigate these variables, such as questionnaires, case studies, focus groups, tests and language diaries.

While present findings appear to offer a promising avenue for future research in this relatively new field, it is also clear that a certain amount of terminological confusion and overlap has emerged. Indeed, rather than operating under one umbrella construct, researchers across the world have investigated this phenomenon under multiple labels (Extramural English (Sundqvist, 2009), Informal Digital Learning of English (Lee & Dressman, 2018), Language Learning Beyond the Classroom (Benson & Reinders, 2011), …), each possessing its own nuances. In order to gain a clearer picture of these different research strands and how they may differ or overlap, a systematic review was conducted.

This systematic review investigated 218 scientific texts (journal articles, anthologies, monographs, dissertations) published between 2000 and 2020. They were analysed according to criteria such as aim of the paper, terminology used, underlying theoretical framework, variables investigated, methodology employed and links to the formal sphere. This paper presents findings from the methodology section of our analysis. In particular, our results will focus on the various methodological approaches, study designs, data collection methods and quantitative and qualitative data analyses employed in these papers over the last two decades. In addition, we will also report on aspects such as geographic location of study, participant demographics (age, school type, course of study) and the L1 & L2 of the participants.

The aim of this paper is thus to provide an overview of the methodological approaches used over a span of twenty years in research on informal L2 usage. This presentation and discussion of past and current methods will inform the research community on methodologies that both have and have not yet been employed, which may impact choices for future study designs.

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Abstract ID: AILA1165

Promoting students' critical thinking through using academic papers as learning materials

Authors:

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Lingyu Xie [2] Beijing Foreign Studies University

Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Following the prevailing trend of integrating critical thinking (CT) into English-as-a-foreign-language (EFL) classrooms in tertiary education, learning materials play an increasingly important role in promoting students' CT. Previous research on the cultivation of students' CT in EFL educational settings has mainly focused on different instructional approaches. However, little is known about the trajectory of students' CT development through the use of course materials developed by the instructor. Against this backdrop, the present qualitative study seeks to present innovative ways of using academic papers as learning materials to promote students' CT in an academic reading and writing course for graduate students. The materials used are 12 academic papers related to applied linguistics published in SSCI journals in 2021, which were selected by the instructor and aimed to encourage students to think critically. One-semester classroom observations, artifacts, and semi-structured interviews are analyzed to understand the participants' changes in CT in this class. The findings indicate that the academic papers are important affordances to facilitate students' CT, and the innovative ways of the negotiation between students and the materials play an important role in this process. This study highlights how the innovative use of academic papers enable learners to improve their CT. The findings have direct implications for the use of academic papers as materials in CT teaching.

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Abstract ID: AILA1167

Struggling for Mobility: A Textual Analysis of Bureaucratic Processes Involved in the Migration Projects of Iranian Women

Authors:

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

As a highly bureaucratic procedure, migration is mediated and organised by institutional texts that inform and organise people's mobilities. From the initial stage of making the decision to migrate to the final stage of submitting the visa application and to the receiving of a visa, or not, applicants are enmeshed in institutional processes beyond their control. In order to bring to the fore the regulatory activities in policing mobility, this paper intends to map out the textual processes involved in the student visa applications of a group of Iranian women who are planning to leave for Canada. At each and every stage of the process, applicants are required to read, understand, and produce texts as part of their applications. The whole visa application process is extra-locally organized and mediated by means of texts. Starting from the standpoint of female visa applicants and their experience of having their mobility regulated, this paper undertakes to constitute and investigate their everyday world as 'problematic', i.e. it sets out to illuminate how their everyday world is constructed and determined by social processes beyond their control (G.W. Smith, 2014). Investigating authorized texts that are integral to the visa application process makes it possible to enter the governing regime of migration and to provide an account of bordering practices. As an illustration of how an institutional text is put together and to trace the discourses, work processes, and extra-local organizations that go into the creation of the text, by drawing upon my own personal experience as a subject of discriminatory regimes of migration and inspired by the work of G. W. Smith (2014), in this paper I aim to analyze the social organization of a visa rejection letter that I received from the Australian embassy in October 2015 two weeks after submitting my student visa application. Specifically, it is my intention to show how the political and economic positioning of 'Iran' and 'Iranian' in this document is rationalized and leads to specific categorizations which have significant implications for Iranians as visa applicants.

Smith, D. E. (1987). *The everyday world as problematic: A feminist sociology.* Toronto: University of Toronto Press.

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From task development to quality assurance: Using an iterative model to develop and improve tasks

Authors:

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

Developing a task-based language assessment (TBLTA) instrument begins by developing test specifications that result in tasks that articulate into a cohesive whole. In an assessment situation, such tasks must both individually and together present a solid picture of what the test taker can do with the language. While Long (2016), Winke (2014) and others have focused primarily on classroom teaching and formative assessment as settings for TBLTA, large-scale assessments can also mirror TBLT principles not only in task development but also throughout the process, including task review. This presentation focuses on ways an existing, large-scale, multiple language assessment incorporates principles of TBLTA from item development through quality. The key to such development is ensuring a strong functional approach to test development and rating (Norris, 2016) and focuses on both tasks and the intersection of function, authenticity, reliability and practicality in developing a large-scale, TBLTA.

However, there is often a gap between what different stakeholders in the task development, rating and rating adjudication process attend to based on their differing roles and perspectives. While some of research (for example, Pill & Smart, 2020; Attali, 2016; Kuiken, & Vedder, 2014) has focused on test raters and their processes, rather less research (Rossi, O., & Brunfaut, T., 2018) examines the role of task developers and the quality assurance advisors who review tasks for fidelity to task specifications. Determining what task developers attend to during task development and as they revise these tasks can shed light on the effectiveness of the item development process as well as the training procedures used. Moreover, quality assurance advisors, who review and suggest revisions for tasks, provide insight on how the task developers adhere to task specifications and the effectiveness of training

This current study examines research conducted with both task developers and quality assurance advisors working with a multi-language, large-scale assessment administered to over 100,000 learners annually. First, an analysis of a short questionnaire sent to speaking and writing task developers (N=20), and quality assurance advisors (N=26) shows the relative importance of task in development, review and revision. Next, short interviews with developers, and quality assurance advisors (N=10) were coded and reviewed. Finally, the results are compared by stakeholder group and across languages to determine what can be improved in task development.

The presentation will specifically focus on how to improve task development training across languages in a multi-language test development approach.

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Validating a language test task with a multi-dimensional construct of critical thinking ability and intercultural competence: From test-takers' perspective

Authors:

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Yijing Zhang [2] Beijing Foreign Studies University

Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

With the reform of foreign language education in China, students are expected to become capable communicators in cross-cultural context after taking English courses in tertiary education. To achieve this goal, critical thinking ability and intercultural competence have been identified as core abilities for EFL learners by official documents guiding college English teaching in China. In response, a new language test – English Test for International Communication (ETIC) – has been developed and administered to assess the core abilities. Different from conventional language testing practice which takes language ability as the single construct, ETIC has adopted a multi-dimensional construct, integrating critical thinking ability and intercultural competence. When the test results are supposed to be widely applied, it is therefore necessary to investigate how well such abilities have been reflected by the test, in other words, to validate the test.

Following Bachman and Palmer (2010) AUA framework of test validation, evidence of test validation could be collected from the perspective of test developers, raters and test-takers. Although investigating test-takers performance should be the starting step and could provide most valuable information (Bachman & Palmer, 2010), relevant studies have been quite limited. In addition, to validate a language test with a multi-dimensional construct from test-takers' perspective has not yet been approached.

The present study aims to address the gap by investigating test-takers' performance in a writing task from ETIC. In order to understand how the construct abilities of critical thinking ability and intercultural competence are involved in task accomplishment, this study examines both test-takers' responses and test-taking processes. To enable a confident claim about construct validity, two parallel forms of the task are included for investigating the consistency of abilities engagement across test forms. Specifically, the following research questions are answered:

1. To what extent are critical thinking ability and intercultural competence engaged in the ETIC writing task as revealed by task responses and test-taking processes?
2. Are critical thinking ability and intercultural competence equally involved in the task responses and test-taking processes of the parallel two task forms?

Data are collected from thirty-six college students. Thirty participants finish the two task forms under exam-like conditions and altogether sixty responses are obtained. In order to collect test-taking process data, six participants complete the two task forms while thinking aloud, followed by stimulated recall interviews. The data are coded and analyzed by adopting Paul and Elder (2006) three-dimensional model for critical thinking ability and the adapted Deardorff (2006) pyramid model

for intercultural competence. Findings can provide implications for EFL testing and teaching practice that aims at integrating multiple abilities.

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Cultivating critical thinking-oriented teachers in pre-service language teacher education

Authors:

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Tiefu Zhang [2] [^] University of Electronic Science and Technology of China

Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Based on a tripartite conceptual framework with an integrated focus on the coverage, coherence, and applicability of pre-service teacher education curriculums (e.g., Canrinus, et al., 2017; Goh & Wong, 2015), the study explores to what extent and how student teachers are prepared to become CT-oriented language teachers in Hong Kong. The findings show that the student teachers fostered their CT as both skills and dispositions through rich professional engagements (e.g., coursework, immersion, practicum, and final research projects) and continuous interactions with university-based teacher educators and school mentors. Additionally, the development of CT started from the content courses that addressed general topics, and moved to the language pedagogy courses and teaching practicum, where the participants applied CT to make sense of language teaching and learning through contextualized practices. Such a finding reveals a sense of coherence of the program that progressed with the gradual infusion of CT into the content and processes of language teacher education. The coherence and applicability of the program were also evident in the transferability of student teachers' CT learning to its teaching in language classrooms. Influenced by their own CT-related experiences, the participants learned to appreciate the constitutive relationship between CT and language education as another crucial attribute of a CT-oriented teacher. Moreover, they actively constructed their pedagogical beliefs about how to teach CT. For instance, the student teachers described a dialogic interactive approach to CT teaching derived from the modelling provided by their previous course teachers and teacher educators in the program.

On the other hand, the findings speak to the rhetoric-reality gap in learning to teach CT, which

has been widely observed in many pre-service teacher education programs across the globe (Goh & Wong, 2015). While CT had been advocated in the program, there was generally an absence of practical resources and scaffolding on how to teach CT in language classrooms. Without sufficient and applicable training, the student teachers occasionally practiced CT at the surface level (e.g., during the teaching practicum) instead of approaching it as a systematic cognitive process based on relevant and meaningful content. This limitation of the program partially relates to the lack of coverage on the "action" dimension in CT instruction throughout program. As CT was mostly trained as a set of skills and dispositions that operated within individual student teachers' minds, the participants were not able to engage actively and critically with the complex institutional and socio-cultural reality for potential teaching innovation and transformation. It is therefore important for current pre-service teacher education programs to incorporate a direct focus on the teaching of CT in relation to the local school reality.

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Language-sensitive teaching as a professional competence

Authors:

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Anja Müller [2] [^] Johannes Gutenberg-Universität Mainz

Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Teachers face enormous challenges regarding the increasing language diversity in the classroom. Because subject content can only be conveyed through language, teaching must be language-sensitive and action-oriented at the same time. It is necessary to assess the different linguistic abilities of the learners and the (technical) language requirements of the specific subject matter in a first step, and to plan language-supporting or -promoting measures, e.g. Gibbons' scaffolding approach (2002), in a second step. In this context, Settinieri and Jeuk (2019) point out that teachers must also be sensitive to their own (linguistic) actions during the lessons in a third step (cf. critical language awareness according to Fairclough 1992). For these demanding tasks, teachers need the professional competence of language-sensitive teaching, which is poorly integrated in current teacher education in Germany.

This is where the *TWIND*-sub-project *SprachReflex* (EN 'LanguageReflex') comes in. In this project, didactically founded multimedia teaching-learning packages, so-called media packages (MPs), are developed and evaluated with the goal to prepare pre-service teachers for teaching in classes with high linguistic heterogeneity. Even though the project is specifically aimed at vocational schools, it can be extended to all other types of schools. The development of the content and methodology of the MPs is closely oriented towards the needs of all involved parties (teacher students, trainee teachers, teachers at schools and *Studienseminaren*). The MPs can be used very flexibly and completely demand- and interest-oriented in self-study or blended learning formats.

In MP 1 "Multilingualism and School", various media and tasks are used to encourage students to engage with the topics of language diversity, multilingualism and multilingual didactic teaching concepts. The aim of this MP is to impart basic knowledge about language, language acquisition and multilingualism and, in addition, to enable a sensitisation to (linguistic) heterogeneity, combined with a reflection on one's own attitude and language use.

In order to be able to draw valid conclusions about the effectiveness of the MP, MP1 was evaluated in Summer 2021 using an intervention-control-group-design. A total of 60 teacher students completed

the MP as part of their self-study. The results show a significant increase in competence for the intervention group, but not for the control group.

In MP 2 "Language assessment", instruments for evaluating the language level of the learners are presented and reflected on in an application-related manner. MP 2 is to be evaluated in Winter 2022/23. MP 3 "Language-aware teaching" will conclude this series with concrete materials and concepts for language-sensitive lesson planning and implementation.

In this talk, the aim, the content and the available evaluation results of these MPs are presented and discussed.

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Abstract ID: AILA1177

Discourse analytical insights into the prioritization of forensic linguistics, language and law, and cyberviolence in Horizon Europe

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

This paper discusses how forensic linguistics, language and law, and cyberviolence are positioned in the world's largest research funding programme, Horizon Europe. This paper discusses how the European Union values these topics in research and innovation. This topic is highly relevant with the recent launch of the programme. Through language, people do things, influence others, and shape societies (Jones, 2012). With this discourse analytical approach, this paper studies the language used to communicate the European Union's values, goals, and expectations in the context of research funding. This paper examines mentions of forensic linguistics, language and law, and cyberviolence, closely analysing the language used, while also situating the topics into wider contexts and Discourses. In this paper, the value of interdisciplinary research in these topics is highlighted as well, as the work programmes emphasise notions such as the integration of social sciences and humanities into all actions (Puputti, 2022).

In the reference documents, cyberviolence is discussed among other societal challenges. This paper analyses how the documents position and describe research relating to cybersecurity. The reference documents also discuss the importance of research that improves understanding of organizational cultures and of human interactions in the forensic context, for example through the creation of a common lexicon (European Commission, 2021, p. 56). This issue relates to the strengthening of the investigative process and improved communication. As the text states, "communication between practitioners within the same institute can introduce a bias as well. When exchanging the information cross-border, both organisational cultures and languages can also cause a bias" (2021, p. 55). The text further describes that "a critical enabler for an improved collaboration and communication between forensic practitioners is the use of a clear, consistent vocabulary" (p. 56). This paper closely analyzes how these topics are discussed, described, and positioned in Horizon Europe. In addition to forensic linguistics and cyberviolence, language and law are featured across topics and work programmes, and this paper examines the contexts in which they are discussed and how they are positioned. This paper contributes to the fields of cybersecurity and forensic and legal linguistics, while also providing crucial insight for researchers studying talk and interaction, communication, and institutional and organizational discourse.

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Comparing CLIL teachers' and students' content and language assessment criteria

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Leah Tompkins [2] [^] Autonomous University of Madrid

Abstract Topics: [SYMP02] AILA ReN - Assessment in CLIL

Abstract Summary:

In the last 10 years, CLIL research has developed from a focus on students' general language proficiency to the study of their academic language proficiency, thus gradually shifting to a deeper analysis and understanding of how content and language are learnt in integration (e.g. Nikula et al., 2016). However, this research interest and the insights derived from it has not been sufficiently translated into specific and concrete training and experiences for teachers and students. This is partly due to a lack of collaboration between content and language teachers at schools, where most teachers address language from the perspective of their own discipline or not at all (in the case of many content teachers).

As part of a broader project, this paper presents some of the results obtained from a joint collaborative project between content teachers, language (English) teachers and applied linguists in a CLIL school. After being teamed up in pairs (content and language) teaching the same students, the participating teachers were trained on the model of Cognitive Discourse Functions (Dalton-Puffer, 2013) and were asked to apply it in joint activities in the content and English class. The students' production in those activities was assessed by content and language teachers (using comparative judgement), and the results were discussed in monthly focus groups. The students themselves also judged their own and their classmates' texts and discussed the results with their teachers. Drawing on previous studies applying Maton's (2013, 2014) specialization (Morton & Llinares, forthcoming) and semantic dimensions (Llinares & Nashaat-Sobhy, 2021), we compared teachers' judgements and students' judgements of the same texts, the result of a joint task between biology and English teachers, and the subsequent discussion carried out between teachers and researchers (on teachers' judgments) and between teachers and students (on students' judgements). Preliminary results show that teachers emphasized both epistemic relations (knowledge, skills, and procedures) and social relations (intrinsic or cultivated aspects of the learner) in their judgments, while students placed greater emphasis on epistemic relations, leading to differences in their rankings of the texts.

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Abstract ID: AILA1179

Transitions in the teaching of speaking as onto-epistemological (dis)obedience for world language education in Australia

Authors:

Danielle H. Heinrichs [1] [*] [^] Griffith University

Abstract Topics: [SYMP55] Onto-epistemological justice and language across the life-course: Transitioning through Australian education system

Abstract Summary:

The teaching if speaking in world language education (with)in Australian is entangled with multiple facets of the coloniality of languaging (Veronelli, 2019) including: a pervasive monolingual mindset (Clyne, 2004), the dominance of English (Schalley et al., 2015), expectations of neutrality and stoicism (Heinrichs, 2022), and the responsibility of maintaining the "purity" of the language (Casanova, 2018) often through fluency, comprehensibility, intelligibility and accent modelled on "native-speakers". As such, speaking practices that deviate from the path of the coloniality of languaging through multilingualism, affectivity, informality and (im)perfections are often invisible in educational contexts. In this presentation, I share examples of the transitions beyond these native-speaker models as onto-epistemological (dis)obedience in the face of the coloniality of languaging during a project exploring the decolonising of the teaching of Spanish. Based on transformative action research (García & Kleyn, 2016), I highlight examples of students' affective responses to alternative ways of thinking about speaking Spanish. In doing so, I suggest that marginalised ways of speaking Spanish might spark transitions towards a more onto-epistemological approach to language education that reflects the generative, local language practices relevant to the unique Australian context.

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Abstract ID: AILA1180

ViVEXELT: a UK-Vietnam EDI-inspired project to develop e-competencies During the COVID 19 Pandemic and co-create SDG-inspired lesson plans for teaching speaking online

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Jenny Wells [2] [^] Coventry University

Thuy Bui Thi Ngoc [3] [^] Hanoi Universit of Science and Technology

Angela Shuster [4] [^] Coventry University

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

Coventry University and Hanoi University of Science and Technology are committed to ways of internationalising the learning experience that comply with Equity, Diversity and Inclusion (EDI) principles to foster the development of intercultural awareness and global citizenship attributes,   Virtual Exchange (VE) or Telecollaboration is one of them (Orsini-Jones & Lee, 2018).

Building on the work carried out in Vietnam since the government introduced the 'National Foreign Language Project 2020' in 2008 (Le et al., 2020), ViVEXELT (Viet Nam Virtual EXchange for English Language Teaching) focused on setting up a sustainable model of continuous professional development (CPD) for English language teacher education. The major challenge identified by Le et al. (2020) was that ELT teachers in Vietnam do not engage with the new language policy because they feel they do not 'own' the change process. ViVEXELT aimed to support a 'bottom up' shift in language policy and aimed at:

1. improving the speaking and interactional competencies of English language teachers at the time of COVID;
2. encouraging English language teachers, who are female in the majority, to become more confident in addressing the requirements on the new CEFR (Common European Framework of Reference) Companion Volume (Council of Europe, 2020), that now includes the development of online interactional skills;
3. supporting the demise of the 'native speakerism' rhetoric (Rubdy, 2015; Holliday 2006) and boost the confidence of teachers whose first language is not English to take control of their teaching and learning actions through a decolonised VE Third Space (Bhabha & Rutheford 2006);
4. developing further student-centred ELT pedagogy.

One of the tasks designed to achieve the above aims was the collaborative design of lessons plans inspired by the UN SGDs. This task gave participants the opportunity to knowledge-share across educational sectors and across continents in a North-South exchange that was both local and global. The task stimulated a discussion on the global SDG topics that mattered in terms of positive impact on local ELT realities, and this led to the co-creation of lessons plans to teach speaking online at the time of the pandemic.

The paper will report on the lessons learnt from this project in terms of EDI and of making the SDGs relevant to language learning and teaching in local contexts, but starting from the sharing of global perspectives.

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ViVEXELT https://vivexelt.com/

Abstract ID: AILA1181

A University "Scientific English" Course: Bridging the Interface Between Hard and Soft CLIL

Authors:

Teresa Ting [1] [*] [^] University of Calabria

Abstract Topics: [SYMP47] Literacies in CLIL: subject-specific language and beyond

Abstract Summary:

A challenge with implementing CLIL at tertiary regards the cultivation of subject specific language and disciplinary literacies that content-students need to "language about" complex content-notions, without requiring foreign language instructors to step beyond their comfort zones. This paper reports on a university-level course on "Scientific English" piloted at an Italian university which sought to bridge the interface between "soft-" and "hard-" CLIL by developing students' *productive* disciplinary discourses. Fifteen students from different STEM degree courses (Chemistry, Computer Science and Mathematics), across different years of study and varying degrees of English competency (B1 to C1) followed, and successfully completed the course.   At this level, students were already familiar with the basic characteristics of "academic texts", e.g. the use of the passive voice, registers and genres, structuring reports into sections, etc., all of which they had learnt prior to university and were experiencing regularly as consumers of tertiary-level textbooks. Yet STEM-colleagues lament "poor language" in students' theses, even in L1.   Clearly, years of *receiving* academic discourse *as input* does not guarantee successful *productive* academic literacy *at output*. Productive academic and disciplinary literacy was therefore the objective of this Scientific English course. However, STEM-students, like their STEM-professors, rarely recognize that "language", something we naturally do, is also scientifically researched and, just like STEM-research, language-research delineates objective ways for understanding language, insights which, in turn, empowers us to use language to our advantage. The course thus aimed to provide students objective ways to consider language (Ting, 2022), helping them appreciate that their ability to *produce academic discourse*, be it well-polished oral presentations or effectively-written texts, is as important as the costly laboratory equipment and computational systems they use and value. Introducing students to Cummins' (1984) research and the notions of BICS and CALP equipped everyone a STEM-like, objective way to "language about language". Thereafter, interdisciplinary articles from high-impact research journals (*Nature, Science* and *PNAS*) which merged chemistry, artificial intelligence and statistics, were used to contextualize language-focused "soft-CLIL" instruction regarding notions such as the academic word list, word-tiers, cognitive discourse functions (Dalton-Puffer, 2013), textual coherence through anaphoric referencing, given-new organization, word morphology, etc. This provided STEM-students an "academic-discourse lens" for poring through discipline-specific discourses about discipline-specific research: students entered "hard-CLIL" without requiring the EFL-instructor to venture far from her comfort zone. Improvements in the textual quality of written reports and oral presentations will be presented, alongside data showing how STEM-students learnt to *language about language*, becoming increasingly more able to generate academic texts for showing off their *productive* disciplinary literacy skills.

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Abstract ID: AILA1182

Inclusivity, Diversity and Interculturality: considering contexts for practitioner research.

Authors:

Judith Hanks [1] [*] [^] University of Leeds

Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Practitioner research is an apparently simple idea, which in fact raises complex issues of inclusivity, diversity and interculturality for applied linguistics. The field has hitherto tended to divide itself into 'researchers' and 'practitioners' (ie teachers and teacher educators), each with its own cultures, beliefs and behaviours. Yet as teachers (and teacher educators and learners) are increasingly encouraged to engage in researching their own contexts, identities shift and grow, roles are exchanged, and cultural boundaries are blurred. I ask: Who should be included as a researcher? How does the field encourage diversity of experience in researching language education? What are the (hidden) cultures of research and pedagogy that require attention? In this talk, I discuss the ways in which practitioner research as a profoundly contextual movement (Zeichner & Noffke, 2001) contributes to social cohesion in a globalized world. I examine the ways in which practitioners (teachers, teacher educators, and, crucially, learners) can be included as insightful researchers of their own practice (Allwright & Hanks, 2009; Hanks 2017) in different educational institutions, in different parts of the world. Learners, teachers, teacher educators are gaining confidence in exploring praxis, but this brings ethical, methodological and epistemological questions to bear (for example, questions about naming/pseudonymising; ways of doing-being pedagogical research; beliefs about who does what in research and pedagogy). The COVID-19 pandemic brought such issues to the fore, as pedagogy and research were increasingly 'owned' by practitioners themselves. Communities of practice (Lave & Wenger, 1991; Wenger, 1998), many of which already existed, found ways to connect globally as well as locally (Rio de Janeiro Exploratory Practice Group, 2021). The pivot to online working in 2020 brought many challenges as well as benefits in terms of international connections, bringing different interpretations of inclusivity, diversity and interculturality. I conclude by arguing that our educational contexts may shape classroom inquiry, but this 'shaping' is dynamic and ever-changing: diverse participants bring different cultural expectations, and including a range of viewpoints, interacting inter-culturally, aids social cohesion in our globalized world.

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Abstract ID: AILA1184

Notions language-related normality. Methodological considerations on the opportunities and limitations of the concepts knowledge, attitudes and beliefs from a study with primary school teachers in Germany.

Authors:

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Abstract Topics: [SYMP13] AILA ReN - Social and affective factors in home language maintenance and development

Abstract Summary:

The multilingualism of pupils runs counter to nation-state organised and monolingually oriented education systems. The nation-state education system's one legitimate language has various functions. It is (1) a criterion for access to educational institutions. In Germany, for example, school entrance examinations, which actually assess children's cognitive development, children are mainly measured against a linguistic norm (Gomolla 2006), (2) language is also a medium of knowledge transfer and evaluation in classroom. In this context, certain forms of language, e.g. the academic register of German, are implicitly assumed, but not explicitly taught at school (Feilke 2012, Morek/Heller 2012). The degree to which children are equipped with the necessary linguistic means becomes a criterion for recommendation for certain types of school, and thus (3) becomes the basis for selection processes, which ultimately (4) determines pupils' level of inclusion and educational success (Gomolla/Radtke 2009; Fürstenau 2017).

These social factors cause not only home language maintenance and development, but also educational disadvantages for all those children who deviate from the dominant monolingual norm. At the same time, monolingual notions of normality shape teachers' expectations of

self-efficacy: they perceive linguistic heterogeneity as deviation from the norm and dealing with linguistically heterogeneous groups as challenging. It is therefore important to examine teachers' language-related notions of normality (Huxel 2018, Panagiotopoulou/Putjata 2020).

Why do we speak of language-related notions of normality? In our presentation, we will present this concept (1.) starting from an international project where the theoretical framework (2) is based on the concepts "attitudes", "beliefs" and "knowledge" (Fives/Bühl 2016). The data was gathered through semi-structured interviews with 36 primary school teachers and analyzed using the software Atlas.ti with appraisal (Martin/White 2002). In the methodology part (3), we will show how the method of appraisal helped us to sharpen our focus and (4.) arrive at the concept of language-related notions of normality.

At the end of the presentation we will discuss following questions: (Content:) Which beliefs about multilingualism in school can be identified in the statements of teachers? (Methodology:) Are there any distinctive argumentative patterns? (Theoretical:) To what extent are existing ideologies on multilingualism reflected in teachers' statements?

The Heterogeneity of Language Policies and Its Related Health Crisis Communication About COVID-19 in Lesotho and South Africa

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

On 7 January 2020, the World Health Organization (WHO) reported an unknown pneumonia outbreak. Sub-Saharan Africa only reported its first cases in mid-February, with some travellers from or returning mainly from Italy, but also Germany and France. It was only then that the media in South Africa started to report extensively about the COVID-19 outbreak. Various governmental ministries in South Africa or Lesotho informed their population about COVID-19 and their regulations to control the outbreak of the disease. Although most of the information was in English, a substantial amount of audio and video files were available in African Languages in South Africa, plus many governmental announcements in Sesotho in Lesotho. Governments were aware of the risks of fake news being spread, but they tried to be as transparent as possible with the public. This paper intends to analyse and see how different African countries like Lesotho and South Africa broadcasted COVID-19 in media, official government website and social media platforms. The usage of languages will be analysed as most African countries are multilingual, and such life-threatening topics and far-reaching political interventions in all spheres of life should be communicated as inclusive as possible.

Abstract ID: AILA1188

Promoting viewpoint diversity and critical thinking through literary text-based discussion

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

Given the disparity in sociopolitical values, viewpoint diversity is an inescapable feature of any issue which invites collective consideration. Rawls (2005) argues that even on intractably contentious questions such as those around morality and religion, disagreement is not only an inevitable but a reasonable supposition. Indeed, in contemporary multicultural democracies it is typical to have competing, even incompatible, ideas exist side by side as comparatively reasonable propositions. Two political parties, for instance, can have equally persuasive but diametrically opposed ideologies, yet still both exist in the same society and command similarly enthusiastic support. Yet tensions between increasingly sophisticated and influential channels of communication, most notably social and mainstream news media, routinely magnify ideological differences between individuals and groups to degrees of distortion not previously witnessed (Rauch, 2021).

To be able to navigate the exigencies of current sociopolitical diversity and its consequent divisions, students need to develop their critical thinking skills and dispositions. I suggest that literature-based dialogic discussion provides an appropriate context for the expression of divergent perspectives and critical thinking development. It is within the context of dialogic discussion of literary and other texts, where 'wide-angle' education (Widdowson, 1983) comprises multiple voices speaking collaboratively to the same issue and thereby invoking the *wisdom of crowds* (Surowiecki, 2004), that sociopolitical differences can begin to be constructively addressed.

My presentation is based on findings from my recent doctoral research, which took the form of a classroom intervention on a foundation English for Academic Purposes (EAP) course. The study explored the development of critical thinking through the reading and discussion of literary texts in a reading circle. This discussion format afforded students the opportunity to express their views on various-often controversial-issues arising from the texts, without fear of censure or censorship. Discussions often led to what I call a transactional dialectic among participants, a dynamic atmosphere of discursive inquiry characterised by regulated, purposeful, potentially adversarial but ultimately collaborative argumentation. Overall, I will draw on my findings to illustrate the potential of using literary texts for critical thinking development in the university classroom. I will also touch on the implications of dialogic talk informed by such texts, with reference to current debates in university education and related contentions in broader society.

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Abstract ID: AILA1189

Modern Greek as L2 in an immersion program: A longitudinal study of students' growth in content learning

Authors:

Marina Mattheoudakis [1] [*] [^] Aristotle University of Thessaloniki

Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

The aim of this paper is to examine the impact of a one-way dual language bilingual education (DLBE) program on students' academic growth. One-way DLBE programs address students from the same language background and in the particular program all students are language majority speakers (i.e. Americans); according to Baker and Wright (2021), such programs are essentially world language immersion programs. The specific program was launched in 2017-2018 in Delaware, U.S. in a K-12 school with Greek as L2. The school offers a choice between two programs: (a) the immersion, and (b) the CLIL program. Both programs provide curricular instruction in Greek; in particular, 25% of the curriculum in CLIL and 50% of the curriculum in the immersion program is taught in Greek. As students of both programs come from the same geographical area and a similar SES background, the context offers itself for various comparative studies between the two cohorts of students (immersion vs CLIL). The school is implementing the partial immersion type of education and the core academic content is split by subject area between two teachers; the Greek teacher teaches math, science and Greek language arts, while the American partner teaches social studies and English language arts. The program aims to give learners the opportunity to acquire Greek through the study of academic disciplines and also develop their interactive skills in Greek as a foreign language. The present study will compare the two programs as to their impact on students' academic growth in ELA and Math. The study draws data from students in grades 1-4 over a period of four years; the data include students' results in standardized ELA and Math tests. Our findings indicate that the immersion group outperforms the non-immersion group in ELA almost in all grades every year. Regarding their performance in Math, the non-immersion group outperforms the immersion one in lower grades but as students move up the grades achievement differences between the two groups tend to decrease and the immersion cohort

outperforms the non-immersion cohort in grades 3 and 4. The results of our study add to current research in the impact of immersion education on academic achievement (see Lindholm-Leary and Genesee, 2014) and support the positive impact of dual language education on curriculum performance.

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Educational Decolonisation and Decolonising Education? Recent developments of Language Policies in selected countries of the SADC-region

Authors:

Michael M. Kretzer [1] [*] [^] Ruhr University Bochum & University of the Western Cape

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

'Africa is the only continent where the majority of children start schooling using a foreign language' (unesco, 2010). This statement from the UNESCO clearly shows the disadvantaging and unique schooling conditions for African pupils. This education through a 'foreign' language has generally been quite
common for all countries of the Global South with its negative consequences, as documented by many scholars such as Heugh (2003), Brock-Utne (2005) and Alexander (2012). Nevertheless, recent developments seem to show that African Languages are being incorporated in the educational process throughout the sadc-region. Such developments are further supported by focusing more strongly on aspects such as inclusive education as well as qualitative aspects of education instead of pure enrolment numbers. The Sustainable Development Goals (sdg s) focus under number 4 on 'Quality Education' and more specifically under target 4.5.2 on the percentage of pupils being taught in their first language (unesco, 2021) is supportive of such a mother tongue based pedagogic approach. Despite such developments in practice there is an overarching development of monolingualism in African education, but at the same time much translanguaging through usage of African Languages appear (Kretzer 2022). Pupils will only favour African Languages if they realise how important they are for meaning making and how knowledge of them can help for employment and in workplaces. As long as African Languages are not seen or connected with positive attitudes currently associated with English, then the policy directives remain futile and many bottom-up initiatives will unfortunately not have a real impact. Languages need to be seen as a relevant resource and they should have market value.

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United Nations Educational, Scientific and Cultural Organization (unesco). 2010. Why and how Africa should invest in African languages and multilingual education An evidence- and practice-based policy advocacy brief, [Online] Available from: https://unesdoc.unesco.org/ark:/48223/pf0000188642 [Accessed 25 April 2020].

Abstract ID: AILA1191

Mobility, indigeneity, invisibility: Contemplations in migration linguistics

Authors:

Lim Lisa [1] * ^ Curtin University

Abstract Topics: [SYMP09] AILA ReN - Linguistic Challenges in Contemporary Global Migration: The Evolving Field of Migration Linguistics

Abstract Summary:

In this talk I explore three thrusts which warrant attention and serve to inform the emerging field of migration linguistics.

First, I suggest that we move beyond migration to thinking about mobilities, in particular, the new mobilities paradigm in the social sciences (Sheller and Urry 2006; Urry 2012) which views human mobility as entailing a complex assemblage of movement, social imaginaries, and experience (Cresswell 2006). Expanding our notion of mobility beyond the geographic to also encompass social and symbolic mobility in turn enhances our appreciation of how languages are positioned in their communities.

Second, I reflect on how the current decade has its focus on the United Nations' International Decade of Indigenous Languages (IDIL 2022-2032), which aims "draw attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote indigenous languages" (UNESCO 2022). This important and welcome initiative notwithstanding, the IDIL has been noted to not be addressing the interactions between language and migration, even though this is critical to the endeavour. The subject of migration is conspicuously absent from official documentation about the IDIL and its goals, with its Global Action Plan (UNESCO 2021) mentioning migration only once. I interrogate how such initiatives can and should encompass not only those languages considered as "traditionally used within a given territory" but also indigenous/ heritage languages in a migrant, transnational context.

Finally, I tease out the tensions involved in the different waves of migration in a particular society, which result in the layering of, on the one hand, the 'old', and thus established, migrants, versus the newer migrants, comprising in particular transient populations of foreign workers and foreign domestic helpers, and, crucially, the differential statuses that these communities – and their languages – hold in society. I relation to this, I examine official language policies which, at superficial level, may present a picture of multilingualism, but which, in essence, serve to uphold a national ideology, and suppress and make invisible the authentic multilingualisms of the various migrant communities (Lim 2022).

Such contemplation of dimensions of mobility, indigeneity, and invisibility will, I believe, afford us insights as we continue explorations in migration linguistics.

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Abstract ID: AILA1193

Why migration linguistics?

Authors:

Ariane Borlongan [1] [*] [^] Tokyo University of Foreign Studies

Abstract Topics: [SYMP09] AILA ReN - Linguistic Challenges in Contemporary Global Migration: The Evolving Field of Migration Linguistics

Abstract Summary:

Migration, among the most important sociocultural phenomena of contemporary global societies, is complex, dynamic, and multifaceted. The United Nations' International Organization for Migration (2019a) defines migration as: "The movement of persons away from their place of usual residence, either across an international border or within a State" (p. 137). In the year 2020, there were a total of 281 million international migrants, or roughly 3.6% of the total population of the world (McAuliffe & Triandafyllidou, 2021). This number has increased numerically and proportionally in the recent decades (from 85 million or 2.3% of the world's population in 1970 to 281 million or 3.6% half a century after), and it has become more considerable, more rapidly than had been foreseen. And while the proportion of international migrants remains small compared to the total population of the world - only one in every 30 people are international migrants, the impact of international migrants on the rest of the world cannot be overemphasized. In 2020, there were 11 million more male migrants than female migrants (146 million:135 million).

At the heart of migration is language, though, in many cases, it is not given much attention compared to other determinants of mobility. It is often only after legal, political, and economic aspects of migration have been dealt with that language issues are considered. But language truly plays a most important role throughout the migration process, and it cannot and should not be understated. Language is the indispensable agent of migration as the whole process could be made (im)possible because language is used to bridge, to connect, and to mediate through all the other determinants and variables involved in the migration process. It is therefore not surprising that the International Organization for Migration (2019b) has said, "Language is considered *one of the most central aspects for migrants' inclusion* by both the receiving society and migrants themselves"(p. 192). Therefore, in the whole migration process, one sees how language is so essential that one must also realize how much more attention should be given to language in the context of migration than it normally gets.

The primary purpose of this presentation is to propose 'migration linguistics' as a new sub-discipline in linguistics. It begins with motivations for the establishment of this new sub-discipline. It defines what migration linguistics is, identifies the aims of this new sub-discipline, and lays out its parameters. A linguistic theory of migration synthesizes the dynamics of language acquisition, learning, and use in the migration process. The presentation then explains the model of the linguistic dimensions of the migration process, which specifies the various determinants and variables in the acquisition, learning, and use of language in the context of migration. It also discusses language issues across different types of migration (i.e. labor, family, educational, forced, and community). Finally, with the available interdisciplinary resources and methodologies in studying language in the context of migration, it envisages prospects for the theory and praxis in migration linguistics.

Abstract ID: AILA1196

Participation directe et indirecte d'enfants sourds et entendants aux interactions lors de dîners familiaux

Authors:

Stéphanie Caët [1] [*] [^] Université de Lille

Loulou Kosmala [2] Université Paris Nanterre

Abstract Topics: [SYMP34] Etude des pratiques et interactions langagières multimodales au quotidien

Abstract Summary:

L'expérience langagière de l'enfant est nourrie de sa participation à des interactions de type dyadique et à des interactions de type polyadique. Dans le cadre des interactions polyadiques, l'enfant peut occuper le rôle de locuteur, mais également différents rôles de récepteur (Goffman, 1981; Goodwin, 2006) et participer à ces interactions de façon plus ou moins directe. Des travaux en anthropo-linguistique (Schieffelin & Ochs, 1986) et en psycholinguistique (Akhtar, 2005) suggèrent que la participation indirecte de l'enfant aux interactions verbales contribue aux processus d'acquisition du langage et de socialisation langagière.

Dans cette étude, nous interrogeons les rôles que des enfants d'âges différents occupent dans un contexte social particulier : le dîner familial (Blum-Kulka, 1997). Plus particulièrement, nous questionnons l'impact de l'usage de langues dont les modalités d'expression et de réception ne sont pas identiques, le français et la langue des signes française (LSF), sur l'occupation de ces rôles et sur l'accès par les enfants, à des contenus sémantiques et discursifs variés.

Notre corpus est constitué de données d'interactions spontanées, dans des familles composées d'au moins quatre membres, pendant le dîner : quatre familles dont les membres sont sourds et dont la LSF est la langue de communication ; quatre familles dont les membres sont entendants et dont le français est la langue de communication ; deux familles dans lesquelles l'un des enfants au moins est sourd et les parents sont entendants.

Les analyses ont été conduites avec le programme ELAN. Les annotations, systématiques, nous ont permis, d'une part, d'identifier le locuteur, son/ses interlocuteur/s direct/s, la/les langue/s utilisée/s, le thème de l'énoncé. L'annotation de la direction du regard et de la contingence des énoncés et des actions des enfants avec les énoncés précédents ont permis, d'autre part, de faire des hypothèses quant à l'accès des enfants aux énoncés qui ne leur sont pas directement adressés.

Nos premiers résultats suggèrent que les enfants sont souvent en interaction directe avec leurs parents durant le dîner. En revanche, quand ils ne sont pas en interaction directe avec un autre membre de la famille, ils regardent peu les échanges et n'ont donc que très peu accès à des contenus sémantiques et discursifs variés (activités passées ou futures de la famille; moments d'humour).

Ces données soulignent l'importance de sensibiliser les parents entendants d'enfants sourds aux caractéristiques spécifiques de leur mode de participation aux interactions et à l'importance de l'accès au langage adressé et non adressé pour le développement de leur enfant.

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Schieffelin, B. B., & Ochs, E. (Eds.). (1986). *Language socialization across cultures.* Cambridge University Press.

Abstract ID: AILA1197

The Relationship between Critical Thinking and Intercultural Competence and Its Implications for LaCTIT

Authors:

Sun Youzhong [1] *^ Beijing Foreign Studies University

Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Educators worldwide are increasingly aware of the importance of fostering students' critical thinking from primary schools to universities. Lots of research has been conducted on the elements and testing of critical thinking as well as teaching approaches for its development. Meanwhile, as intercultural communication is becoming a defining feature of the globalizing age, intercultural competence has been widely recognized as a key qualification that students must be equipped with when entering the job market and becoming a citizen of the global community. The study of intercultural competence in terms of its configuration, development and measurement has accordingly mushroomed. What is ignored, however, by academics and practitioners of critical thinking and intercultural competence respectively is the intricate relationship between the two concepts. Based on a comprehensive analysis of existing theoretical paradigms and training models in the two realms, I propose a tri-dimensional framework that explains the relationship between critical thinking and intercultural competence. First, Critical Thinking of Intercultural Competence: critical thinking constitutes an essential element of intercultural competence. Second, Critical Thinking by Intercultural Competence: critical thinking can be effectively sharpened by the development of intercultural competence. Third, Critical Thinking for Intercultural Competence: critical thinking ought to be employed for upgrading intercultural competence. Hence an in-depth understanding of the three dimensions of the relationship between critical thinking and intercultural competence is crucial for education at all levels, which, I argue, should integrate not only intercultural education but also critical thinking education because these two competences depend on each other and reinforce each other. Without intercultural competence, critical thinking degenerates into shrewd ethnocentrism; without critical thinking, intercultural competence deteriorates into diplomatic rapport. Based on this understanding of the overlapping relationship between critical thinking and intercultural competence, I argue for the possibility of cultivating critical thinking and intercultural competence at the same time in foreign language teaching. On the one hand, applying critical thinking skills in culture teaching develops higher-order interculutral competence. On the other hand, teaching critical thinking in an interculutral context contributes to the development of higher-order thinking skills. The idea of developing intercultural critical thinking through foreign language teaching would shed light on EFL materials development.

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Abstract ID: AILA1198

'Local' and 'global' diversity in language teacher education: Tracing decolonial efforts in multilingual Mexico

Authors:

Haley De Korne [1] [*] [^] University of Oslo

Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Language teachers make educational choices and develop identities surrounded by complex ideological and socioeconomic influences. These influences vary around the world; in southern Mexico, current influences include ideological and economic trends associated with globalization and neoliberalism, such as the privatization of education services and reconceptualization of language as an individual skill for mobile employment (Flores, 2013). There is also an increased valorization of Indigenous languages, sometimes in connection with tourism and individual mobility, sometimes in connection with community identification and decoloniality (De Korne, 2017). Taking a social justice perspective on teacher education (Cochran-Smith, 2010) in this context is thus complex, as multiple pressures and opportunities shape the aims and priorities of program participants. Teachers must make moral choices (Kubanyiova & Crookes, 2016) against a background shaped by colonialism, yet where decolonial efforts are gaining ground (López-Gopar, Morales, & Jiménez, 2014)

In this paper I trace the trajectory of a language teacher education program in a region of Mexico characterized by multiple Indigenous languages and an increasing presence and pressure from Spanish and English. Based on participant observation and interviews conducted between 2013 and 2023 as part of a larger ethnographic study, I highlight both socioeconomic influences and personal choices which play a role in whether and how the program has included 'local' as well as 'global' languages. Program coordinators have aimed to provide new language teachers with the capacity to work effectively in their local context, while also aiming to change some of the colonialist power dynamics in that context. The public university environment has generally promoted multilingualism and local Indigenous language knowledge more than the surrounding social context, while the employment market which new language teachers enter is marked by a network of public-private education organizations, the dominance of English, and opportunities linked to mobility. I discuss the decolonial efforts of the program coordinators and young language teachers, arguing that the ideological and socioeconomic pressures they experience influence, but do not define their trajectories.

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multilingual era of language education research and practice. The Modern Language Journal, 100(s1), 117-132

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Abstract ID: AILA1200

Applied linguistics and the Sustainable Development Goals (SDGs): Equity, diversity and inclusion

Authors:

Azirah Hashim [1] [*] [^] Universiti Malaya

Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

The presentation is an introduction to the ReN and to the presentations in the symposium.

Exploring the effect of music and rhymed stories on second language acquisition: The case of Greek as L2 in the US

Authors:

Marina Mattheoudakis [1] [*] [^] Aristotle University of Thessaloniki

Maria Paraponiari [2] Aristotle University of Thessaloniki

Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

The present study is situated within the field of Early Language Learning and aims to examine the impact of participatory approaches and multimodal methods of teaching on young learners' L2 acquisition. Over the past three decades researchers' interest in the teaching of Greek as L2 has increased significantly. This is partly due to the increasing number of non-Greek speaking refugees who have entered the Greek schools since 2015 but also to the new migratory movement of young Greeks who, due to the economic crisis in Greece, are moving abroad looking for either employment or studies related to their professional field. There is a wide variability in the provision of Greek as a foreign language instruction around the globe and this variability is dependent on the economic and political situation of each country as well as on the different educational systems and values that each country stands for. Given the dearth of appropriate materials for the teaching of Greek as L2 to young learners, the study aims to present innovative material for the teaching of Greek as L2 to early primary school learners (aged 5-6). The study took place in an American-Greek K-12 state school in Delaware, USA, founded by Greek-Americans in 2006. The school's current student population is around 2,000 students of various ethnic and cultural backgrounds, most of them English native speakers. In order to address the need for appropriate materials for the teaching of Greek as L2 to young learners, we designed multimodal material that has a robust pedagogical and linguistic foundation and takes into account (a) the characteristics that young learners bring with them into the classroom, and (b) how they learn a foreign language. The material adopts a story-based approach and is accompanied with songs and videos aiming to make learning fun, motivating and attractive for young learners. The material promotes a 'learning by doing' approach that encourages students to use their body, gestures, and voice in many different activities and through all that, it aims to develop students' social, cognitive, affective and psycho-motor skills. The material takes into account the plasticity of young learner's brain and the holistic way in which they approach the language. This is why the teaching framework adopted is story-based. All stories are followed by game-like activities which aim to provide language practice and develop young learners' cognitive skills (inferencing, inductive thinking, etc.). All stories are either rhyming or musical ones and are supported with both a video and an audio. Music has a predominant role in the design of this material because research findings have shown multiple benefits of its use in foreign language learning at this age (e.g. Fonseca, 2000). Our presentation is going to be supported with video excerpts showcasing the use of the specific material and pedagogical practices in young learners' classes.

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146-152. https://doi.org/10.1093/elt/54.2.146

Abstract ID: AILA1208

Assessment and teaching of English Learning Difficulties in Japanese Middle-High School Students

Authors:

Miwa Murata [1] [*] [^] Takasaki University of Health and Welfare

Kayoko Murakami [2] Mukogawa Women's University

Abstract Topics: [SYMP84] Development of a Test for Early Detection of English Learning Difficulties

Abstract Summary:

In Japanese schools, 4.5% of students with significant learning difficulties are enrolled in regular classes which include learning disabilities (LD), and support for children with learning disabilities (Ministry of Education, 2012). However, It is not included that who have difficulty only in English. From the start, it is hard to say that learning disability in English is recognized in Japan. Therefore, students with difficulties in English are hidden in regular classes with no support. Furthermore, that kind of student often to be truancy because of the strict lesson in English writing. This is the current state of junior high schools in Japan.

One of the assessments named the Understanding Reading and Writing Skills of School children – English (URAWSS-English) was developed to determine whether words that fail to read are due to unlearning or cognitive characteristics (Murata, et al., 2017). The test features a phonetic representation of the word in katakana for students who cannot spell the correct English spelling. Since katakana is a syllabic character, it cannot correctly represent the alphabetic words, but it is possible to guess whether the misspelling is due to a lack of knowledge or phonemic weaknesses. The study found that 11 of 154 eligible junior high school students may have learning disabilities.

In this study, we picked up the students who performed low scores in URAWSS-English and evaluated the effect of teaching phonological awareness. 144 middle-high school students aged from 13 to 14 participated in this study. 23 students were determined as lower scores in URAWSS-English. We also used the pre-post test to evaluate the change of skills around phonological awareness. After the assessment, all the students attended the lesson on phonological awareness. There were 20 lessons in 6 months and one lesson took 10 minutes. English teacher used the PowerPoint files and speaker to teach phonological awareness. As a result, the scores were improved in 17 of 23 students compared to other students without difficulties.

These students were not diagnosed with learning difficulties. However, they were struggling with reading and writing in English and their difficulties were proven by the results of the URAWSS-English. Their English skills were improved by learning phonological awareness. These results mean that we need to provide education that does not rely on a diagnosis. We also found the importance of teaching phonological awareness skills. The efficacy of phonological awareness was reported by Murakami in primary school children in Japan (Murakami, 2018). This study shows that teaching phonological awareness is also effective for middle school students. With the installation of phonological awareness in a normal lesson in Japanese middle-high school, the student who feels difficulties in English may decrease.

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Abstract ID: AILA1212

Managing Emotion in Psychotherapy

Authors:

Peter Muntigl [1] [*] [^] Ghent University

Lynda Chubak [2] University of Toronto

Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

The essential role that emotions play in social interaction has become a recent focus of investigation (Peräkylä & Sorjonen, 2012; Robles & Weatherall, 2021) and, more specifically, distress displays through emotional laden conduct such as crying have been receiving increasing attention in both everyday and institutional contexts (e.g., Antaki et al., 2015; Hepburn & Potter, 2012; Weatherall, 2021; Wootton, 2012). In this paper, we examine the sequential organization of distress displays within Emotion-focused Therapy (EFT; Greenberg, 2002), an institutional context in which upset is commonly and relevantly produced. We focus on how therapist's *attentiveness* to crying and co-occurring features of distress shifts the unfolding troubles telling towards the mutual attention of the *in-the-moment* emotion as an action to be modulated and more deeply explored. Drawing from a corpus of video-recorded EFT sessions, this article examines interactional sequences of client distress displays followed by therapist responses to the distress. We extend understanding of embodied actions clients display as both a collection of 'distress features' and as interactional resources therapists draw upon to facilitate therapeutic intervention. We report on two main findings. First, it was found that clients regularly drew from a number of vocal and non-vocal resources to display distress and that certain distress features tended to cluster together on a continuum of lower or higher intensities of upset displays. Second, we identified three therapist response types that oriented explicitly to clients' in-the-moment distress: Noticings; Emotional Immediacy Questions and Modulating Directives. Whereas the first two action types were found to draw attention to or topicalize the client's emotional display, the third type, by contrast, had a regulatory function, either sustaining or abating the intensity of the upset. Our findings are discussed in light of other studies that have examined distress displays in sequences of talk.

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Abstract ID: AILA1213

Who has the right to talk? Literary texts in introducing pre-service German as a foreign language teachers to the notion of discourse awareness

Authors:

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Abstract Topics: [SYMP89] Teaching literature in the language classroom: the basis of establishing an intercultural dialogue and students redefining their own identity

Abstract Summary:

The topic of the paper is introducing pre-service German as a foreign language teachers to the notion of discourse awareness by working with literary texts which thematize social injustice and power relations that manifest themselves in and through the language.

The concept of discourse has a rich theoretical foundation and an intense reception. Foreign language didactics of literature is most influenced by the socio-philosophical approach standing in the tradition of Foucault, who defines discourses as "sets of statements that belong to the same formative system" (Foucalt 1997: 156 in Hille / Schiedermair 2021: 133). Discourses not only affect how one can speak about something, but also whether one can speak at all. Through such an understanding of discourses shines the central category of discourse analysis according to Foucault, namely power. In his view, the history of discourse can be read as the history of power.

This understanding of discourse inspires one of the leading concepts of foreign-language didactics of literature, namely discursivity. Within its framework, "literary texts are viewed from the perspective of their productive participation in discourses" (Hille / Schiedermair 2021: 131). The analysis of literary texts helps to understand how discourses are formed and how they circulate, it helps to answer central questions of discourse analysis such as: "What can be the subject of a discourse?", "By means of what concepts are talked about what subjects?", "Who talks, or who is allowed to talk?" (Hille / Schiedrmair 2021: 132). The specific form of literary texts, their multifacetedness, the ability to provoke reflection can significantly support the development of one of the overarching competencies and the achievement of one of the goals of language learning and teaching, which is the ability to consciously and effectively participate in foreign language discourses (Hille / Schiedermair 2021: 141).

A similar goal guides the category of discursive awareness, proposed by Plikat (2017) as an alternative to intercultural competence. The latter is subjected to critical scrutiny by Plikat because of

the often anachronistic understanding of culture that underlies it and the self-affirmation of the concept of culture leading to an unreflective approach to the dilemma of cultural relativism and universalism (Plikat 2017:295).

In the paper the model of introducing the notion of discourse awareness to pre-service German as a foreign language teachers should be presented. The central questions of the paper are:

- What literary texts can be used in order to foster the understanding of and reflection on the discourse awareness?
- Which possibilities of transferring the notion of discourse awareness into their future teaching practice do pre-service German as a foreign language teachers see, with which texts and methods?

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Co-construction multimodale des espaces discursifs lors d'interactions en crèche

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Abstract Topics: [SYMP34] Etude des pratiques et interactions langagières multimodales au quotidien

Abstract Summary:

Le processus d'acquisition du langage, initié dans les interactions familiales, se prolonge pour certains enfants dans le cadre d'un accueil en crèche, avec des interlocuteurs moins familiers dont des pairs (Marcos et al., 2004). Pour le jeune enfant, ces contextes interactionnels peuvent être complexes (Cordeiro, 1999) : nombreux participants, attention des adultes qui peut être orientée vers d'autres enfants, d'autres adultes ou des activités auxquelles l'enfant ne participe pas (prise de notes, nettoyage). Il y a aussi pour l'enfant de nombreux objets qui peuvent attirer son attention, des concurrents parmi ses pairs ou d'autres contraintes auxquelles il doit s'adapter. Pourtant, le processus d'acquisition du langage s'appuie sur sa possibilité de construire des épisodes d'attention conjointe (Nowell et al., 2020), d'observer (Akhtar, 2005) et de participer (Salazar Orvig, 2017) aux interactions verbales.

Dans cette présentation, nous examinons la façon dont les espaces discursifs sont co-construits par les adultes et les enfants lors d'interactions en crèche. A partir de six enregistrements vidéo de trois types d'activités différentes (deux repas, deux temps de jeu et deux temps de lecture ; durée totale : 1,5 heure) réalisés dans une crèche avec des enfants âgés de 2;0 à 2;6 ans, nous avons tout d'abord analysé les productions verbales des participants : nombre d'énoncés produits, destinataires, identité des participants initiant la construction verbale des espaces discursifs. Nous avons ensuite exploré la manière dont l'espace, le corps et les objets donnent aux enfants des occasions d'initier la création d'espaces discursifs avec l'adulte ou entre eux, et permettent aux adultes et aux enfants de co-construire et de maintenir ces espaces discursifs.

Ces analyses multimodales mettent en évidence la participation active des enfants dans les interactions en crèche, une capacité qui mérite d'être soulignée dans les programmes de formation professionnelle axés sur l'étayage du langage de l'enfant (Cordeiro et al., 2020).

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Abstract ID: AILA1217

"Super" instruction in the use of EFL dictionaries

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

The teaching of dictionary use aims to bridge the gap between existing dictionary content and users' reference skills. Thus, instruction should be customized to the users' specific needs. Therefore, I propose providing the kind of teaching that compensates for deficiencies of present dictionary presentation to link the disparity between current dictionary content and the teacher's idealized content. I suggest including the following five points.

1 End-focus/end-weight

Users may be puzzled by the choice between the following sentences: *His death set in motion a* **train of events** *that led to the outbreak of war* (OALD Online) and *His death set a train of events that led to the outbreak of war in motion*. Instructors would teach the former as preferred because of the end-weight principle. They could also refer to end-focus and show how both principles affect sentence structures.

2 Mandative subjunctive/putative *should*

With reference to the following example, instructors should teach that this usage is characteristic of American English and that British English tends to use putative *should*: *It is crucial that we get this right.* (OALD Online)

3 Prepositional adverb

OALD Online indicates a pattern of **join in (something)** in the entry for **join in**, without giving any examples of "join in something." Point out that "in" here is a prepositional adverb, the teacher could provide an example (e.g., *He stared at them without joining in the conversation* [LDOCE Online]).

4 Identification of the meaning of an element in a phrase

Informed by corpora, EFL dictionaries include large numbers of set phrases. However, there are cases where the meaning of an element in a phrase is unclear. A case in point is "sights" in "set one's sights

on." CALD, COBUILD, LDOCE, and OALD only provide the phrase without dealing with the sense of "sights." Instructors should teach that "sights" means 'a goal.' They can also refer to MED and MWALED, which treat the 'aim' sense of "sights."

5 DV-induced unnatural English

All major EFL dictionaries have adopted defining vocabulary, for its advantages, but there are sporadic unnatural English definitions: E.g., A **warthog** is a wild pig with two large <u>teeth</u> that curve upwards at the sides of its mouth (COBUILD). Teachers should correct "teeth" as "tusk" for the students' proper vocabulary development.

These instructional practices should be shared among teachers. Furthermore, the teaching points and examples should be reported to publishers, to improve their dictionary content, akin to bottom-up lexicography.

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Abstract ID: AILA1218

Sentiment analysis of Public Perceptions on Climate Change

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Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

Climate change is a very concerning issue and is now affecting the globe even worse than before. This study was conducted with the aim of analysing how the public, specifically in Malaysia, perceive reports about climate change in Malaysian newspapers. Data was collected from an online newspaper published in Malaysia (May 2017 until May 2021), with "climate change Malaysia" being used as the search term to collect the required data. This specialised corpus that is named the Malaysian Diachronic Climate Change Corpus (MyDCCC) was developed from The Sun Daily. A total 509 news articles were collected, but only 112 news articles from the editorial news section were selected from the 509 news articles. The collected 112 news articles were then filtered, resulting in 59 news articles being used as the data for this study. The final corpus consisted of a total of 6,791-word types, comprising 48,821-word tokens. A corpus-driven sentiment analysis approach was carried out to classify the polarity of the Malaysian public perceptions, identify the sentiment lexicon, and analyse the public sentiments. The sentiment analysis software employed was Azure Machine Learning that generated the polarity result and the sentiment score of each news article. By performing the sentiment analysis, the researchers also managed to find the average score for each sentiment and the total number of polarities count for all news articles.The news articles were separated into two sub-corpora ; positive sentiment sub-corpora and negative sentiment sub-corpora. The wordlist for each sub-corpus were then extracted to match the wordlist with the Multi-Perspective Question Answering (MPQA) Subjectivity Lexicon that is used by Azure Machine Learning. The wordlist generated in AntConc was compared with the sentiment lexicon list in the MPQA Subjectivity Lexicon to obtain the frequency, sentiment, strength of sentiment and part of speech (POS) of each word. Discourse analysis on selected texts was also carried out. The results revealed the occurrence of 532 negative sentiment words, with 290 strong negative sentiment words, which supported the high occurrence of the 90% polarity of negative sentiments identified in this study. Only 159 positive sentiment words were found, with 61 words strong positive sentiment words. The discourse analysis revealed that the public is reasonably insightful of climate change issues, although their sentiments

appeared to be negative. This study has its limitations in that the data source was only from one newspaper and data was collected for a period of five years only. Despite its limitation, the present study has contributed significantly to studies on climate change in Malaysia from the linguistics perspective, since studies focusing on linguistics analysis on climate change in Malaysia is significantly lacking.

Bibliography

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Abstract ID: AILA1219

Do Spanish people really use the subjunctive?! - Introducing a meaningful Focus on Form to facilitate the learning of the Spanish Imperfect Subjunctive

Authors:

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

In usage-based approaches to instructed second language acquisition (ISLA), teachers often find it challenging to find the right balance between developing communicative competence and fostering linguistic accuracy. Especially at advanced levels where learners sometimes pay less attention to increasing their linguistic repertoire as they are able to communicate successfully using more basic structures. One way to facilitate the learning of more advanced structures without sacrificing the development of communicative competence is to work with a "meaningful focus on form" (FonF) (Long, 1991). In addition, it is important to consider the influence of individual differences when assessing the learning of new grammatical structures. The present work has investigated, by means of a pretest-posttest design, the effectiveness of a meaningful FonF intervention to foster the acquisition of the Spanish imperfect subjunctive. In addition, it investigated how grit (Duckworth et al., 2007) and grammatical aptitude (Dörnyei & Ryan, 2015) might have mediated this learning process. The participants were divided into two groups, an intervention group that received meaningful FonF instruction and a control group that was taught with the traditional methodology. The participants' grit was measured using an L2-grit scale (Alamer, 2021) and their grammatical aptitude was measured with the LLAMA F test (Maera, 2005). Additionally, in both the pretest and posttest, they had to complete a receptive (Adrada-Rafael, 2017) and a productive (Baralt, 2010) subjunctive task that elicited their knowledge of this structure. Significant learning effects were found for the meaningful FonF methodology at both the receptive ($t(9) = 4.91$, $p < 0.001$, 95% CI [1.94, 5.26]) and productive levels ($t(9) = 3.81$, $p = 0.004$, 95% CI [1.54, 6.06]). Furthermore, compared to the traditional teaching methodology, meaningful FonF had significantly larger learning effects at the receptive level ($t(19) = -2.68$, $p = 0.015$, 95% CI [-5.42, -0.69]). No strong correlations were found between the individual differences investigated and the learning of the imperfect subjunctive. It is concluded that introducing a meaningful FonF in Spanish classes can facilitate the learning of new structures, especially at more advanced levels, as it emphasises the connection between the form of the language and its meaning.

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Navigating multidialectalism and plurilingualism in classrooms of mother tongue instruction in Arabic

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Abstract Topics: [SYMP71] Teaching and learning diasporic languages in post-pandemic era

Abstract Summary:

This paper presents observations from an ethnographic study in Finnish classrooms of mother tongue instruction in Arabic. The study is a part of an ongoing research project called MIGDIA that focuses on transnational educational paths of mainly Arabic-speaking migrants in Finland and in Lebanon. The central question of our classroom project is to examine the ways in which mother tongue instruction in Arabic can enhance or limit the ways in which the pupils further socialize into Arabic and learn the language of instruction. In this paper, we focus especially on the ways in which the teachers and the pupils navigate their plurilingual and multidialectal learning environments and linguistic ideologies connected with them.

Because of its diglossia (Ferguson 1959; Haeri 2000) Arabic is a challenging language to be socialized into: structural and lexical differences between the standard variety and various dialects are considerable – as are also the differences between regional dialects. The standard language is learned to various degrees through schooling, but everyday interaction is often based mostly on dialectal linguistic resources. According to our observations, this is also the case in non-diasporic Arabic-medium classrooms (see e.g. Piippo 2021) where the dialects mediate the process of learning the standard language. In diasporic contexts, the challenges posed by diglossia are even more considerable because of the multilingual and multidialectal environment. The contexts of using Arabic are more limited yet the range of spoken dialectal varieties often broader.

In our paper, we examine examples of classroom interaction and discuss the possibilities mother tongue instruction in Arabic has in supporting a plurilingual learner. We briefly focus on the institutional framework of mother tongue instruction in Finland, discuss the sociolinguistic idiosyncrasies of Arabic, and investigate the ideologies connected with both the mother tongue instruction and Arabic language. We then move on to classroom examples and scope the ways in which they provide starting points for developing multilingual pedagogies.

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Abstract ID: AILA1227

The rewards and challenges of teaching teachers to teach multilingually

Authors:

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Multilingual approaches have been gaining momentum in English as an Additional Language or Dialect (EAL/D) education in Australian education systems. There is long-standing interest in multilingual learning design and classroom practice from teachers in linguistically diverse schools, and increasing recognition of multilingual pedagogies from education authorities. This is accompanied by teachers' apprehension about the challenges to their practice and professional identity that developing a multilingual stance entails. Thus, a need for teacher professional learning is generated.

The background to this presentation is an ethnographic study revealing students' multilingual practices in a highly linguistically diverse Australian school, and teachers' responses to this. The findings from this study have not only generated new classroom practice, but also informed education for in-service and pre-service teachers.

Educating teachers about multilingual pedagogies involves not just a focus on classroom practice, but also a reorientation towards their role in creating, maintaining and challenging language policy within schools and systems. Supporting this multilingual stance in teachers (who already face ever-expanding demands on their time and expertise) requires internal reflection and contextualisation in relation to broader educational and cultural structures. This criticality is not always welcomed by educational authorities who seek professional learning for their teachers.

I will discuss two strands of in-service teacher professional learning for multilingual pedagogies. The first is the provision of professional development programs to EAL/D teachers at system level in four Australian states. These programs differed in their scope and reach, and in the curricular and professional support provided by each system. They shared the expectation of an instructional design based around once-off workshops and teacher resources, with practical classroom-focussed content. The major challenge in this model was in incorporating the criticality, reflexivity and creativity required for successful multilingual learning and teaching. How does a teacher educator develop teachers' agency to challenge dominant language ideologies and practices within a program that is overseen by the very educational systems that reinforce conventional monolingual understandings of curriculum and teaching?

The second strand of teacher development is a school-based approach engaging EAL/D teachers as leaders in multilingual pedagogies within their school site. In this example, EAL/D teachers worked to develop a professional learning program for their colleagues in all learning areas, spanning the academic year. The program design was grounded in the local context and the perceived needs of teachers for professional learning that engaged them as co-learners alongside their multilingual and EAL/D students. Positive outcomes from this program included mutual learning of teachers and students, and more inclusive classroom practices. Still, perpetual challenges remain in terms of teachers' access to resources, particularly time and creative energy.

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An innovative approach to setting standards and testing claims of CEFR alignment across multiples languages

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

The Common European Framework of Reference has become a key resource in language education and assessment not only within Europe but internationally. A key goal of the Common European Framework of Reference was to provide "a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe" (Council of Europe, 2001). Since its launch, a great deal of work has been put into the methodology for aligning *an* exam to the CEFR and some work into ensuring the comparability of claims of CEFR alignment of different foreign language exams targeting the same language. However, little research has been produced to facilitate the comparability of exams claiming alignment to the CEFR *across* different languages that target the same CEFR levels. This presentation presents evidence from an innovative pilot procedure to link standard setting results for tasks across English, French, Spanish, and German to the CEFR, and to compare the results to the original claims of alignment with the CEFR from the test developers. Exemplar tasks of reading comprehension that were collected by the Council of Europe and made freely available to facilitate best practice in linking exams to the CEFR were used. Participants in this experimental study first carried out standard setting using a Modified Angoff method with reading tasks in English. They then split into four groups to carry out standard setting using the same method on reading tasks in one of the other three languages mentioned above. The English tasks thus acted as an anchor set, linking all judges. The standard-setting judgement data were then pooled and analysed in a concurrent data matrix using a multi-facet Rasch model (MFRM) analysis which allowed the results to be placed onto a common scale. The common scale approach allows for a comparison of difficulty using the Rasch logit scale. Thus test tasks for different languages that are posited to be at a B2 level of difficulty, for example, can be compared in terms of their difficulty estimation on a common scale by the four standard-setting panels (English, French, Spanish and German). The results show that the original CEFR levels posited by the different test developers generally held in practice. It is important to note that this was an experimental procedure designed to investigate the potential of this innovative methodology, and it not intended as definitive evidence for any of the test developer's claims. It is presented as a potentially useful method for language education programs that need to ensure that assessments they produce for targeting the same CEFR levels in different languages can be supported by standard-setting evidence. The methodology is feasible and sustainable for such programs with access to language education experts who can participate in standard-setting panels for more than one language.

Abstract ID: AILA1230

storytelling among two Japanese L2 learners of English during a five-month study abroad program

Authors:

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Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

This study investigated storytelling among two Japanese L2 learners of English during a five-month study abroad program in the US or Canada and explores their progression over time concerning aspects of turn-taking. Analyzing changes in social behavior and practice over time implies various methodological challenges for Conversation Analysis (CA) research (Pekarek Doehler & Berger, 2018). The conversation data was collected from these Japanese students as they participated in face-to-face interactions with speakers of host families, teachers, and friends during their study abroad program. Participants' conversations were video-recorded by the participants at the beginning, middle, and end of their study abroad program. Some of the findings of this study are the followings. A conversation tended to be interrupted when participants and other interlocutors were enthusiastic about talking with interest, where a subject mainly involved personal matters. For example, a teacher was interested in the story about Participant One's interpersonal relationship and then jumped into her speech halfway. Participant One did not seem to mind the teacher's interruption, and they cooperatively carried their talks forward instead. Similarly, Konakahara (2015) states that the interactants neither treat the overlap as interruptive nor competitive, and as a result, they succeed in understanding each other and building interpersonal relationships. Participant One explicitly used direct or unmitigated complaints when conversing with the teacher. As for reasons for Participant One's direct complaints, Wijayanto, Prasetyarini, and Hikmat (2017) explained that participants used insufficient mitigation strategies and lacked pragmatic competence. Participant Two shared her high school experiences with her language partner. They sometimes overlapped. Participant Two was penalized for cutting her eyebrows against the rules. Her language partner immediately asked questions as a way to express sympathy, "How do they check if you trimmed your eyebrows? How do they check that? Wow." And this time, she complained about her unpleasant experience, which she accidentally got dress code warnings. The self-disclosure to a female recipient's language partner by Participant Two (or vice versa) suggests that their friendships would be intimate. Females seem to share these kinds of personal experiences readily with their female friends. By agreeing about their evaluation of something, they reinforce their shared values. Both used the complaint strategies to inquire about the problems and seek information. Thongtong and Srioutai (2019) also show that females perform complaints differently from males in the role play.

Abstract ID: AILA1232

Pratiques de recherche-action coopératives et comparatives pour aller vers une éducation plus inclusive / Cooperative and comparative action-research practices to move to a more inclusive education.

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Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

Les sociétés sont naturellement constituées d'individus divers, mais historiquement rendus anonymes. Ajoutant à cela l'impact des migrations (économiques et environnementales), le métier d'enseignant se voit confronté aux besoins de changement (ontologiques, épistémologiques, didactiques, pédagogiques, psychologiques ou symboliques), tant pour les langues (Auger, 2019) que pour les disciplines non linguistiques, dans le but de répondre aux besoins des apprenants. Cela soulève des questions concernant : 1) les connaissances (cognitives, procédurales, relationnelles, etc.) à développer par les enseignants des langues et d'autres disciplines, pour faire face à une éducation tirant parti de la diversité de contextes et de personnes ; 2) le développement des modalités de formation initiale et continue des enseignants. Les défis soulèvent également la question des connaissances à développer par les chercheurs en langues et en éducation pour faire face à ces nouvelles réalités d'enseignement-apprentissage afin d'analyser et d'intégrer des pratiques ascendantes traduisant les gestes professionnelles des enseignants et d'adaptables aux programmes de formation initiale et continue.

Préoccupés par la prise en compte de la diversité dans la salle de classe, des enseignants (de France, de Colombie et des États-Unis) se sont engagés avec moi dans la création d'un projet de recherche-action initiale (McNiff, 2013; Macaire, 2015) pour explorer avec leurs élèves des possibilités de réduire l'exclusion dans leur propre milieu éducatif. Après avoir identifié une situation appelant à l'inclusion, les enseignants et les élèves travailleront ensemble pour planifier, mettre en pratique et rendre compte d'une séquence didactique et pédagogique sur ladite inclusion. Les traces produites et recueillies (enquêtes, formats de planification, productions multimodales et résultats d'actions) aideront à établir des comparaisons dans l'éducation entre les pays participants, afin de mieux comprendre...

- Les contextes de recherche et d'enseignement dans lesquels les participants s'inscrivent;
- Le type de connaissances que les participants peuvent activer en termes de langue, de culture, d'appropriation - d'acquisition (pour les apprenants et les enseignants).
- La dynamique liée à la gestion de classe (pour les chercheurs ou les enseignants) dans les sociétés où l'hétérogénéité se révèle comme une norme et non comme une exception.

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Abstract ID: AILA1235

Error Factors and Assessment Tests Regarding Japanese Students with English Learning Difficulties

Authors:

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Abstract Topics: [SYMP84] Development of a Test for Early Detection of English Learning Difficulties

Abstract Summary:

Dyslexia in English-speaking countries is characterized by word reading accuracy and fluency problems. Phonological processing deficits have been identified as a major factor in dyslexia (IDA, 2002). While English teachers have focused on the characteristics of the target language, i.e., English, little attention has been paid to how the learner's native language affects the acquisition of English in an EFL or ESL environment. Suppose the acquisition of English phonemic awareness is essential for letter-sound correspondence. In that case, learners with a writing or phonological system close to the English language should have an advantage over those who do not.

For example, English is a closed syllable language, and instructors must consider it difficult for native speakers of Japanese, an open syllabic language, to learn it (Kawagoe, 2021). Prior research has shown native Japanese speakers have difficulty naturally acquiring English phonemes (Tsuda & Takahashi, 2014). Therefore, the difficulty of English acquisition for learners in EFL and ESL should be discussed from the perspective of cognition and acquisition of readiness, including orthography of the native language, with a hint of dyslexia and learning disabilities.

This presentation will introduce case studies of Japanese junior high school students struggling with English word reading and writing. In all cases, vowels were added to the consonants of the alphabet (e.g.,/ku/ instead of /k/). In the phonological awareness test, the tendency to pronounce phonemes with vowels added to them was also observed in the phoneme segmentation task . In spelling tasks, there are many errors in which vowels are added to consonants (e.g., desk → desuku). In Japan, there has been little phonological awareness instruction in English. However, after the instructional intervention, syllable, rime, and phoneme phonological awareness skills all improved.

In the research on elementary school students, letter name dictation, letter selection, vocabulary, and phonological awareness tests (phoneme segmentation) were administered to 5th graders. Correlation analysis between items revealed that phoneme segmentation and lowercase dictation had the most significant impact on vocabulary. Interviews with homeroom teachers revealed that children in the lower English reading achievement groups also tended to be behind in Japanese language learning.

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Abstract ID: AILA1236

Writing in two languages - Investigating written competencies of bilingual Italian-German students

Authors:

Teresa Barberio [1] * ^ University of Cologne

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

In most European countries bilingual people have the opportunity to learn writing skills only in the language they use at school. They use their first language orally in a family context, but do not learn to write in this language and therefore tend to be monolingual in written communication. However, the development of writing skills plays a central role in ensuring access to educational resources and professional career advancement. In this respect, previous studies show that further progress in the second language is limited if writing skills are not learned in the first language (see Cummins 2000).

However, little is known about which linguistic structures and discourse strategies bilingual students transfer from one language to the other in written discourse. With regard to bilingual Italian-German students, a research gap is evident in two respects: first, there are only a few studies that focus on this target group and second there are only limited findings on written competencies in these two languages. The majority of these studies have either worked with only oral data or with children (see Baake/Hoppe 2018, Birken-Silvermann 2005, Montanari et al. 2016, Serratrice 2007).

The following study aims to understand which linguistic structures are transferred in the written texts of bilingual Italian-German students and which strategies they use in order to compensate for possible missing linguistic patterns in both languages. The work also analyses what kind of biographical factors influence bilingual textual competence. This paper presents the results of a cross-sectional study with 53 students with Italian as heritage language and German as early second language, conducted in 9th and 10th grades at schools in Munich, Germany. In the study were collected argumentative and narrative texts as well as biographical interviews in both languages.

The data analysis shows an interaction of written competencies in the two languages. The transfer of grammatical structures and discourse strategies is favored by certain language biographical factors (see Barberio 2021). In addition to the quantitative analysis of the texts, during the presentation examples from the text corpus will be discussed.

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Agency in the teaching of English language in higher education in Bangladesh: A justification for multilingual TESOL in Bangladeshi higher education

Authors:

Tania Rahman [1] [*] [^] North South University

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Higher education offered by the private sector in Bangladesh is heavily based on English medium instruction (World Bank, 2019; Sultana, 2014) in which the use of the mother tongue is discouraged and only English is encouraged to impart education. At private universities in Bangladesh, the emphasis on English as the only medium of instruction is still prevailing despite the inflow of more students with English as a Foreign Language (EFL) backgrounds. The English-only policy and learning experiences of students of the private universities in Bangladesh have been found as "not so rewarding for all the students" (Sultana, 2014, p. 14). Agency has been conceptualized as a social as well as a cognitive construct in language policy and planning research (Canagarajah, 1999; Liddicoat & Baldauf, 2008; Hamid & Nguyen, 2016). Teng (2019, p. 78), however, considers "agency" as a "system of socially mediated autonomy". In bi-/multilingual education and policy research, the concept of agency of major individual actors such as teachers and learners is crucial in the understanding of macro-micro relationships in policymaking. There are, however, gaps in areas of research that require studies on how teachers and learners activate their agentive roles in bilingual pedagogical practices which facilitate or hinder learning in specific contexts such as English for Academic Purposes (EAP). Broadly, drawing on Teng's (2019) model of agency and based on the qualitative case studies of 5 teachers and 5 students of EAP writing courses at a Bangladeshi private university, this presentation will shed light on the significance of the agencies of individual local actors to opt for or reject bilingual practices in the enactment of the institutional language policy in a particular sociocultural context of English language learning. The purpose of this presentation is to show how teachers and EFL learners struggle to enact an English-only policy in EAP writing courses at a private university in Bangladesh and how they

face such challenges through their bilingual practices in classrooms. The goal of the presentation is to propose a balanced bilingual policy for English Language Teaching in higher education in Bangladesh based on the reasoning why it is high time to implement the multilingual TESOL in practice in English language teaching contexts in higher education in Bangladesh.

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Abstract ID: AILA1239

Integrating suddengains as a measure of phase shift in a CDST approach to L2 academic writing

Authors:

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

Phase shift is a key concept in development in CDST, for which change points can be a favorable sign. However, phase shifts remain elusive in L2 writing research due to a lack of sufficiently dense data to detect them and a lack of recognition when they occur. Moreover, even if they are detected by means of the available methods in CDST, the time span needs to be a matter of at least half a year, which limits its applicability to curricular contexts which last for only a semester of about 12 weeks. this paper uses the R package of *suddengains* to complement current methods. Sudden gains have first been introduced in psychotherapy as large and stable improvements in an outcome variable between consecutive measurements, which is readily applicable to curricular contexts due to the similarity between a class session and a psychological intervention The software is used to detect measure of elements of academic literacy such as functional adequacy and coherence, associate the change point with pregain changes in the students' awareness and knowledge, and the aftergain boost of motivation levels. The replicable method intends to enhance the falsifiability and generalizability of individual changes and attribution of causality.

Abstract ID: AILA1241

Discourses shaping language-in-education policy in Nepal: An intersectional perspective

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Taehee Choi [2] [^] University of Southampton

Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

In Nepal, the language policy and planning (LPP) phenomenon has been embedded in complex social structures such as histories, social class, ethnicity, caste, and religion. Language education policy decision-making in schools, therefore, is affected by several discourses pertaining to these social structures, and to values. While the complex interplay of social, educational, geopolitical, and economic aspects of national and international languages has been well documented in the research literature (see, Canagarajah & De Costa, 2016; Poudel & Choi, 2021), how discursive forces such as globalisation, nationalism, ethnicity, social inequalities and equity intersect as inherent part of policy-crafting in the schools' LEP in Nepal deserves scholarly attention.

We bring in the construct of 'intersectionality', as well as discourse, to understand how intersecting discursive forces collectively shape LEP decisions at the school level in Nepal. The intersectionality approach does not necessarily involve discourse analysis that adopts analytic tools for exploring the values in the texts (talks and written). We take policies (both formed and enacted) as outcomes of discoursal contestations or negotiations of multiple material (e.g., economic) and social (e.g., identity and mobility) orientations of the subjects of the discourses.

Moreover, the recent emergence of increasingly mobile communities has brought multiple but interlocking discursive forces such as globalisation, neoliberal capitalism, nationalism and ethnolinguistic identity into schools and have affected the language policy choices. Some of these are aligned with each other and thus create synergy, while others are in conflict and cancel each other out. In such contexts, the theory of intersectionality as an analytical framework (Gay, 2018) unravels the relationships between different but co-existing and interconnected forces shaping LEP.

It also reports how policy actors in Nepal's schools reference dominant (e.g., globalisation and nationalism) and dominated (local ethnolinguistic) discourses and their power relationships while making LPP decisions. The dominant forces, such as globalisation, neoliberal marketisation, and nationalism, have attributed to ascendence of English-only monolingualism-in-practice in the schooling contexts of Nepal since the beginning of formal schooling in mid-nineteenth century, contrasting with macro multilingual policies' imagined goal of sustaining linguistic diversity that has promoted ethnic/indigenous languages since the last decade of twentieth century. Hence, these findings have important implications for Nepal and similar multilingual contexts globally in relation to their language policy and planning initiatives that aim at promoting linguistic diversity.

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Multilingual Story-Telling and Interacting Languages - Observations on the Development of Narrative Competence in Multilingual Children

Authors:

Johanna Wolf [1] [*] [^] Ludwig Maximilian University of Munich

Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

The development of narrative competence is considered one of the basic competences in language acquisition. Children need to learn how to construct coherent stories, how to build coherence and meaning. Every language has its own linguistic features that come into play. How do children who grow up multilingually construct their storytelling and how do the different language systems interact with each other in storytelling? In order to develop first impressions, three trilingual children (3L1, French, German, English) and their parents were asked to orally tell the Frog story (Mayer 1969) in all three languages. The children were 6 years, 9 years and 11 years old at the time of the recordings. The recordings were transcribed. The categories of connection, cohesion, coherence and phenomena of transfer and/or crosslinguistic-influences are examined in their recordings. The questions are, for example, how the children succeed in establishing connection, e.g. via grammatical structures (e.g. tense), but also via text-linguistic factors such as connectors, referential networks, frames, etc. At the level of interaction, the study is particularly interested in code-switching phenomena and cross-linguistic influences (CLI). A further question is directed towards the possible influence of parental input - do linguistic structures and/or narrative patterns from the mother's story are repeated in the children's stories? All this can give first insights into the development of narrative competences in multilingual children as well as into the interaction of different language systems in storytelling..

In order to support and substantiate the results and also to work out special features for multilingual acquisition, the stories of the 3L1 narratives will be compared with stories from a learner corpus (L1 German, L2 English, L3 French) as well as with stories from monolingual subjects. Here, too, the Frog story was told in each case. Another aim is to analyse possible differences, at least in tendency, in the development of narrative competence.

Do multilingual subjects with parallel acquisition show similar interaction patterns between the different languages as learners with successive acquisition? How do they differ? Such a comparison allows the development of initial ideas with a view to possible different cognitive processing in multilingual acquisition, from which implications for the use of storytelling in foreign language teaching can arise.

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"It's hard, but maybe worth it": Arabic speaking children's navigations and negotiations of their multilingualism

Authors:

Fatma Said [1] [*] [^] Zayed University, UAE

Abstract Topics: [SYMP51] Multilingual families as discursive spaces: The children

Abstract Summary:

It has been established that the family is a discursive space for multilingual language learning, use, and in cases of heritage language (HL), also a space that supports language maintenance (Lanza, 2021; Said, 2021b; King, Fogle and Logan-Terry, 2008; Curdt-Christiansen, 2009). Additionally, much of the focus has always been solely on parental beliefs, ideologies, and language management efforts. However, more recently studies on child agency and children's roles within the discursive family space have emerged (Smith-Christmas, 2022; Wilson, 2020; Said & Hua, 2019; Revis, 2019; Fogle & King, 2013). These studies illustrate that children are not passive vessels (Lanza, 2007) who only receive and are filled with language and socialised appropriately; but that they in fact effectively contribute to the learning (or not) of multiple languages, the maintenance of HLs, and the family's socialisation into multiple ways of being.

This sociolinguistic ethnographic paper hence presents important diversifying data on the role young multilingual Arabic speaking children (aged between 6 and 14) play in shaping their families' language learning, language practices, and general socialisation norms. Data is derived from projects carried out in the UK and the UAE in 2018 and 2020 and lasting 12 and 7 months respectively, with a total of twenty-two families taking part. ESRC (2015) and families were purposively recruited through WhatsApp groups messages as well as email campaigns to Arabic speaking parent groups and Facebook posts on relevant group pages. Data was collected through demographic forms, monthly recorded interactional data, researcher field notes, parental interviews, children's interviews, and short parental diary entries. Data was analysed thematically (Braun & Clarke, 2006) for the interviews and parental dairy entries, the interactional data was analysed through the lens of interactional sociolinguistics (Rampton, 2019) and field notes and demographic data were used to contextualise the data set.

The data is based on four children's experiences and the findings suggest first, and as expected, that children are aware of parental (parental aspirations) and family wide preferences with regards to language use and learning. Second, that children view themselves as active members of the multilingual family unit who 'choose', negotiate, and often refuse to engage with family language preferences. Third, that children form language beliefs in early childhood and are aware of holding such beliefs and finally, that children recognise their own capacity to affect change within the family unit. The data also highlights that emotions, perceived emotionality (Pavlenko, 2004), and family cohesion play foundational roles in children's language experiences.

In all, the findings elucidate that multilingualism is a vehicle through which children form their own views of themselves, those around them, and what they aspire to become. Children seem to depend on this discursive family space as an important dialogical context through which the experiences of the next generation of multilingual speakers are shaped.

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Grandparents as enthusiasts of multilingualism: the learning and maintenance of Arabic as a heritage language in the UK

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

The family unit plays a central role in the learning, use and transmission of a heritage language (HL). As a discursive space the family offers a context in which all members engage in negotiation, contestations to and the formation of the family language policy (FLP). Much of the literature often focuses on the role parents play in the formation of FLPs and concentrate less on the possible role grandparents may play in this process (Ruby, 2012; Kenner et al, 2007). However, work in this area is emerging and it interestingly highlights the important, sometimes unrecognised, role grandparents (Xian and Makarova, 2021; Lanza, 2021; Soler & Roberts, 2019) play in the transmission of HLs to young children.

This sociolinguistic paper describes the language transmission efforts of three Arabic speaking families in the UK to teach and use Arabic with their children at home and among their local Arabic speaking community. The project followed the families (two-parent) each consisting of three children (aged 2-9) with two of the families residing with a grandmother. The children all attended school or nursery in their local area as well as Arabic schools on the weekend. Data was collected in the form of audio recorded interactions, family background forms and parental interviews. Interview data was analysed thematically (Braun & Clarke, 2006), and interactional data was analysed from an interactional sociolinguistic standpoint (Rampton, 2019).

The data reveals that in addition to parents, grandparents seem to uniquely enhance not only the learning of Arabic, but also the experience of learning it. Although grandparents support parental beliefs and efforts, they also oftentimes contradict them. In family one, for example, the grandmother who resides with the family supports the mother's ideology of speaking to the children only in Arabic, although she prefers to speak to the children in spoken Arabic rather than the formal variety. The differences in choice of language use create tension within the home and may in the long run affect family efforts in the transmission of Arabic. This data illustrates the challenge the sociolinguistic reality of Arabic as a diglossic language (Ferguson, 1959) poses to parents in the context where Arabic is a minority language. Additionally, the findings also elucidate that, emotions and familial dynamics that are ever-present may affect intergenerational transmission of language.

In family two, the Irish grandmother, supports her grandchildren's learning of the Arabic language despite not speaking or understanding it. She watches Arabic speaking cartoons with the children, supervises their Arabic homework, and often learns songs (alphabet and other short songs) and sings with her grandchildren. The grandmother expresses that it is important to support her daughter-in-law's language beliefs and wishes to also teach her grandchildren Gaelic in the future. The finding illustrate that language practices can be consistently maintained even when the adult does not have knowledge of the language.

In all, the data shows that children undergo an enriched experience of HL learning when grandparents are involved in the day-to-day language practices of the family unit. The joint efforts to learn and maintain Arabic language seem to also bind families and in particular grandparents with their grandchildren and enhance the family relationship.

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Abstract ID: AILA1247

Latent Growth Curve Modeling: An Emerging CDST-compatible Method in Response to the Generalizability Concern about CDST-Inspired Research

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Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

Latent Growth Curve Modeling: An Emerging CDST-compatible Method in Response to the Generalizability Concern about CDST-Inspired Research

With the establishment of Complex dynamic systems theory (CDST) in the field of second language question (SLA), some innovative research methods for the exploration and examination of second language development across time have been developed. However, most of these methods have been mainly limited to the idiographic domain and have addressed the WHAT in the exploration of the developmental processes of language development. Thus, they have been criticized for their lack of consistency with the nomothetic principles with an emphasis of the falsifiability of hypotheses and generalizations from samples to populations. One innovative CDST compatible method which can build a compromise between the idiographic and nomothetic principles of research, and provide a response to some points of criticism on CDST-oriented research, is latent growth curve modeling (LGCM). In our contribution to the current symposium, we argue how LGCM can enable us to both explore the intra- and inter-individual process of SLD across time and at the same time examine the falsifiability of research hypotheses and the generalizability of the SLD. Also, we discuss the implications of the application of LGCM for the future of CDST realm of research on SLD.

Keywords: CDST, generalizability, hypothesis falsifiability, latent growth curve modeling, SLD

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Majid Elahi Shirvan is currently an associate professor of TEFL at University of Bojnord. His main research interest is CDST-inspired research on the psychology of second language learning and teaching. He has published in several leading journals in the field of SLA such as Journal of Multilingual and Multicultural Development, Studies in Second Language Acquisition, System, International Journal of Bilingual Education and Bilingualism, and Teaching in Higher Education.

Tahereh Taherian is currently a visiting scholar at the faculty of arts, University of Groningen. Her main research interest is CDST-inspired research on the psychology of second language learning and teaching. She has published in several high-ranking journals in the field of applied linguistics such as Journal of Multilingual and Multicultural Development, Studies in Second Language Acquisition, and International Journal of Bilingual Education and Bilingualism.

Semiotic Repertoires and Relational Ethics: In Search of Openings for Moral Imagination in a Divided Community

Authors:

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

This paper enquires into the possibility of human connection in divided communities. The study is an anthropological exploration of communication practices in a rural settlement in eastern Slovakia. The region has a history of division between Slovakia's ethnic majority population and its Roma minority primarily, albeit not exclusively, living in conditions of poverty and in physically segregated settlements outside of the main village infrastructure (Kahanec et al., 2020; Scheffel, 2010). In general, the country has had a complicated historical relationship with diversity, especially regarding its settled ethnic minorities. Its well-documented social policies have contributed to enduring negative perceptions, narratives and images of the ethnic and linguistic other (Kubátová & Laníček, 2018).

The view that I want to pursue in this paper is that the questions arising from the current project need to be located in this larger moral landscape of a society's capacity to grant the highest dignity claim to those whom it struggles to imagine as 'us'. Such capacity, which in this paper I call moral imagination, continues to be one of the most pertinent challenges and its lack one of the key sources of conflict and injustice in established as well as emerging democracies (Lederach, 2005).

I draw on relational ethics and its emphasis on the (listening) subject's ethical demand to respond to the call of the Other (Levinas, 1972). According to Levinas (1985), this responsibility is "the essential, primary and fundamental structure of subjectivity" (p. 95). This means that our uniqueness as human beings should be understood not as a socially constructed difference *from* the Other (e.g. as social and cultural identity categories or practices), but as our irreplaceable responsibility *for* the Other. In this paper, I propose that Levinas's ethics has political consequences for how a society imagines its 'Us'.

I turn to sociolinguistics with its focus on people's communication practices as a site for relating to diverse others by mobilising the concept of semiotic repertoires (Kusters et al. 2017), i.e. communication resources that are embodied and embedded in the physical settings of people's encounters and whose meanings emerge in activity (Canagarajah, 2021; Kusters et al., 2017). Seen through the prism of Levinasian relational ethics, semiotic repertoire in this study gestures towards a possibility of a meaning making practice in which the Other is "illuminated" and can "take signification...so that the subject can receive it" (Levinas, 1972, p. 15). In this context of segregation and erasure, this sociolinguistic "illuminating" is at once political and aesthetic: it creates "a rupture to the perceptual field", for it "makes visible what had no business being seen, and makes heard a discourse where once there was only place for noise" (Rancière, 2003, p. 30). I also argue in this paper that it is in the ethical act of "receiving" that openings for a society's moral imagination can emerge. I explore what this means for advancing the sociolinguistics of ethical encounters.

Research-based assessments for Spanish heritage children in immersion schools

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Abstract Topics: [SYMP31] Emerging research findings in immersion research: A forum to explore yet uncharted and underexplored issues and questions

Abstract Summary:

Spanish heritage bilinguals growing up in the United States experience positive academic and linguistic outcomes from receiving instruction in both of their languages (Serafini, Rozell & Winsler, 2022). Unlike English-only education, dual-language (DL) immersion programs provide important benefits to heritage speakers by sustaining their bilingualism and continued growth in Spanish. In addition, Spanish heritage speakers enrolled in dual language programs in the U.S. have been found to score higher on standardized assessments of English language literacy than peers in monolingual schools (Acosta, Williams & Hunt, 2019). In contrast, being educated only in English accelerates attrition in the Spanish of heritage speakers (Montrul, 2016). Considerably less is known about the Spanish linguistic outcomes of heritage speakers who attend DL programs, highlighting the need for assessments designed to measure heritage bilingual development (García & Kleifgen, 2018).

Current bilingual assessments measure language disorders (e.g., the Bilingual English-Spanish Assessment, Peña, Gutiérrez-Clellen, Iglesias, Goldstein, & Bedore, 2018) or second language acquisition (e.g.the STAMP 4S, Santos, 2019). Therefore, they are not optimized to capture heritage bilinguals' linguistic talents. In the case of heritage Spanish in American schools, assessments must also be capable of evaluating large, heterogeneous populations of bilingual children (Valdés, 2018). In our presentation we offer recommendations for constructing research-based instruments that can address the gap in knowledge of how heritage speaking children acquire Spanish through DL. First, we advocate for targeting specific linguistic structures that have proven difficult for bilingual populations. Additionally, we propose that production and comprehension must be addressed separately and the use of multiple types of tasks. We also address the importance of lexical frequency in constructing test items . Finally, we advocate for allowing heritage bilingual students to use translanguaging when completing oral and written assessments, sharing examples from young heritage speakers of Spanish enrolled in DL schools.

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Palestinian teachers and students in Israel on multilingual educational policies and the demotion of Arabic

Authors:

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The legislation of the NSL in Israel that cancelled the official status of Arabic in 2018 coincided with official initiatives for developing a new multilingual educational policy for Israel's segregated schooling systems. The policy aims mainly to provide different targets for the teaching of different languages in Israel, with a special emphasis on the need to teach Hebrew and Arabic for fostering intercultural dialogue between Arabs and Jews (Tannenbaum & Shohamy, 2018). Considering the political orientation of language policies which are largely driven by the ideologies, attitudes, and beliefs of various stakeholders (Shohamy, 2006), I ask: How do members of the Palestinian-Arab minority perceive the tension between the demotion of Arabic – their mother tongue and the transmitter of their national and cultural identity – and the implementation of a new multilingual educational policy?

To address this question, I draw upon recent theorizations in the fields of language policy and applied linguistics that highlight the centrality of studying the communicative practices of minority language speakers as basic building blocks in the production of democratic societies (e.g., Rampton et al., 2018; Stroud, 2018). Therefore, examining whether a top-down multilingual policy serves transformative agendas entails studying the bottom-up practices and perceptions of marginalized groups, who are often disadvantaged by such policies. Recent research recognizes such a focus on practice and treats language educational policy as processual, dynamic, and in motion. This means that policy never just "is," but rather "does" (McCarty, 2011; Rampton et al., 2018).

On that basis, I investigate whether the legislative change of Arabic from an official language to a language with a "special status" has changed the way Arabic-speaking teachers and students perceive and respond to a top-down multilingual educational policy. I present data from interviews I conducted with teachers and students from twenty high schools in various Arab towns and villages. Data analysis suggests that cancelling the official status of Arabic simultaneously negatively impacts its speakers' sense of belonging, worth, and collectivity but also encourages the emergence of new forms of activism and ingroup solidarity. Analysis indicates that for a multilingual educational policy in Israel to become part of a transformative project towards social justice and cohesion, there is a need to deconstruct the underlying frameworks that reproduce and perpetuate injustices towards Palestinians (e.g., the NSA).

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Critical Intercultural Learning among Teachers of French

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Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

In order for language learners to develop critical cultural awareness (Byram, 1997) and symbolic competence (Kramsch, 2006), they need to experience pedagogies that stretch their meaning-making potentials and repertoires (Kearney, 2016). Yet, language teachers often feel ill-equipped to address culture and interculturality at all in their classrooms (Sercu, 2006), and we know little about the interculturality of language teachers themselves and the processes through which it develops. In this paper, we propose and document ways to intentionally cultivate a critical intercultural pedagogy in language teachers, and analyze the processes through which teachers' critical pedagogies develop. We report on a qualitative study designed and conducted in two connected courses on interculturality, offered during a summer study abroad program for North American teachers of French, in Angers, France.

We first describe the context and curriculum for these courses, which focused on concepts in intercultural learning and teaching, such as meaning potentials and the relationship between language and culture. In these courses, teachers critically engage with concepts and practices related to critical cultural awareness, symbolic competence, multiliteracies, multimodality, intertextuality and design. During the program, teachers gathered and created texts, largely through design-based, place-based, and walking pedagogies that promoted intentional, sensorily-grounded and reflective exploration of the physical and social spaces that study abroad made possible. While in Angers, the participating teachers collaboratively and critically reflected on their own intercultural experiences, in light of these constructs and of their own embodied, sensory, and emplaced experiences. Collectively, we then explicitly connected these experiences to possibilities for language classroom teaching, mutating personal intercultural experiences into a shared repository of all types of texts as well as specific ideas for how these texts could anchor lessons and units in the teachers' K-12 classrooms in the U.S.

This qualitative research study investigates 1) how French teachers on a short-term study abroad program developed critical intercultural pedagogies; and 2) how they demonstrated applications to their own teaching contexts and practice. The data collected include video recordings of some class sessions; the text sets collected and created during the program; the lesson ideas the teachers generated and a pre- and post-course survey. Inductive coding, informed by our theoretical frames, was carried out by both researchers, and line-by-line interactional analysis was carried out on transcripts of classroom interactions. We share illustrative examples both from teachers' sense-making discussions and the teaching plans they created and implemented in their K12 classrooms in order to show how critical intercultural pedagogies can flourish as a result of language teachers' experiences abroad.

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Abstract ID: AILA1256

A Longitudinal Mix Study with Text Mining and questionnaires on Study Abroad affecting Language Competence, Intercultural Sensitivity, and Future Careers Before and After Covid19

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Still, Covid 19 has been spreading all over the world, though gradually, traveling and studying abroad have resumed in several countries. In Japan, the government decided to allow companies and universities to send to foreign countries and accept business people and students from foreign countries.

This presentation aims to longitudinally investigate how the experience of the semester-long study abroad affects the improvement of English language competence, intercultural sensitivity, and future careers for Japanese university students by using a mixed study with questionnaires and Text Mining analysis. Especially we investigated how university students were affected by the Covid19 for English proficiency and intercultural competencies before and after the restriction which they could not study abroad.

Before the pandemic, about one hundred students in the second academic year who participated in study abroad programs at eight different universities in three English-speaking countries were asked to answer pre-departure and post-return questionnaires as quantitative research. The results of the questionnaires showed that the students improved their English from A2/B1 levels to B2/C1 levels based on the CEFR. Additionally, they improved their intercultural sensitivity from the stages of Minimization/ Acceptance to Adaptation/ Integration based on the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 2011, 2016)). Second, Text Mining analysis was conducted as qualitative research on the text comments about study abroad experiences written by the same students. They uploaded their comments on the university internet system at different times (prior to departure, three weeks after departure, three weeks prior to return, and after return). In the text analysis, they had the confidence to improve their English by using the words "enjoy" and "develop themselves." As for the final comments after their return, they reflected that they enjoyed their lives in foreign countries and learned about different cultures, but struggled with being involved in the cultural differences, in the Minimization stage. In addition, their study abroad experiences contributed to their career hunting. The mixed study showed the discrepancy in the stage of DMIS between the quantitative studies and the qualitative studies, though we concluded the mixed study would accurately help reflect the impact of the study abroad program.

During the pandemic, the students who couldn't study abroad had several choices: 20 students took an online study abroad program, or ten students concentrated on their studies at a university in Japan. They were asked to answer pre-and post-

questionnaires. Their English levels were almost the same as the students who studied abroad in person. On the other hand, the intercultural sensitivity differed, some of them were not improved, and quite a few students improved their intercultural sensitivity, reporting that they could communicate with international students after the online English lessons and conducted some projects to work with each other via ZOOM. The other students who didn't study abroad in person reported that they concentrated on their English and the sub-major subjects such as business administration. The model of mainly three categories' characteristics of the students will be described in the presentation.

Hashtags and Polarization: a critical analysis of Greta Thunberg's cyberactivism for the acknowledgement of climate emergency

Authors:

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Maria Clotilde Almeida [2] [^] University of Lisbon

Abstract Topics: [SYMP61] Polarization and Digital Discourses: Critical and Socio-Cognitive perspectives

Abstract Summary:

Camila Belizário Ribeiro, PhD pursuant in Linguistics (University of Lisbon)

Professor Dr. Maria Clotilde Almeida (University of Lisbon)

Abstract

Nowadays, the climate change issue, due to its very complex nature, involves a panoply of scientific domains. From the Cognition and Critical Discourse Analysis, two dyadic but complementary approaches viewing discourse as linked to the construction and dissemination of ideology and power (Fairclough, 2001; van Dijk 1997, 2010), some posts of Greta Thunberg's Instagram page, as well as the NGO *Fridays for Future*, will be analyzed here. Special attention is dedicated to the hashtag *#uprootthesystem*, widely used in cyberactivism environmental campaigns, with the intent of awakening public awareness and pressuring policymakers to reduce CO_2 emissions, also addressing climate injustice, among other issues. Since hashtags are acknowledged as forms of activism in digital communication (Xiong, 2018; Medeiros 2020), it is no wonder that, in Greta Thunberg's cyberactivist communication on climate emergency, they aim at introducing controversial thematic discussions, in the form of polarized argumentation. So, she and many other young climate activists act upon public opinion by denouncing bad environmental practices worldwide, due to the lack of commitment from politicians in power, which contrasts with her inspirational participation in young activists' street rallies for urgent action measures to be taken by the population in different countries to preserve the environment. As it happens, technology *per se* cannot be considered a mechanism of social change but social networks are accounted as tools used for dissemination and (re)signification of "truths" and behaviours, as argued by Tagg (2015). Moreover,

sequencing Nisbet (2009) and Lakoff (2010), we postulate that discussing climate emergency in social media by dissecting their conceptualization frames may change the way society thinks about the array of intricate and pressing environmental issues.

Keywords: Climate Emergency. Hashtag. Discourse and Power. Cyberactivism.

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Abstract ID: AILA1259

Language management in Lithuanian diaspora families

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Abstract Topics: [SYMP35] Family as a language policy regime: Agency, practices and negotiation

Abstract Summary:

The paper will analyze the family language policy of Lithuanian emigrant families. The research is based on quantitative (online survey sample N=2026) and qualitative (more than 300 interviews) data, gathered during two large-scale projects on Lithuanian diaspora from various continents. The theoretical standpoint follows Spolsky's language policy model, according to which language policy consists of three interrelated components: language practices, language beliefs or ideology, and language management. The focus of this paper is language management which is understood as an effort by someone to modify language practices or beliefs in a family domain. A model developed by Curdt-Christiansen, illustrating the complex interplay of the family language policy and its socio, cultural, political, linguistic environment will also be applied for the analysis. The paper will deal with internal (emotions, identity, parental impact beliefs) and external (language status, socio-economic and socio-political realities) factors influencing family language policy.

The Lithuanian diaspora in various continents (Europe, North and South America, and Australia) consists of emigrants of different emigration waves. The first wave were those who emigrated in the end of 19th century from Lithuania that was under the Russian tzarist rule and later, after the WWI, from the independent Republic of Lithuania. This wave of emigration was mainly for economic reasons and consisted of people from rural areas with little or no education. The second wave of emigration consists of highly educated, mostly cultural, political and economical elite part of the Lithuanian society who flew the country at the end of WWII in fear of Soviet repressions. This wave is considered as political emigration. The third wave includes people who left for the West after the Restauration of Independence in 1990. This wave of emigration is generally of economic character.

Family language policy and home language maintenance in the families of these various emigration waves is rather different. The paper will analyze language management strategies and internal and external factors influencing family language policy as well as compare the families of different emigration waves. The role of different family members, both parents and children, will also be taken

into account. The analysis will consider the language policy of different generations of emigration: those who emigrated themselves, those who emigrated as children by the decision of the parents and those born later in the host country (second and third generation emigrants). The results show that the reason for emigration has a great impact on the language policy. The language policy and home language maintenance in the families of political emigrants is more influenced by the internal factors whereas in those of economical emigrants, the external factors seem to play a more important role.

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Abstract ID: AILA1260

Doing inclusion: A sociolinguistic ethnography of the doing of inclusion in a Norwegian university

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This contribution is based on an ongoing sociolinguistic ethnography on the doing of inclusion in Norwegian higher education. Inclusion has been on the educational agenda for many countries in the OECD, gaining currency in political and academic debate over the last five decades (Tomlinson and Basit, 2012). In parallel, demands for social justice such as equality and inclusion in institutions have become embedded in legislation along with institutions around the world signaling their commitment to the UN sustainable development goals. In Norway, higher education institutions have signaled their commitment to equality, diversity and inclusion developing a range of bodies, policies, and initiatives, targeting underrepresented groups such as women and individuals with so called immigrant background (OECD, 2009). Yet from a critical sociolinguistic perspective, the processes, challenges and effects of implementing said initiatives in Norwegian universities remains under researched.

This is relevant as linguistic anthropology and sociolinguistic scholarship shows how within diversity discourses in higher education, 'culture' appears as enregistered as a way of not talking about race, and racialized minority students are seen as 'being' and 'doing' diversity (e.g. Urciuoli, 2009; 2018). While there is increasing circulating discourses on equality, diversity and inclusion in Europe and generally the global north, research on Spanish educational context also highlights how students with an immigrant background are excluded from education systems that categorize particular ways of speaking and knowing as 'good' and those that do not fit as 'others' (e.g. Martin-Rojo, 2008).

With this in mind, in this paper I discuss the preliminary data findings from my fieldwork in an established university in Norway, where I investigate how inclusion is understood, articulated and enacted in the everyday life of the university. The paper draws from observations, interviews and fieldnotes on how social actors doing inclusion work in my chosen university make meaning of inclusion and the work that they do. The paper focus on the communicative practices and linguistic resources my participants employ to make meaning of inclusion. This includes paying attention to the effects the doing inclusion has for individuals and the institution itself in the broader context of universities' commitment to society and social responsibility.

This paper, therefore, contributes to discussions concerned with the role language and communicative practices play in the (re)production of social inequality and how social actors and institutions make meaning of social responsibility.

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Discourse Analysis in the Ontological Turn: Considerations for Language without Representation

Authors:

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Recent interest in posthumanism and the new materialisms in applied linguistics has generated questions about how to engage in analysis from these theoretical perspectives (e.g., Canagarajah, 2018; Gurney & Demuro, 2019). Particularly challenging is that these theories not only critique the privileged role of language and representation in Western thought, but also that they decenter the human as an agentive, meaning-making subject (Coole & Frost, 2010). Scholars such as Lamb and Higgins (2020), Pennycook (2018), and Toohey (2018), however, have demonstrated the potential of putting language on the same ontological level as the more-than-human by attending to the spatial and material aspects of communication and to the role of non-human agency in language events. Yet, there remains a need to engage more thoroughly with "the materiality of language itself" (MacLure, 2013, p. 663) as well as how it provokes activity outside of a representational model of analysis.

The purpose of this presentation is therefore two-fold. First, it seeks to lay out the onto-epistemological plane in which posthumanist and new materialist theories exists. Second, it seeks to illustrate how language can be analyzed from a nonrepresentational perspective. Data for the illustration comes from a participatory action research project carried out with multilingual youth in the southeastern United States. In particular, the presentation zeroes in on a drama game youth played to highlight how language exceeded its representational bounds through disjunction, repetition, and asignifying ruptures. The presentation also draws out the theoretico-methodological tool that enabled such a focus, namely, Deleuze's (1997) concept of stuttering. Additionally, it provides a point of entry for using other posthumanist and new materialist concepts as methods to carry out discourse analysis that moves beyond representation. Implications include the need for more theoretico-methodological work in applied linguistics that attends to nonrepresentation in language analysis as well as how diversity in thought can open up and affirm different ways of knowing, being, and languaging to create more just and equitable futures with and for the multilingual populations we engage in research with.

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The design of materials that integrate the development of L2 speaking and critical thinking: A case study

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Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

In EFL (English as a Foreign Language) countries, conventional English language teaching (ELT) focused on language knowledge, skills and communicative competence. However, it has been recognized by many language educators and applied linguists that language has a close relationship with thinking and cognition. As the development of critical thinking is an essential goal of tertiary education, developing critical thinking simultaneously in ELT is of vital importance, especially for students who major in English studies. In the past 16 years, a series of educational reform have been carried out to reshape the curriculum for English majors in China (Hu & Sun, 2006; Jin, 2010; Sun, 2011; Zhang *et al*, 2013) and to explore ways for "Language and Critical Thinking Integrated Teaching" (LaCTIT) (Sun, 2019; Zhang, 2021; Zhang and Yuan, 2022). The development of a series of textbooks for teaching reading, writing, listening and speaking, aiming at integrating the teaching of English and critical thinking, was one of the projects that lasted for 6 years. The textbooks have helped in conceptualizing and spreading the LaCTIT approach. In this presentation I will first introduce the background information for the development of the Speaking Course, including Intercultural Conversations, Interpersonal Discussions, Public Speaking, and Topical Debates. I will then illustrate how to integrate the development of critical thinking skills in the teaching of L2 English speaking through the illustration of activity design. I will then argue that although teachers tend to promote thinking in the teaching of language because of the close link between language and thought, a conscious effort to integrate language teaching and the development of critical thinking is more effective in achieving the objectives.

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Discours sur le français dans des interactions de jeunes en formation AFP en Suisse

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

Dans cette contribution nous présenterons une étude longitudinale des discours sur le français tenus par des jeunes en formation professionnelle durant des interactions entre pairs ou avec une personne de l'équipe de recherche.

Le cadre de l'étude est celui de l'enseignement des compétences d'interactions à l'aide de corpus de conversation disponibles en ligne (André, 2018). Pour le français il existe plusieurs études ayant testé l'utilisation des corpus de langue parlée comme ressource didactique, mais la plupart lors d'interventions ponctuelles. Un défi majeur est celui des critères d'évaluation du développement de la compétence d'interaction. Traditionnellement l'analyse des conversations est menée dans une perspective émique, principalement descriptive. Suite à la valorisation de la compétence d'interaction dans l'apprentissage des langues étrangères, plusieurs propositions d'évaluation du développement de cette compétence sont actuellement testées (Salaberry & Kunitz, 2019). Ici nous nous intéresserons au développement des discours sur la langue et l'interaction dans le temps.

Nos données proviennent d'un projet en linguistique appliquée dont le but est de tester l'utilisation des corpus pour l'enseignement de la compétence d'interaction. Il est mené dans dix classes d'élèves parlant le français depuis la naissance (±40 élèves) ou comme langue seconde (±30 élèves, niveau B1-B2) suivant une formation professionnelle de base pour des métiers manuels (restauration, construction...). Les interventions sont réparties sur deux ans (2022-2023) à raison de deux de 90 minutes par semestre. Après chaque intervention les élèves font deux exercices en autonomie de 30 minutes environ sur une plateforme éducative. Le matériel cible principalement les "petits mots de l'oral" tels que *juste* ou *d'accord*, typiquement polysémiques. Au début de chaque intervention nous enregistrons les élèves durant 10 minutes (audio) alors qu'ils discutent librement par deux.

Une première analyse des interactions nous révèle que le niveau de français est très hétérogène mais que la plupart des allophones est fortement engagée avec le français. Ils racontent des difficultés d'intercompréhension sur leur lieu de travail ainsi que les stratégies mises en place pour y parer. Malgré les succès, les discours soulignant le français comme langue difficile à apprendre sont nombreux.

L'utilité des séquences didactiques basées sur les corpus de français parlé est difficile à établir directement, mais l'analyse des discours sur le français et son usage suggère qu'elles ont un effet positif sur le niveau d'attention aux phénomènes enseignés, aussi en dehors de la classe.

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English Language Teaching: beyond the 'standard'

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

English Language Teaching in France largely centres on 'standard' British and American English, what Lippi-Green (2012: 56) calls a 'mythical beast'. Little to no room is given to other inner-circle varieties (e.g. Australian English), outer-circle varieties/World Englishes (e.g. Indian English), or non-standard varieties (e.g. Liverpool English, known as Scouse, or African American English).

This lack of sociolinguistic diversity in the English L2 classroom reinforces the ideology of the standard language (Milroy 2001) and establishes an implicit hierarchy of varieties of English. It contributes to the stigmatization of some as 'illegitimate'. It fails to prepare our students to interact with speakers of diverse backgrounds.

Several pedagogical activities I use in my teaching draw on sociolinguistic theoretical concepts to remedy this situation. For example, students reflect on the question 'Who counts as a native speaker?' to challenge the native speaker construct (Muni Toke 2013). They explore the structural characteristics (lexical, phonological, morphosyntactic and pragmatic features) of diverse English varieties, as well as their socio-historical context, and the language attitudes towards them (Preston 2013). Students are also explicitly introduced to the prescriptive approach to language, leading to discussions of norm(s), prestige and legitimacy, linguistic insecurity and linguistic discrimination which all relate to the standard language myth. This aims at promoting social justice. In class, language change is presented as an inevitable phenomenon which should not be thought of as decay (Aitchison 2001). Stylistic variation, that is variation according to language use, including a comparison of spoken vs. written data, is analysed to show the 'appropriateness' of different linguistic forms in different contexts. It is pointed out that standard language use is associated with writing where standardization is

most prevalent (Gadet 1995: 20).

The emphasis on regional, social (ethnicity, social class, age) and stylistic variation is hoped to demonstrate the diversity of English language use, to foster the acceptance of different accents in L2 classroom and promote different grammars. It seeks to dismantle the view of English as a homogeneous entity stemming from the focus on the 'standard' as an 'idealized language' (Crowley 2003).

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Cognitive Sociolinguistic Aspects of Swift Variations in Indian Languages during the Pandemic

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

The paper demonstrates how an unfamiliar, globally affected social issue like the present pandemic immediately affects languages and results in language variation using the existing framework of cognitive sociolinguistics (Geeraerts, 2005; Geeraerts, Kristiansen & Peirsman, 2010; Zenner, Speelman & Geeraerts, 2010; Labov, 2011; Zenner et al., 2012; Pütz, Robinson & Reif, 2014; Hollmann, 2017). The COVID-19 outbreak has resulted in using many new words and phrases especially, in the daily discourses in English. The universality of the English language and borrowings from English to other languages has become an inevitable process during this period. Similarly, some of the less common words that already existed, in general, gained attention and usage. Language variation is viewed as a gradual, slow and systematic process (Chambers, Trudgill & Schilling, 2013; Labov, 1972; 2001; 2011); the present scenario is diverging by a '*swift variation*' as these expressions spread globally as the virus irrespective of the language. Therefore, observing language variations in progress due to a social phenomenon like this gains momentum. Thus, the paper explores the sociocognitive aspects of linguistic adaptations in Indian languages during the pandemic. It obtains evidence of variations in discourses and their semantic adaptations from Indian languages; Dravidian languages namely Malayalam and Tamil; and Indo-Aryan languages namely Hindi and Bengali. The analysis progresses along with the qualitative and quantitative analysis of linguistic additions and borrowings from the pandemic code and their further semantic adaptations. Indian languages also follow the global phenomenon of incorporating a lot of borrowed expressions from English (Devy, 2015). The paper develops on the analysis of the semantic familiarity of the speakers with the corpus created from the pandemic code. The 20 informants for each language are from various age groups ranging from 15 to 85, who cannot understand or speak English beyond the word level. The study employed digital cue cards containing the expressions in their contexts written with the Malayalam writing system. All the possible semantic associations of each item in the corpus made by every speaker were recorded and analysed further. Apart from the apparent assimilations, the factors of analysis include the following: i) familiarity index (which includes checking multiple attributions of an expression), ii) semantic adaptation, iii) other semantic attributions and iv) semantic extensions. The study explains the pandemic linguistic expressions, which are elevated as a 'universal pandemic code', by exploring their impact on the languages under the study. These current variations in these languages were observed to have a similar pattern that creates a 'swift language variation', unlike the previously explored language variations, which had a slow and gradual pace. It further identifies the existence of two categories of expressions based on the discourse patterns; a) Familiar Expressions that are adapted in daily discourses (e.g.: mask, quarantine, containment, lockdown, among others.) and b) Less familiar expressions (pandemic, community spread, flatten the curve, among others) that chiefly present among the older generation than the younger age groups. The more familiar words are observed to be undergoing a semantic extension in the daily discourses. On the other hand, some of the familiar words are observed to be semantically narrowed with one single attribution also. Thus, the study validates that the more familiar expressions in the corpus are observed to be undergoing a semantic extension in the daily discourses. On the other hand, some of the familiar expressions are observed to have semantic

narrowing with one single attribution. The paper tries to develop a pattern of 'swift variation' across the languages under analysis and show how a cognitive sociolinguistic analysis helps to theoretically explain a new dichotomy of 'slow' versus 'swift' variations in languages.

Abstract ID: AILA1271

Raising awareness of multilingualism to construct sustainable societies in an indigenous school in the Amazonian trapezium.

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Abstract Topics: [SYMP59] OPEN CALL - Language & holistic ecology

Abstract Summary:

Sociologists have recently developed critical perspectives on the social aspects of sustainability and its ability to create inequalities (Neckel 2017). They suggest that sustainability is more a problem than a solution as it makes part of the modernisation of Capitalism while relying on a well-established paradigm of power and control (Holz 2018). At the same time, Capitalism, along with Colonisation and Modernity, have extensively contributed to the linguistic ideologies of homogenisation (Milroy 2001), conducting minority groups towards marginalisation (McCarty 2003). However, the study of Sustainability from the perspective of language as a social practice remains under-explored within the literature, especially in the domain of Education. The integration of multilingual practices in educational systems is a challenge for future research in the Global South, as educational systems are caught, inevitably, between Globalisation and Colonisation (Léglise 2017). This presentation illustrates a bottom-up initiative to construct sustainable societies through multilingual practices within the ecotourism-based curriculum of an indigenous school in the Amazonian trapezium. This initiative, framed within a broader project mobilising the language sciences and the sustainability sciences, intends, as a first step, to raise awareness of multilingualism through biographical language portraits (Busch 2018). We follow the paradigm of multilingual education for social justice (Mohanty et al. 2009), in which using several languages in educational processes can lead to social justice as all languages and varieties have a legitimate place. Previous work has shown that the local experience is crucial for the success of this kind of initiatives. For example, literacy work in the Global South has shown that students become able to criticise the hegemonic practices and ideologies (patriarchal, colonial, global) in which they are immersed, and that this positioning liberates them from the hegemonic ideologies, allowing them to claim for their own voice, history, and future (Morrell and Duncan-Andrade 2004).

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Abstract ID: AILA1272

EMI in the neoliberal private higher education of Bangladesh: Fragmented learning opportunities

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

The establishment of private universities is a comparatively new phenomenon in higher education in Bangladesh. This phenomenal growth has been possible because of the recent neo-liberalization and commodification of education, supported by internal and external funding, investment by companies, and a wealthy elite business class. The same trend is found in Pakistan, India, and Nepal where English seems to play a vital role in personal and professional development.

These universities, significantly influenced by the ethos of neoliberalism, tend to promote 'global education' and they do it in English - the only official language within university premises. They follow the curriculum and syllabuses developed by North American universities. Contrary to the nationalistic discourses prevalent in Bangladesh and the strong promotion of Bangla in the public sector, private universities manage to promote English as an official language and the medium of instruction, taking advantage of the fact that the University Grant Commission Bangladesh did not put any specific clause regarding the medium of instruction in Private University Act 1992.

With reference to the recent 'neoliberal turn' in higher education, the paper will present a critical qualitative study that explores the effect of EMI in private universities in Bangladesh. The paper reveals that English is considered a crucial index of human capital development in private higher education in Bangladesh. However, students fail to understand lectures and textbooks, interact with teachers and other students, and express their opinions in English. They struggle to cognitively engage in learning processes and develop a sound knowledge of their disciplines. Consequently, they start depending on rote memorization from their desperate compulsion of performing adequately in classroom presentations and securing pass grades in exams. EMI, in other words, robs students of their rights to construct knowledge and severely impedes their possibilities of becoming critically aware. The paper, hence, concludes that the neoliberal turn in education with an emphasis on English is a double-edged sword that seems to disempower students, on the one hand, by forcing them to adapt limited learning strategies and on the other, by crippling their prospects of better life chances in future.

To disrupt the spell of English and the ideology, governance, and policies inspired by neoliberalism, the paper suggests pedagogic interventions. The university authorities, with vested interests, may not always bring about changes to policies and practices. The teachers may take a proactive role and create pockets of resistance within their classrooms, expecting that there would be a ripple effect in society. They may allow Bangla in the classroom for critical engagement with knowledge. They

may also foster 'translingual dispositions' amongst students that may make them respectful towards linguistic diversity, differences, and plurality and critically aware of linguistic ideology, linguistic inequalities, and unequal Englishes. Teachers may not change the education system overnight, but they can make students understand how neoliberal education encourages systematic discrimination and social and educational marginalization. Only by learning to question, students may resist the inequality existing in the education system and gain control over their learning and life in the future.

Abstract ID: AILA1274

Performative Dialogue with Immigrant & Refugee Learners: Re-Positioning Adult Language Learners through Drama

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Language education scholars have attested to the ways in which drama allows learners to explore the relation of self and society (e.g., Medina & Campano, 2006), promotes intercultural dialogue and understanding (e.g., Kramsch, 1998), and offers a host of affordances for language learning (e.g., Belliveau & Kim, 2013; Schewe, 2017). However, scholars have also noted the ethical risks of engaging multilingual learners in performative pedagogies centering on learners sharing their own stories and experiences through performance (Piazzoli & Cullen, 2021), asserting that even if such projects have social justice oriented goals, in practice they can run the risk of tokenizing and disempowering learners (Cañas, 2015, para 5).

Exploring these issues, this action research study explores how performative storytelling positioned adult immigrant and refugee English learners in the US. The study took place at a nonprofit center for adult English for Speakers of Other Languages (ESOL) learners in the northeastern US. Fifteen recently immigrated learners (originally from Haiti, Thailand, China, Cape Verde, and Brazil) worked with a professional theatre artist, ESOL teacher, and TESOL professor to create a play based on the learners' experiences, which students then performed at a nationally recognized US theatre. Thematic analysis (Braun & Clark, 2006) of data from the 2-month project (over 30 hours of field notes, photographs, audio recordings, and 30 minute interviews with participants) and poststructural theories of second language and identity development (e.g., Norton, 2000) illustrated how drama created a space for students to transcend the identity category of "ESL learner," positioning them the role of "creative performer" by engaging students intentionally in intercultural dialogue with one another and with the audience.

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Immersed in diversity: Teacher education in transition

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Enabling pre-service teachers to cater for the needs of multilingual learners has become a central aim in teacher education curricula in various national and local contexts (cf. Wernicke et al. 2021). While relevant components of programmes that provide students with the opportunity to engage with topics such as linguistic diversity in the classroom have, historically, existed as optional classes, in Germany (and beyond) tendencies can be observed to make such modules obligatory for all pre-service teachers. Studies that evaluate professionalisation processes of pre-service teachers in such classes or modules with regard to their affective-motivational competence development oftentimes provide inconsistent results with respect to future teachers' beliefs towards linguistically diverse classrooms (cf. Haukås 2016, Schroedler & Fischer 2020). In the light of current debates in the field of diversity components in teacher education, the question arises whether there is any chance to strengthen and focus the way multilingualism is featured. Furthermore, the emergence of inclusion of learners with special educational needs as an additional cross-sectional dimension of diversity requires the renovation of curricula and reinforces the discussion of ascribed and accepted responsibilities for mediating multilingualism and inclusion in schools (Pfaff & Cantone 2021).

The present paper addresses some core challenges concerning the issues outlined above. Following a brief introduction of the history and development of relevant curricular components in the teacher education programme at a German university that lies in a linguistically diverse region, we discuss findings from empirical studies on (future) teachers' beliefs and knowledge about multilingualism (Maak & Ricart Brede 2019) as well as underlying concepts such as *habitual orientations* that determine practical action and dealing with multilingualism in inclusive school settings. We claim there are two challenges in many current curricula in teacher education: First, only looking at (individual) multilingualism leads to a narrow view of linguistic diversity; and second, a holistic

approach might be too broad as it may lead to a lack of focus on the target group's specific needs. We finally critically discuss the contents required in such curricula and suggest a multidisciplinary approach to diversity (cf. Grosche & Fleischauer 2017).

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Abstract ID: AILA1277

Negotiating the Role of the 'White Dialect' in Advocating Arabic as a Lingua Franca in the Arab World

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

The Arab world boast a population of more than 453 million people in 22 countries(WPR, 2022). Each of these countries adopts at least one variety of Arabic and each may be too different to the extent they are not intelligible or understandable to one another**.** Salameh (2011) questioned the relevance of existing variations to Arabic claiming that "*Languages or dialects often perfunctorily labelled Arabic might not be Arabic at all*" (P. 50).Standard Arabic (SA) is the official language and the only variety that is taught in schools and used in academic writing and formal settings across the Arab countries (Hole 2004; Sayahi 2014). For that SAis considered (arguably) the same across the Arab worlddespite some differences that may occur because of the interference from the local dialects (Holes, 2004), and therefore can be understandable by Arabs regardless of their local dialects.

Along with Arabic, English is widely used and deeply rooted in many Arab communities. The number of non-Arab expatriates in some Middle Eastern Countries, such as states in the Gulf as in the UAE, exceeds 85% of the total population (Al-Issa& Dahan, 2021). This makes English the preferred lingua franca in the community (Zoghbor, 2018), including communication among Arabs whose Arabic might be unintelligible to one another. This scenario threatens the Arabic language and national identity (Al-Suwaidi, 2018) which increased the demand to empower Arabic as a lingua franca. To that end, a call started to use a modified (almost a simplified) version of Arabic and is considered a middle ground between SA and the regional dialects. This variety is known as the 'White Dialect' (Al Ajami, 2019).

While the 'White Dialect' might have its proponents, it also has its critics especially among the advocates of linguistic purity over hybridity. This presentation introduces the two sides of the debate and the primary findings supporting the claim that despite the position of SA as a shared variety, Arab speakers modify their speech to achieve successful communication which is linguistically non-identical to the features of SA (although some of them, especially vocabulary, were borrowed to replace the vocabulary used in the interlocutors' dialects).

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Multilingual education and social change: what can we learn from International Languages teachers in Wales?

Authors:

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The new Curriculum for Wales, implemented across schools in Wales from 2022, promotes a 'plurilingual and multilingual approach' (Welsh Government 2021) to the teaching of Welsh, English and International Languages. It is noted in the new curriculum that drawing on learners' entire linguistic repertoire will help them to progress in *all* languages, as well as seeing languages 'as a key to social cohesion' (Welsh Government 2021). However, the education system in Wales has not always centred language learning around the concept of holistic 'multilingualism'. Rather, there has been a longstanding tradition of teaching Welsh, English and mostly European languages – French, German and Spanish – and promoting 'triple literacy' teaching of Welsh, English and often one European language.

Therefore, how is this new multilingual element of the Curriculum for Wales translated into practice in the International Languages (MFL) classroom in Wales? This paper explores the beliefs and practices of the 37 International Languages secondary school teachers in Wales interviewed for a doctoral study. Employing an ecological perspective (van Lier 2004) to language learning, teaching and assessment, this paper explores common themes and differences amongst teacher views on multilingual pedagogies. Based on the study's findings, this paper argues that a cohesive multilingual approach to language learning on a policy curriculum level may not always translate into a multilingual classroom *practice* of learning from 'the relationships between different languages' (Welsh Government 2021). In this study, this was due to factors relating to the longstanding tradition of triple literacy, teachers' linguistic expertise, and accredited examinations driving teaching content, often excluding learners' home and community languages. Elements of 'language hierarchies' (Mehmedbegovic 2017) presented themselves, as well as the disjuncture between multilingual pedagogy and the lack of multilingual approaches within assessment (Schissel *et al.* 2018).

Therefore, this paper argues for the need to promote an ideological multilingual education shift from policy to classroom practice in Wales. Initial Teacher Education and CPD opportunities have a key role to play for such social change by supporting teachers to shift their perspectives towards a more holistic view of (multilingual) language learning, and supporting teachers' linguistic and *confidence* development in *all* languages present in their school contexts. This paper also argues, aligning with Shohamy's (2011) call, for a shift in perspective towards

creative ways of language testing that reflect diverse multilingual populations – an alignment of cohesive teaching, learning and assessment.

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Construction of transformative identities in Chinese heritage language learners across spatio-temporal spaces

Authors:

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Abstract Topics: [SYMP23] Changing communities, changing worldviews: Rethinking migration and learning languages other than English

Abstract Summary:

In this presentation, I will report a narrative study of 16 adult CHL learners who attended university Chinese language classes in Hong Kong. Through reporting their experiences learning CHL from early childhood to adulthood, the participants reveal a transformative identity changing from passive to active learners of Chinese.

Research into the identity of heritage language learners has acknowledged the interconnection between HL learner identity and their motivation to learn HL (Berardi-Wiltshire, 2012; Lee & Kim, 2008; Seals, 2018). Research has also revealed that the learning needs of HL learners are not fixed but change over time through various social interactions with others (He, 2006; 2010). Thus, the identity of HL learners also evolves over time. For instance, many HL learners rejected learning their HLs during their childhood but turned out to be highly agentive learners at university. This transformational process involves identity reconstruction in CHL learners from passive to active learners.

In this presentation, I will show how identity is discursively constructed in discourse about Chinese learning experiences across different spaces and time periods. Bamberg's (1997) positioning framework is used as an analytical lens for studying the participants' positioning as CHL learners in their narratives from both micro and macro perspectives. Bamberg's framework allows the data analysis not only to focus on the interactive perspective of identity construction in the narratives but also to provide a wider perspective of how the larger social processes mediated the participants' investment in learning Chinese. The interaction between the different narrators and the other characters in their stories has shown that agency is a dynamic construct of identity construction and is subject to change. From the narratives of changing attitudes toward learning Chinese during late adolescence or early adulthood, it can be seen that the participants' positioning on themselves as CHL learners changed across time. Their changing self-positioning from passive language learners to active language learners emerged through the interactions with the other characters in the narratives.

This presentation evaluates the narrators' self-positioning about changing learning experiences from being passive learners to truly active learners of Chinese. For the participants in this study, reconstructing their identities as CHL learners was related to the transformation from passive, unmotivated learners to active, motivated learners. This identity reconstruction is a vital experience in their narratives, and mostly occurred in their late juvenile and young adult years. It has not been uncommon to see investment change in HL learners who changed from unmotivated learners who had no enthusiasm to learn their HLs to highly motivated learners who strongly care about learning their HLs. The participants' narratives about their investment change in the course of their HL learning experiences provide a great deal of information on the dynamicity and changeability

of their identity construction. The narratives presented are grouped into three major categories: peer influence, pop culture and career benefits, which are also the three leading factors that contribute to the narrators' investment change associated with the narrators' experience before investment change occurred to them.

Abstract ID: AILA1284

Matrix constructions in German and Italian political speeches

Authors:

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Abstract Topics: [SYMP22] By the way or in your face? Political positioning by linguistic means

Abstract Summary:

Matrix constructions such as "I think/mean that..." (cf. Günther/Imo 2003, Hohenstein 2004, Rehbein 2007) play an important role in oral communication, because the speaker can use them to clarify the illocutionary value of his utterances for the listener. By naming the intended speech action (assertion, justification, etc.) in a matrix sentence, the listener is made aware of how the message conveyed to him is to be processed. To this extent, matrix constructions can be a form of communicating "in your face" and accomplish positioning goals.

The paper investigates forms and functions of matrix constructions in oral political discourse. Previous studies on political speeches concerning sensitive issues such as migration have highlighted that rhetoric strategies of the speakers are based on a strong polarisation of the positions in debate (Carobbio 2018). The present study focuses on how polarisation and political positioning are realised in morally-committed political communication by means of matrix constructions. Empirical base of the analysis will be a selection of public speeches of German and Italian politicians, in order to point out interlinguistic and intercultural aspects in the use of matrix constructions as instrument of political positioning.

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Abstract ID: AILA1285

The Semantics of Power in the Colonial Discourses of Agreements and Treaties during the Malabar Conquest (1750-1800)

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

Linguistic choices have different attributions beyond their literal meaning according to their contexts. This paper looks at the variations in the discourses seen in the colonial agreements and treaties during the Malabar conquest. The study employs the archived documents of various discourses during this period as a part of power shifting from the local elites to the colonial power. The analysis progresses in two phases, i) the linguistic attributions of power in the communications between the local elites and the colonial authorities and ii) the comparative analysis of variations in the linguistic choices by the colonial authorities correlating their varying power positions over the given period. It explores the dynamics of the linguistic choices of the local elites initially as a powerful entity in communication with the colonial authorities. However, after the colonial government acquired the power and elevated in the hierarchy, the same expressions with power attributions or more powerful expressions were used by the colonial administration to communicate with the same elites in a weaker position in terms of power. Apart from that, the variation in the linguistic choices of the colonial authorities also suggests how they are used to reflect the power positions on a scale from weaker to the powerful along the timeline. This includes the variation from a request to order in the colonial communication records.

The paper argues that the linguistic choices of the colonial communication files aided them to project their power to the existed society and assisted as one of the tools for reiterating their power position in various contexts. The study gains importance as it analysed the linguistic choices and their semantic attributions of the earlier foundations of the Indian legal system and serves as a reference to future research and reformations in the legal system.

Age and Length of residence: supporting inclusiveness for adult migrants registered in a subsidized French for Professional Purposes training

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

In adult education, there are few studies linking age and language development. Birdsong (2006) showed through the analysis of neurolinguistic data that procedural memory begins to decline very slowly from the age of 20. This implies that the resources used by an adult are different from those of a child but not necessarily deficient (Dabrowska & al., 2020). Birdsong (2018) also indicates that the decline of procedural memory at different rates induces greater variability in language development in adults as they age. This variability is also linked with the decline of other cognitive faculties, each with their own rhythm, which further increases the span of variability for the overall second language development in the adult population (Hartshorne & Germine, 2015). The *Age* factor also encompasses motivational, identificational attitudinal, and experiential characteristics of the learner (Pfenninger, 2020); as such, *Length of residence* could be a more accurate measurement to account for the beginning of language development (Munoz & Singleton, 2011). The longer the exposure time to the target language lasts, the greater the progress should be, provided interaction takes place with the target language embodied through its local population (Munoz & Singleton, 2007; Helleman, 2008; Llanes, 2010).

To investigate the influence of *Age* and *Length of residence* of adult migrants on second language development, we carried out statistical analyses on a group of 75 migrants (*Age* range: 20-69; Mean = 38; *Length of residence* spread: 0-9 years; Mean= 2 years) registered for a 448 hour long French for Professional Purpose training. A pre-test identified that they all did not know French at the beginning of the session. A standardized post-test gave a reading of their language development at the end of the training. Results show that older learners had a slight disadvantage compared to younger adults ($p=0{,}005$; $r=-0{,}32$); there was no significant

difference for the factor *Length of residen*ce indicating that second language classes are equally beneficial for new and late residents.

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Abstract ID: AILA1289

Using digital social reading to promote understanding of global issues and development of multiliteracies skills through YAL in the EFL classroom

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

It is now widely recognised that language teachers have a responsibility to help students develop the skills necessary to read the world and not just the word (Alvermann 2004, viii) and to progress towards becoming designers of meaning across proficiencies (Kern 2000; Allen & Paesani 2010) and across languages. One way to achieve this is by engaging students in participatory and interactive learning experiences which aim at critically discussing taboo and controversial topics (Boyd & Darragh 2019; Dail, Witte, & Bickmore 2018) through combining the power of Young Adult Literature (YAL) with that of digital tools. In this context, digital social reading, which is "the act of sharing one's thoughts about a text with the help of tools such as social media networks and collaborative annotation" (Blyth 2014, 205) has gained momentum as the new literacy practice able to bridge the gap between print and digital cultures. However, research on digital social reading in second language learning contexts is still scarce.

Starting from these premises and with a view to contribute to the field, we investigated the results of a digital social reading project carried out during the wider Erasmus + project "DigLit - Lit. Up Your Phones: A Digital Toolkit for ESL / EFL Classroom to Combat Social Inequalities in Times of Covid19 Crises", which has involved three universities and three upper secondary schools across Austria, Italy, and Hungary in the period 2021-2023. The project aimed at providing EFL teachers with the tools necessary to promote awareness of global challenges (racism, gender issues, mental health, etc.) through the use of young adult literature in combination with mobile apps.

In this talk, we will present the pedagogical design of the digital social reading project showing how the affordances of the social reading mobile app chosen were exploited to encourage

students to empathise with the characters, understand the plot, and share their views and interpretations of the text with other readers. We will also share some of the most interesting findings by discussing to what extent digital social reading fostered students' deep understanding of taboo/controversial topics, their development of EFL multiliteracies skills, and their desire to read.

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School practices creating fissures in Necrocapitalism in Brazil and Palestine

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Abstract Topics: [SYMP72] The social vulnerability of the youth: Multimedia agencies in the rescue of contemporary (post)pandemic exile

Abstract Summary:

The crisis in the education systems in Brazil and Palestine has been exacerbated as a result of the confluence of necropolitical and ecrocapitalist power structures. On the one hand, necropolitical regimes that aim to produce death-worlds that subdue life to the power of death and that turn national (colonial) subjects into the living dead-subjects who are deprived of their individual and collective vitality and subjectivity(Mbembe, 2016). On the other, necrocapitalist practices (Valencia,2018;MIAsma,2021), in which global capitalist strategies such as privatization, corporatization, militarization, and appropriation of indigenous resources, contribute to the excrementalization of racialized bodies. Moreover, necrocapitalist practices accelerate the production of an unskilled and unemployable labor force in times of austerity and immiseration, as part of a disposable, surplus population, which reproduces the global capitalist system and its racialized neoliberal structures.

In this context, insurgent, decolonial pedagogies in Brazil and Palestine play an important role in organizing spaces for disclosing and destabilizing hegemonic power systems and creating the language and conditions of possibility for the future (Freire,1970; Walsh,2019). Such a pedagogy analyzes society in terms not only of liberal or neoliberal policies, but also of colonial history. Moreover, this pedagogy demonstrates that education is an essential means for people to dive into reality, develop an informed, generalized, and historical understanding of it in order to act for its transformation. From this perspective, two central concepts emerge as essential: collaboration and agency.

This presentation thus suggests that central to the development of such insurgent, decolonial pedagogies is the promotion of what Latin American indigenous groups call *sumac kawsay* ("*vivir bien* or living well"). Collaboration and agency are at the core of this holistic model of social relations, since it emphasizes living in complementarity and with reciprocity,

reaching agreement by consensus, development as distinct from growth, and working with joy. While the model offers an alternative to the capitalist development model, it refrains from romanticizing indigenous communities or coopting their struggles.

The Brincadas Project, conceived by researchers associated with the Language in Activities in the School Context at the Pontifical Catholic University of São Paulo, is used as a case study. Drawing on Vygotsky's (1933) concept of play and on Freire's (1970) notion of the viable unheard of, this multimediatic pedagogical project served throughout the pandemic as a critical collaborative context where participants' agencies are mobilized to play with possibilities not yet known or created. Play is seen as enabling the transformation of subjects in relation to their immediate realities and the broader context of the world especially, in the context of Covid-19 pandemic and necropolitical sovereignty. In the project, participants engage in play activities that prepare them to dive into their immediate reality and to discuss the theoretical possibilities for understanding and for criticizing it. They also engage in different opportunities to examine a wide range of issues from diverse perspectives in different contexts, thus expanding the horizon of their understanding. This process leads to the construction of new possibilities for acting, that is, for the viable unheard of.

Decolonizing English Language Teaching (ELT) through Virtual Exchange (VE)

Authors:

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

Macedo (2019) asks "how can the field of foreign language education decolonize itself" (p. 14) and challenge "[...] its vast whiteness as reflected in classrooms, teacher preparation programs, and national and international language teaching?" (p. 14). In so doing he calls for a decolonial pedagogy in language education aware of the implications of teaching "colonial languages [such as English] that overcelebrate Eurocentric values while sacrificing ways of being and speaking of people who do not fit the white, middle-class mold and are always excluded from this mold no matter how hard they try to fit in" (p.12). Still according to Macedo (2019), it is possible to resist the perpetuation of colonial attitudes to decenter language education. In the same line, Kramsch (2019) claims that language education should resist neo-colonial interests by weakening the "traditional link between standard languages and national cultures" (p. 50). That is, moving away from market pressure and corporate view and, most importantly, delinking languages from their colonial and national states to emphasize 'pluriversality', 'hybridity', 'ecologies of knowledge', 'inbetweenness', 'border thinking', and 'Third Spaces'.

Third Spaces may be understood as potential sites for creating a more open and inclusive imaginaries of language use and appropriation as well as for reconceptualizing/reimagining language teacher education. The Third Space emphasizes the rhetoric of ambivalence in Bhabha's view (1990), and as such, it has the potential to weaken not only the authority of colonial discourse, but also the means by which it is exercised.

Hall and Wicaksono (2020) claim that the ontological dimensions of teachers' beliefs about English are relevant because "ideological beliefs based on different epistemological practices can become ontologies" (p. 6). That is why the authors emphasize the importance of challenging language ontologies that underlie conventional views of English. So, discussions on

the ownership of English and native speakerism (Holliday, 2006) are key elements to rethink the ontology towards decolonization of English (Hall & Wicaksono, 2020).

The decolonization of English and language teacher education call for a combination of social and cognitive justice (Santos, 2007) with the lens of an 'ecology of knowledges' (Santos, 2007) about language in Third Spaces for decolonial praxis by bringing together different epistemologies and ways of knowing and being (Macedo, 2019; Wimpenny et al., 2022). In this world view, language education means evaluation, interaction, interrogation and connection of different types of knowing through the recognition of those knowledges produced on the other side of the abyssal lines (Santos, 2007). It implies being able to live with the difference and insecurity imposed by this world view seeing conflict as a productive space for questioning.

Helm (2018) states that preparing students for this type of world means exposing them to different models of thought and strategies to establish relationships, reviewing positions and perspectives, according to changing contexts, as well as being able to live together with complexity and uncertainty. Virtual Exchange (VE) is an innovative pedagogical approach (Dooly & Vinagre, 2022) that may afford Third Spaces for language education and alternative ontologies and epistemologies of language (Hall & Wicaksono, 2020) offering students contextualized learning opportunities to reflect on how knowledge is co-constructed and shared through multiple perspectives and collaboration. According to Dooly and Vinagre (2022), VE helps "people to see beyond appearances and simplifying discourses" (p. 400), that is, VE provides "realistic encounters" (p. 400) with users of the target language.

VE has increasingly been adopted in teacher education to prepare future teachers and continuous professional development for in-service teachers (Dooly & Vinagre, 2022). The Third Spaces created and harnessed in VE can provide pre- and in-service English teachers with opportunities to examine, elaborate, and integrate new information into their existing belief systems. As such, VE has the potential to realize SDG4 (quality of higher education) by offering a pluricentric approach and space of inclusion and diversity for students and teachers promoting cooperation across different cultures and languages.

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Abstract ID: AILA1295

Language learners and inclusive French – an obstruction to language learning?

Authors:

Nicolai Witthøft [1] [*] [^] Stockholm University

Abstract Topics: [SYMP50] Mondialisation des politiques d'équité, diversité, inclusion et justice sociale à l'université : qu'est-ce que ça change pour l'enseignant.e-chercheur.e de/en français ?

Abstract Summary:

Over the past few decades, language has become an important battleground in the quest for gender equality. At the centre of the debate is the centuries-old norm of using masculine generics to refer to people of unknown gender or groups of mixed gender. This has consistently been found to evoke male-biased mental representations when compared to gender-neutral and feminine forms, and it is argued that the ensuing underrepresentation of women and non-binary people in language helps perpetuate existing gender inequalities (Gygax et al. 2021).

However, attempts to make language more inclusive are often met with criticism. This is particularly the case in France, where the emergence of a so-called *langage inclusif* has sparked a lively polemic. Part of the explanation lies in the fact that French is a grammatically gendered language, which means that gender is virtually omnipresent and thus difficult to circumvent without innovative approaches. As a result, inclusive language is often denounced as useless, ugly, complicated, and as an obstruction to the use, processing, and acquisition of the language – both for foreign learners and native speakers. These arguments have emerged, among other places, in my own research on attitudes towards inclusive French (Witthøft 2022), in the open letters of l'Académie française (2017; 2021), and in the government's decision to forbid the most controversial inclusive forms in French schools (Ministère de l'éducation nationale 2021). However, these claims have no empirical foundation.

In light of the ever-increasing focus on diversity and inclusivity in educational contexts and the apparent spread of inclusive French, I will discuss these claims with particular attention to its place in the foreign language classroom.

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Abstract ID: AILA1297

Mother's milk? The gendering of feeding infants and young children in research published by the World Health Organization

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Abstract Topics: [SYMP62] Queer Applied Linguistics: Potential & Limits

Abstract Summary:

The World Health Organization recommends feeding children human milk for the first six months after birth due to its known efficacy in ensuring a child's health and survival. This is a major development indicator as it can be linked to reduced parent and infant mortality rates, improved immunity to a number of diseases, higher literacy rates, and extended life expectancy (United Nations, 2021). The WHO's research is intended to educate a broad audience of caregivers, whose identity must be understood in order for them to be reached (World Health Organization, 2019). By analysing the WHO's three factsheets published in English on the topic of 'breastfeeding' (World Health Organization, 2020; 2021a; 2021b), this research aims to answer two questions: In the WHO's description of feeding infants and young children, to what extent does the language assign gender to the caregiver? And, if gender is assigned to the caregiver, which features of the written language and images make this visible? The study was carried out using a mixed methods approach, where the text was first searched for markers of gender (Zaltzman, 2021) in terms of their frequency and most common collocations (app.sketchengine.eu). Both positive and negative search results were then analysed, modelling van Dijk's discourse-cognition-society triangle (Wodak & Meyer, 2001). Findings suggest the presence of both an assumption of cis-femininity in caregivers who breastfeed and a paradigm of binary cis-heteronormativity that is representative of broader societal structures and their influences on cognition. Lexicological and collocational evidence of this is seen in most notably in the inclusion of feminine markers as well as the exclusion of their masculine and gender-neutral counterparts. This study problematises the issue of inclusivity in language but was limited in the scope of what could be achieved with the data collected. Future research may be able to reveal possible ways in which the language might be adjusted to improve inclusivity of all gender identities.

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Les dynamiques de socialisation au musée : médiation et interface entre des mondes

Authors:

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Abstract Summary:

Notre proposition s'inscrit dans le projet ANR-FNR *Augmented Artwork Analysis* visant à produire une application sur tablette numérique pour une perception et une interprétation augmentées de tableaux rencontrés au musée. D'une part, le prototype mettra en évidence différentes strates d'une œuvre d'art : la dimension matérielle et plastique (textures, couleurs et composition diagrammatique) ; la dimension figurative et narrative (des personnages, des paysages et des objets qui participent de multiples récits) ; la tension esthétique entre ces deux dimensions avec sa portée rhétorique (le sensible, l'affectif, le figural). D'autre part, notre projet vise à reconnaître l'inscription des formes artistiques dans des généalogiques historiques et des *patterns* programmatiques (Baxandall 1985), à la fois en production et en réception.

Notre corpus d'analyse relève d'une observation *in situ* des pratiques des médiations au musée à travers un dispositif de captation qui passe par une pluralité de cameras (360° aussi) et de modalités de prise du son que nous présenterons. Dans un dialogue entre une sémiotique des pratiques (Fontanille, 2008) et une analyse des interactions (Mondada, 2008 ; Traverso, 2014), nous nous focaliserons sur les pratiques des guides qui constituent une interface entre les institutions et les publics et assurent une médiation *in situ* entre les objets et les visiteurs aux profils hétérogènes.

À partir d'extraits, nous porterons une attention particulière à la gestion de ressources sémiotiques plurielles (les supports utilisés par les guides, la multimodalité de l'interaction, le musée avec ses affordances architecturales et technologiques) et aux tensions dialogiques qui agissent sur le déploiement d'un discours en interaction (anticipations, reprises, citations, etc.). Les visites guidées s'affirmeront ainsi comme poste d'observation privilégié des formes de socialisation en jeu dans la mise en partage de points de vue sur les œuvres, dans la relation avec les objets qui peut avoir une vocation encyclopédique ou une tension indiciaire. En trame de fond, nous testerons l'hypothèse selon laquelle « le couplage entre socialisation *du* langage et socialisation *à travers* le langage (Duranti *et alii* 2012) montre que les pratiques discursives sont l'interface entre ces "mondes" (auto- et hétéro-référentiels) [...] » (Basso Fossali, 2021). Ceci est d'autant plus vrai lorsque la socialisation concerne la connaissance des langages non-verbaux, la traduction intersémiotique et le passage problématique entre la connaissance sensible et la mobilisation de savoirs techniques et historiques.

Basso Fossali P. (2021). Les dynamiques de socialisation. Entre l'interaction *in vivo* et le commun. *Versus, Quaderni di studi semiotici*, pp. 245-256.

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Mondada, L. (2008). Production du savoir et interactions multimodales: Une étude de la modélisation spatiale comme activité pratique située et incarnée. *Revue d'anthropologie des connaissances*, vol. 2, n°2, pp. 219-266.

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Integrating frame semantic resources into EFL instruction

Authors:

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Abstract Topics: [SYMP27] Dictionaries and their use in foreign language classes. New challenges in a multilingual, digital, and global world

Abstract Summary:

The paper reports on a study that puts a frame-inspired task-based approach to metaphor teaching into practice and investigates how lexicographic resources like FrameNet and MetaNet, which go beyond the scope of conventional dictionaries, can be integrated into EFL teaching and be of practical use to EFL learners. Frame Semantics, a cognitive linguistic theory that takes a usage-based view of meaning, ties in with Task-Based Language Teaching, which emphasizes second/foreign language learning through interactionally authentic language use. Based on the observation that the two frameworks are compatible with each other, the process of developing frame-inspired task-based lesson plans for teaching metaphor has been outlined in Dalpanagioti (2021). The aim of designing teaching materials along these lines is to help EFL learners capture the conceptual, phraseological and functional aspects of figurative language, thus developing their metaphoric competence in L2. To explore the effectiveness of the frame-inspired task-based approach to metaphor teaching, which is highly dependent on FrameNet and MetaNet, we have designed a pilot study in the context of an EFL course for first year students (of B2+/C1 CEFR level) at the School of English Language and Literature, Aristotle University of Thessaloniki, Greece. Previous teaching experience in this course, which focuses on the descriptive/ narrative genre, has shown that, although metaphors run through the reading materials used in the course, students' use of metaphors in their own productions is limited. After exposing a group of students (about 20) to the frame-inspired task-based approach to metaphor teaching and training them in using frame semantic lexicographic resources, we will analyse students' essays (about 40) in terms of linguistic metaphors by applying MIPVU (Steen et al., 2010). Findings regarding the extent and function of metaphor use will be compared with students' essays collected within the same course setting in previous academic years, during which the same topics were introduced by the same instructor but not through the proposed approach and resources. Students' perceptions and attitudes towards the use of lexicographic resources will also be reported. This research is conducted under the ASHDRA award scheme (A.S. Hornby Dictionary Research Awards 2022).

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MetaNet. https://metanet.icsi.berkeley.edu/metanet. Accessed 29 October 2022.

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The potential of writing software for developing (digital) writing skills in secondary schools.

Authors:

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Viktoria Michels [2] University of Cologne

Michael Becker-Mrotzek [3] University of Cologne

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Traditional methods of teaching are currently being transformed to meet the needs of 21st century students. In this context, technology in the classroom is becoming more and more crucial and digital and ICT literacy is increasingly becoming an essential life competence.

In this context, digital language competencies, such as digital reading and writing, play a crucial role, too. However, research shows that the usage of word processors only has an impact on writing quality when learners are provided with additional support, e.g., prompts (Graham & Harris, 2018). Furthermore, the speech synthesis provides the potential for revising texts (Dahlström & Boström, 2017).

This paper presents an ongoing non-randomized controlled interventional study, which aims to find out how students' digital texts in secondary schools are affected by word processor tools being part of a comprehensive learning environment. For this purpose, a control group (N=50) and two experimental groups (N=100) receive a reading and writing strategy training, which includes prompts as an additional writing support. Both experimental groups receive another training in the use of the word processor and its internal media tools (spell check, synonym dictionary). One experimental group receives an additional training in the use of the speech synthesis function, while the other experimental group does not. After completing the trainings, both experimental groups practiced writing texts in a digital setting and the control group in a paper-pencil setting for two weeks.

In order to measure the impact of the different writing conditions regarding i) paper-pencil, ii) keyboard and word processor with internal tools as well as iii) keyboard and word processor with internal tools and speech synthesis on the text quality (text length, spelling, structure, and content), a pre, post and follow-up test design was conducted. Students were requested to write informational texts on the basis of a given writing task in a digital and a paper-pencil based setting.

The paper will discuss preliminary findings in the three writing conditions. The evaluation of the writing processes shows, that in all groups, students generally revise their texts more often when writing digitally. Students in both experimental groups use specifically more often the spell check, and/or the speech synthesis for their text revisions. However, they make use of the synonym dictionary very rarely.

The study contributes to a better understanding of how digital media can be integrated in a learning environment to gain the potential of writing software for the development of (digital) writing competencies in the classroom.

Dahlström, H., & Boström, B. (2017). Pros and Cons: Handwriting Versus Digital Writing. *Nordic Journal of Digital Literacy*, *12*(04), 143–161.

Graham, S., & Harris, K. R. (2018). Evidence-Based Writing Practices: A Meta-Analysis of Existing Meta-Analyses. In R. Fidalgo Redondo, K. Harris, & M. Braaksma (Eds.), *Design Principles for Teaching Effective Writing: Theoretical and Empirical Grounded Principles* (pp. 13–37). Brill Academic Publishers.

Centering Multilingual Learners and Countering Racism in Teacher Education

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Based on critical analysis of the racial and linguistic ordering of Ontario schools, this presentation examines how racism and linguicism collaborate to shape the conditions under which teacher candidates learn how to teach. Our goal here is not to identify which kinds of teacher-candidate learning and practice are "good" and which are "bad." Nor do we intend to portray the ideas and practices of participants in this study as fixed or static. Rather, our analysis traces dynamic shifts in thinking and practice as participants drew on their personal, professional and academic experiences to interpret what it means to work with multilingual learners in the classroom.

Our research is situated in a jurisdiction that since 2015 requires all teacher candidates to learn about linguistic diversity and to support "English language learners," and within a teacher-education program with explicit commitments in policy and in curriculum to challenging racism and other forms of oppression. Moreover, just over half of teacher candidates in the program studied here are themselves multilingual, while just under half identify as racialized. This constellation of policy, curricular, and demographic features helps explain the generally positive disposition the vast majority of teacher candidates in our study held towards multilingualism and supporting their future multilingual learners. However, this positive disposition was often disrupted by candidates' shifting ideas about multilingualism in the classroom and emergent teaching practices that continued to reproduce racialized hierarchies of languages.

We do not read these contradictions as individual teacher candidates having failed to learn the right things, or as individual teacher educators as having failed to teach the right things. Rather, we focus instead on shifts in participants' ideas and practice as they reflected on their own lived experiences with multilingualism and racism; engaged with formal curriculum and

policy documents designed to support "English language learners"; interacted with real multilingual learners, whether in practicum placements or through video profiles called Me Maps, which were initiated through this project; and reflected on their practical experiences in Toronto-area schools. By tracing participant interactions with these people and resources, we reveal how candidates' thinking and practice changed with respect to "supporting English language learners." In many instances, these shifts provide compelling evidence of how teacher education can function as a form of white institutional listening (Daniels & Varghese, 2020), and how multilingual and racialized teacher candidates themselves learn how to function as white listening subjects (Flores & Rosa, 2015).

Despite the preponderance of this evidence, however, our primary investment in this research is in understanding how and under what conditions positive change is possible. The presentation concludes by identifying various practices and policies identified in our research as supporting the kind of changes we *do* need and how to realize them in teacher education.

Abstract ID: AILA1307

Mediation criteria towards the development of language learner autonomy.

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Vanessa Mota [2] [^] Instituto Federal do Rio de Janeiro

Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

As we take Nicolaides' (2003) view on language learning, we understand that such a process happens through social interaction, as long as there are opportunities for this to happen. Based on that, this research has been elaborated based on Sociocultural Theory (TSC) (VYGOTSKY, 1998) tenets, which take social interactions as fundamental tools for learning-and-development (NEWMAN; HOLZMAN, 2002). In this context, learning takes place when knowledge is built through mediation. Hence, in order to promote significant learning experiences (AUSUBEL, 2003; MOREIRA, 2006), Mediated Development (POEHNER & INFANTE, 2015) and Mediated Learning Experience (FEURSTEIN, FEURSTEIN & FALIK, 2010) theories were taken into consideration to stimulate learning during one-to-one teacher-student interactions in a high school context. This work presents a few results of a PhD research, in which we seeked to understand the outcomes of the implementation of mediation criteria (FEURSTEIN, FEURSTEIN & FALIK, 2010), more specifically with third year students in a federal public school in the State of Minas Gerais, Brazil. Hence, we considered the need to break away from banking education (FREIRE, 2013) as well as change its classificatory, sentential and terminal idea, to encourage mediating and emancipatory educational practices (QUEIROZ & GODOY, 2006). The data were gathered from students' narratives about their experiences, as well as from WhatsApp chats and interviews. The results showed the development of students' autonomy in Raya and Vieira's (2021, p. 5) terms, as an empowering approach that seeks to go against dominant values, as well as an individual competence to manage learning, as well as a collective interest in the service of a more democratic life, towards a vision of autonomy within a sociocultural perspective.

Extensive Reading Interventions for Young EFL Learners in a Greek Primary Education Context

Authors:

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Marina Mattheoudakis [2] Aristotle University of Thessaloniki

Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

Extensive reading (ER) aims to make covering large amounts of reading material enjoyable and thus help students become independent and confident readers (Day & Bamford, 1998; Nguyen, 2019).

Claims that extensive reading could lead to significant improvements in learners' reading speeds and thus,   reading comprehension efficiency date back 40 years (Elley & Mangubhai, 1981). A recent meta-analysis of extensive reading research(Nakanishi, 2015), along with recent articles on ER reinforces the idea that it can prove beneficial for students' L2 reading skills (Suk, 2017; January, 2018).

 Drawing upon quantitative data, the purpose of this research is to explore the possible benefits of an E.R. project on Year 4 and 5 EFL students (9-10 year-olds) in a Greek Public Primary Education framework. More specifically the study investigates the effects of ER on young learners' general reading competence and their reading comprehension ability. During School Year 2021-22 the students in a School in Thessaloniki were offered a one-hour ER treatment per week: Students have read booklets from two different reading

programmes: the " A to Z reading" Series of Readers as well as short stories from the Monkey Pen Series, which are both aimed at native learners. Finally, the students were exposed to authentic Children's Literature material.

For the assessment of learners' overall reading competence two tools have been used: Oral Reading Fluency tests (Hudson et al., 2005) and Reading Age Tests (Toe by Toe Reading Age Test). Cambridge YLE Movers and Flyers Tests have also been administered for the assessment

of the participants' reading comprehension. Two groups of EFL learners participated in this research: the experimental group (students exposed to the ER programme) , which consisted of 40 Year 4 and 5 students, and the control group, which consisted of another 40 learners of the same age group from a neighbouring school. The control group did not receive any ER treatment. Pre-tests and post-tests were taken by both cohorts before and after the treatment. The results of the study were very encouraging as they indicate clear advantages for the ER group.

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Abstract ID: AILA1314

Civil society engagement in research and innovation – discourse analytical insights from Horizon Europe reference documents

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

This paper explores the prioritization of cooperation and collaboration with civil society in Horizon Europe reference documents. Horizon Europe is the world's largest research funding programme, spanning 2021-2027. It is important to study the reference documents that shape the programme, as the texts reflect the values, goals, and expectations of the European Union towards the future. This paper discusses how crucial issues such as inclusivity, diversity, and gender, among various others, are positioned and prioritized in the documents. It also provides insight into how the European Union discusses civil engagement and the cooperation of people in reaching societal goals. This analysis is conducted with discourse analytical methods and social positioning theory. Discourse analysis allows the analyst to closely study language in use (Jones, 2012), while connecting the language to its broader social context. Social positioning theory supports the analysis as it enables the observation of "the roles that are recognizably allocated to people" within social structures (Davies and Harré, 1990/2007, p. 56). Following the outbreak of the COVID-19 pandemic, the EU has emphasized the importance of strengthening the resiliency of people and the commitment to "leaving nobody behind" (European Commission, 2021). Engagement with citizens is strongly encouraged across actions. The green and digital transitions, aiding the journey toward climate neutrality, are also part of the strong rhetoric of the EU. This paper provides answers to the following questions, among others:

- How are issues of equality, inclusivity, and public awareness present across the Horizon Europe reference documents?
- To what extent do the documents value the role of citizen engagement and cooperation in the research actions tackling societal challenges?
- How do the reference documents reflect a prioritization of minority languages, linguistic social issues, diversity, ethnicity, and gender in research actions across various fields and disciplines?

This paper is beneficial to researchers applying for EU grants, and to all interested parties. It provides a valuable multidisciplinary view of how social responsibility and citizen engagement is connected to various fields, such as health, culture, security, technology, climate, energy, bioeconomy, and the environment.

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Abstract ID: AILA1315

Jargon as mortar in experts' communication: the case of finance

Authors:

Marlies Whitehouse [1] [*] [^] Zurich University of Applied Sciences

Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

Mutual exchange and teamwork are key for financial analysts in their workplace: the qualified feedback of work colleagues and peers allows for rethinking and reassessing calculations, conclusions, and recommendations. This requires a shared language that facilitates in-depth discussions of each other's considerations, assessments, and text products. At the same time, this shared language acts as separator from other stakeholders as financial jargon is difficult to understand for persons with low financial literacy (e.g., OECD, 2020).

Analyzing the multiple factors that shape and influence the shared language of financial analysts, reveals three key drivers. First, the double-bind situation (Watzlawick, Beavin, & Jackson, 2011) in their work environment puts financial analysts in a difficult position as they can never fulfil the (contradictory) requirements, no matter what they do: they have to provide accurate forecasts of future developments with low visibility and at the same time, their performance (that impacts their payroll) is measured by exactly these forecasts. This led to the development of an industry-wide shared language of financial analysts that is characterized by strategic formulations, and hedging phrases. Second, the profound knowledge of the mechanisms, interdependencies, and decisive factors in the financial industry requires a specialized vocabulary for an accurate and unambiguous exchange amongst work colleagues and peers. Fiancial analysts are highly dependant on peers since they influence each other with their forecasts and they are compared with each other with reference to the consensus estimates. And third, experts as the financial analysts tend to assume that all stakeholders understand their shared language, used as a matter of course in their professional setting, whereas there actually is a need for intralingual expert-to-layperson translation for the target audience.

In my presentation, I first provide an overview of the working context of financial analysts (part 1), based on several transdisciplinary collaboration projects and on 25 years of ethnographic research in the field (part 2). From a theoretical perspective, I then analyze the key drivers of shared languages in this professional setting (part 3), and from a practical perspective, I discuss the key drivers' effects on the workplace and on the work of financial analysts (part 4). I conclude by showing how shared languages in financial analysis impact the communication within the industry and which implications result for society at large.

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Abstract ID: AILA1316

A multilingual approach for higher education: the case of foreign language major students

Authors:

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Marije Michel [2] University of Groningen

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

Students majoring in modern foreign languages (Bachelor degree) in the Netherlands can follow up to 90 ECTS of content classes in another language than their major language. Usually, these classes are given in English used as a lingua franca. As a result, the entire linguistic repertoire of the students present in the classroom is not used at all. Besides the lost opportunity that this represents, it also makes it difficult for students to reach a high level in their major language (usually C1 of the European Framework of Reference).

In addition, a critical attitude toward English as the sole means of communication in higher education aligns with growing concerns about the power of English in academia in particular and in internationalization in general (Michel et al., 2021; Finardi, 2014). While English as a lingua franca can be a successful way for people from different language backgrounds to communicate with each other, it is not the only solution. Moreover, it does not do justice to the European ideal of multilingualism and pluriculturalism that are high priorities for Europe.

In this presentation, we will present the results of an ongoing project which implements a multilingual approach in content classes usually given in English only. In this project, we used strategies from the "translanguaging" approach (Cenoz, 2017; Duarte, 2019), which is a didactic model that makes multilingual communication a success by applying a combination of theories on language awareness, multilingualism, language comparison, mutual understanding, mediation, Content Language Integrated Learning and immersion.

During the presentation, we will show how we engaged students to participate to the project, how we designed the activities and the learning outcomes and how we taught students a new set of strategies and skills to be able to work together multilingually and still work on the development of their major language. We will also show you the results of a survey and a panel discussion on the effects of this multilingual approach as perceived by the students and the teachers involved.

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Abstract ID: AILA1319

Using Memes as a Genre to Explore TESOL Student Teacher Identity

Authors:

Kristina Lewis [1] [*] [^] Illinois State University

Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

Memes are cultural units, or ideological discourses, that circulate throughout society, spreading and remixing ideas about who we are and how we behave; *internet memes* are digitally-mediated viral media, usually a combination of text and image, that circulate particular discourses about social issues, groups of people, politics, etc. (Wiggins, 2019). Internet memes have been shown to demonstrate shared cultural identity (Mortensen & Neumayer, 2021) and to challenge or reinforce dominant paradigms (Gbadegesin, 2019).

I used the genre of a particular internet meme, "What People Think I Do / What I Really Do" (Regnier, 2012), as a way to elicit TESOL (Teaching English to Speakers of Other Languages) graduate students' perceptions of their identities as student teachers. Drawing on the conception of identity as shaped by both how one thinks about oneself and how one is perceived by others (Gee, 2000, 2015), I invited student teachers to choose images/text that represented both how they saw themselves and how they perceived that influential others-such as their practicum instructor, supervisor, students, or family members-saw them *as student teachers*. As part of a larger ethnographic and discourse analytic study on student teacher identity development during the TESOL practicum, eight transnational, multilingual, focal student teachers created these "identity memes," which they shared with each other. I then engaged the focal student teachers in a descriptive review process (Kapadia-Bodi, 2016), wherein they analyzed the images, patterns, and questions raised by their individual and collective identity memes.

In this paper, I describe the arts-based methods (creating, sharing, and analyzing the identity memes) that I engaged in with the student teacher participants, then highlight some of the themes that emerged from their collaborative analysis, such as: how student teachers' perceptions are influenced by societal expectations of teachers, students, and classrooms; how the images reflect multiple and confluent sources of stress and pressure on student teachers; and how student teachers' expectations for themselves do not always match with their realities. I conclude with reflections on the possibilities and constraints of using a well-known meme genre for identity-focused research within language teacher education.

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From Talk to Text: Ethical representation of participant voice

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Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

The choice of interview as a research tool is usually made because of the particular affordances of an in-person conversation, in contrast to a questionnaire or written documentation. Each interview is a unique social interaction, and the goal of interview research tends to be particularity, contextualisation and nuance, rather than simplistic generalisations. Research interviews, therefore, allow for an in-depth exploration of participants' perspectives on the research issue, offering of 'an understanding of the world from the subjects' points of view, to unfold the meaning of peoples' experiences' (Kvale,1996, p. 1). The direct interaction between interviewer and interviewee, occurring in real time, generates flexibility, allowing the interviewer to 'press not only for complete answers but for responses about complex and deep issues' (Cohen et al., 2018, p. 506). Crucially, interviews give voice to the participants: rather than being obliged to use closed responses, such as a scale or multiple-choice questions, participants respond 'using their own words' (Braun & Clarke, 2013, p. 78). So, for researchers keen to understand human situations, contexts and phenomena, interviews seem to be a wholly appropriate choice to fully represent the complexity of human thinking, behaviours and actions.

However, it is important to think critically about the ethics of representation when presenting data from interviews. Many articles make claims about their interview data: for example, that they 'offer a more accurate assessment of the impact of life events on any individual' (Fallon, 2008, p .387). Whilst this may be true, there is an ethical responsibility on the researcher to ensure that participant voices are represented as accurately as possible, avoiding bias, partial representation or cherry-picking of the data.

Drawing on interview data from an international comparative study funded by the Norwegian Research Council, which is comparing language use and instruction across contexts ('LANGUAGES'), this presentation will examine the ethics of representation when using interview data among teachers and students in secondary school in three different countries: Norway, England and France. It will do this in two ways. Firstly, we will consider how the design of the interview schedule and the data collection process is intrinsically linked to ensuring the integrity of representation – particularly in relation to interviewing technique, transcription decisions, and methods of data analysis. Secondly, we will address how participants' voices should be represented in publications, notably the clarity of the link between data analysis processes and form of data presentation; how quotations will be used and the contextualisation of quotations; and direct attention to contradictions in individual participants' data, plural and sometimes contrasting voices, and alternative perspectives between participants (e.g. teachers and students in the same class).

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Abstract ID: AILA1322

Language Repertoires, Plurilingual Profiles and Multilingual Needs of Adult Refugees and Migrants in Greece and Italy: Issues of SLA in L2 Greek and L2 Italian

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Abstract Topics: [SYMP23] Changing communities, changing worldviews: Rethinking migration and learning languages other than English

Abstract Summary:

The issue of language education of adult refugees plays a very important role in the integration of refugee and migrant populations and the recognition of linguistic repertoires and multilingual needs may form the planning dynamics of relevant programs and tailormade courses. Linguistic integration and their actual language needs may be rather complicated for those who are either residing temporarily or permanently settled, and use either lingua francas or their mother tongue to communicate with others. These exact needs in the Italian context have been identified by Bianco & Ortiz Cobo (2019, p. 12) and in the Greek context this reality has been pointed out in Mouti et al (2021). As Bianco & Ortiz Cobo (2019) mention refugees usually own a rich multilingual repertoire, also due to their migration path and the practice reality shown by their research demonstrates that the Italian language is not the only language spoken in Italy by refugees. In social contexts such as the workplace, other languages are also spoken. In the CoE Toolkit Piloting in Italy (Rocca, 2017), the most strongly represented languages included in the migrants' repertoires as reported by the volunteers were in alphabetical : Arabic, Bambara, Bangla, Dari, English, French, Krio, Kurdish, Mandinca, Peul, Pidgin, Portuguese, Urdu, Wolof. In Greece, classes highly diverse in terms of the language competence, literacy, and linguistic backgrounds of the students have been identified, in many cases ranging from illiterates without any knowledge of TL (mainly Greek) to educated students (see Kantzou et al (2017), Mouti, Maligkoudi & Gogonas (2021). A variety of languages were reported in different studies: Arabic, Farsi, Urdu, Bangla, Punjabi, Pasto, Balochi, Lingala, Persian, Dari, other African dialects but also English, French and Greek. However, the main issue in the Greek context is that according to Kantzou et al (2017) the field of language education provided to migrants and refugees is fragmented, mainly depending on the initiatives taken by individuals, NGOs or institutions operating on a local level and up to now we are not aware of a more general/unified/at least at a national level approach. Plurilingual profiles, linguistic repertoires and multilingual needs of adult refugees and migrants will be assessed and identified through multilingual assessment techniques, with a particular focus on L2 Greek and L2 Italian and the main purpose of this study is toinvestigate the interconnection of issues of multilingualism and language use with the language repertoires of adult refugees and immigrants with a focus on the acquisition of L2 Greek and L2 Italian. This research project aims at examining and assessing: Linguistic Repertoires, Literacy Profiles (when needed), Multilingual/Language Needs, Uneven Profiles of L2 Greek or L2 Italian. Development and use of methodological research tools for this study will be mainly based on the existing tools developed by the Council of Europe under the LIAM-LAMI and LASLLIAM Projects.

Minority and majority language children in CLIL (French/German) and regular French classes in Bavarian Elementary Schools – Longitudinal results from the Bavarian program 'Bilingual Elementary School French'/'Bilinguale Grundschule Französisch'

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Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

The effectiveness of bilingual elementary school programs in comparison with mainstream foreign language programs remains an important research topic (e.g. Wesche 2002; Zaunbauer et al. 2012). For example, more recent research has shown that pupils' foreign language competencies are strongly affected by the overall intensity of a foreign language program and that an intensive mainstream program can be at least as effective as a less intensive CLIL program (cf. Steinlen 2018). Another variable that has recently gained increased attention in studies comparing students attending regular foreign language lessons or CLIL programs is linguistic background. Whereas many children are still learning their first foreign language at school as an L2 because they grow up with only one language (hereafter referred to as majority language children), there is also an increasing number of children who grow up with more than one language and for whom the first foreign language is already an L3 or L4 (cf. Steinlen 2021).

The current study examines the data of more than 400 Bavarian elementary school students who have either attended a German-French CLIL program or a voluntary regular French program in which French is taught for two 45-minute lessons per week. In the CLIL program, the students are taught both in French and in German in subjects such as mathematics, science, physical education, music and art whereas the students who receive two voluntary French lessons per week are taught all school subjects in German. The major goal of the study is to determine which level of competence majority language and minority language students attending either the CLIL program or the regular program can reach in the foreign language French, the majority language German and in mathematics. A second goal is to identify similarities and differences in the minority and the majority language children's development of French from grade 1 until the end of elementary school in grade 4.

In order to examine these research issues, a large test battery including standardized and non-standardized tests as well as questionnaires is employed. The tests examining the children's French skills had to be developed by the research team itself because standardized tests suitable to adequately assess the French skills of the different learner groups compared in the Bavarian school project are not available.

One finding of the study is that whereas majority language students tend to achieve better results in French in the regular

program after the first year of learning, minority language students tend to achieve better results in the CLIL program at the end of the second and third year. In other words, the longer the children are exposed to the foreign language, the more the minority language students seem to benefit from the CLIL program. We will not only discuss possible reasons for findings like these, but we will also describe teaching strategies and examples of promising practices suitable to support elementary school students from various linguistic backgrounds in CLIL classes and regular foreign language lessons.

Abstract ID: AILA1324

Disalignment strategies in a collaborative online serious game

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

In this contribution, we analyze the data that have been collected within an interdisciplinary project on embodiment in collaborative serious games for soft skills training in Lyon (France). During the game, participants can communicate with each other through a webcam and a microphone. As for the game setting, players are members of the crew of a submarine that suffers damage and needs to be repaired. The player taking her/his turn has an immersive view of the room s/he is in, while the inactive players have access to the plan of the submarine. By relying on the plan of the submarine from a bird's eye perspective, the inactive players can guide the active player and inform him/her of possible damage and flooding.

During video game sessions, participants who are playing may receive advice or instructions from co-participants about the game actions to be accomplished during their own turn. In doing so, the co-participants are not merely limited to a spectator role (Baldauf-Quilliatre & Colón de Carvajal 2021), but they position themselves in an encompassing game perspective by prefiguring future single moves and also sequences that concern the actions of the whole team of players. Game strategies emerge and can be illustrated by extended turns-at-talk.

In this contribution, we focus on the conversational resources used by players for disaligning when teammates propose actions to be realized in the ongoing game round. A current player can exhibit disalignment from an envisaged prospective action through dispreferred resources (silences, outbreaths, non-lexical vocalizations), by responding verbally and arguing against the co-participant's proposal or by rejecting responsibility for the action mentioned as possible next accomplishment (e.g. by saying "I don't know"). The player can also suspend the course of game actions and mobilize other teammates by soliciting their opinion on the actions to be taken and, in a broader perspective, on the strategy of the game which also involves the future actions of the other players (Reeves et al. 2017). In our data, these suspensions can be

realized by movements of the cursor, which can be positioned on a specific designated object in the video game interface without the current player clicking on it.

The study of strategies that participants deploy during this collaborative serious game makes it possible to identify the emergence of disagreements between the members of a team. More generally, this gaming activity is to be considered as a site of observation where certain interactional skills can be highlighted from an applied linguistics perspective (Fasel Lauzon et al. 2009). The analysis of disalignment strategies makes it possible to scrutinize the ways in which participants express and crystallize their disagreement about the scenario of future in-game actions, which is always subject to negotiation.

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Étudier la parole-en-interaction lors de visites guidées, entre recherche appliquée et formation professionnelle

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

Notre proposition s'inscrit dans le projet *Augmented Artwork Analysis* visant à produire une application sur tablette numérique pour une perception et une interprétation augmentées de tableaux au musée. Le prototype mettra en évidence différentes strates d'une œuvre d'art : l'organisation plastique (textures, couleurs et composition) ; la dimension figurative et narrative (des personnages, des paysages et des objets qui participent de multiples récits) ; la dynamique esthétique (les sens, la sensibilité et les affects des spectateurs).

Notre corpus d'analyse relève d'une observation *in situ* des pratiques des médiations au musée à travers un dispositif de captation qui passe par une pluralité de cameras (360° aussi) et de modalités de prise du son que nous présenterons et problématiserons. Dans un dialogue entre une sémiotique des pratiques (Fontanille, 2008) et une analyse des interactions (Mondada, 2008 ; Dufiet 2012), nous prêterons attention aux paroles échangées entre les participants pour ce qu'elles impliquent une articulation complexe entre une expérience de l'œuvre *in situ*, un discours sur l'œuvre face à soi et d'autres objets (des productions culturelles et artistiques dans le même musée ou dans d'autres espaces). Nous devrons ainsi prendre en compte la dimension spatiotemporelle du déploiement des interactions où repérer et décrire, d'une part, la négociation du parcours avec ses anticipations et ses rappels (séquentialité, transition entre les pièces, les salles et les œuvres) et, d'autre part, les relations qui s'instaurent entre le groupe et l'espace du musée, entre les guides et les publics.

Dans la perspective d'une analyse linguistique et sémiotique appliquée, nous étudierons de manière privilégiée la complexité qui agit dans le déploiement d'une parole-en-interaction sur les tableaux, entre une trame narrative préparée à l'avance et une expérience toujours renouvelée de l'œuvre (des ouvertures occasionnées par l'intervention des publics, la découverte de détails jusqu'alors inaperçus). En nous appuyant sur notre corpus transcrit et annoté via le logiciel ELAN, nous montrerons les différentes formes de rhétorique qui infléchissent le cours de l'interaction dans la mise en partage de sensibilités, de connaissances et de valeurs. Il s'agira notamment de souligner en quoi l'étude de visites guidées aux formats multiples (avec notamment des variations de durée, de nombre d'œuvres commentées et de technicité des termes mobilisés) constitue une étape préalable nécessaire à la production d'un discours des chercheurs sur les œuvres et à son implémentation dans une application numérique. En horizon de notre réflexion, nous interrogerons en quoi l'analyse des pratiques de médiation en interaction pourrait constituer un outil pertinent pour la formation initiale ou continue des guides dans la négociation d'une vision professionnelle (Goodwin, 1994).

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Abstract ID: AILA1328

Educational policies and innovations. Presenting the EAN Project in Greece

Authors:

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Abstract Topics: [SYMP53] New insights into early language learning

Abstract Summary:

In this presentation we will shortly introduce the main and most innovative features of the EAN project in Greece, a national and European funded programme.

The EAN project aims to support the introduction of the English language through specially designed educational scenarios and creative activities for preschool children. This is an innovative action taking place in the context of the reforms introduced in the country's education system and the priorities of the educational policy aimed at upgrading this system at all levels of education.

The EAN team is an interdisciplinary team consisting of university faculty members, and special teaching staff, technical personnel, researchers, and external collaborators.

The main goals of the project are:

- the design and implementation of the necessary training programme for English language teachers, pre-primary teachers and the school administrators involved
- monitoring and supervising the introduction of the English language in pre-primary schools and the collection of evidence from all the key stakeholders in the implementation of the programme
- the development of educational material in order to provide teacher support and,
- the design of the finalised form of teacher training educational material based on the needs of the participants and utilising the data that will be collected in the process of introducing the English language in pre-primary schools.

The educational strategic design of EAN is based on a top-down and bottom-up approach, actively involving all stakeholders (policymakers, academics, education leaders, teachers, parents and children) in the process. A mixture of qualitative and quantitative methodology has been designed to gather data from all stakeholders for the assessment and evaluation of the programme.

A MOOC methodology was used for the training of the EFL and pre-primary teachers. The emphasis on cultivating a 'culture of co-operation' within the local but also intercultural society through EFL can become a paradigm shift towards a more humanistic view of educational practices.

In designing educational materials, EFL in pre-primary schools is not treated as a separate or an isolated subject in the Greek curriculum but is integrated in the existing school programme and therefore CLIL educational scenarios are devised for the project. The materials are developed in the form of CLIL educational scenarios often using a puppet that creates the communication need for learning and communicating in English, thus providing context and purpose. The aim is to devise and inspire quality-learning experiences so as to promote children's holistic development in a meaningful way.

Abstract ID: AILA1330

La interpretación remota en un mundo globalizado

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Abstract Topics: [SYMP77] El español de especialidad: teorías, métodos y aplicaciones

Abstract Summary:

A partir de la incidencia global de la pandemia provocada por el COVID-19 en todo el mundo, la interpretación de conferencias, al igual que todas las demás esferas de la actividad humana, ha debido experimentar una rápida adaptación a las nuevas condiciones de vida. Así, los medios tecnológicos disponibles en el mundo actual han propiciado la consolidación y rápido desarrollo de la interpretación remota.

En este estudio, apoyándose en presupuestos teóricos sobre historia de la interpretación y, metodológicamente, a través de una encuesta a una muestra de población constituida por cien intérpretes profesionales de varios puntos del mundo, se pretende averiguar si la interpretación remota constituye un giro definitivo en la profesión de la interpretación, así como conocer cómo se ha desarrollado el pertinente y rápido proceso de adaptación, y analizar las ventajas y desventajas que encuentran los intérpretes en esta modalidad de la interpretación remota.

Los resultados del estudio muestran que la interpretación remota se ha impuesto con preponderancia durante la pandemia y que, tras ella, continúa conviviendo con la interpretación presencial, de forma que su auge a causa de factores externos puede ponerse en correlación con el de otras modalidades en el pasado. Del mismo modo, las respuestas a los cuestionarios por parte de los intérpretes permiten detallar toda una serie de aspectos relativos a la interpretación remota, como, entre otros, la pertinencia o no de la formación previa, las plataformas mayormente empleadas o qué prefieren los profesionales de esta nueva situación comunicativa.

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Brazilian Current Language Policy: Excluding Brazilian Minorities Languages

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

The Brazilian linguistic landscape is highly complex. In addition to Portuguese, which is the official language of the country, around 180 indigenous languages and at least 45 immigration languages – i.e., languages that were brought to the country after 1880 by immigrants from Germany, Italy, Japan, Spain, etc. - are currently spoken in Brazilian territory (Cavalcanti & Maher, 2018; Diniz & Ribeiro da Silva, 2020). In recent years, the country has been receiving new waves of migration from countries such as Haiti, Venezuela, Syria, etc., what has strengthened its linguistic heterogeneity. Moreover, given that Brazil shares borders with 10 countries, several languages are present at the frontier, including Spanish, Aymara, Guarani, Jopara, Quechua, French, and English. Taking this linguistic complexity into consideration, the Brazilian Educational Law passed in 1996 established that local communities could chose the "second language" to be included in their schools' curriculum as a "foreign language class". A community of German descent, for instance, could include German as a "foreign language" in their schools to keep its heritage. And a city located on the Brazilian border with Argentina, for example, could include Spanish in its schools. Thus, it would be possible to state that the Brazilian language policy established in 1996 created legal conditions for minority language communities to cultivate their heritage languages and/or the language of their international neighbors. However, this law was modified in 2017 with the rise to power of a right-wing conservative party. The new version of this law made the teaching of English mandatory in the Junior High and High School. Other language can only be included in the curriculum as an elective class in the first year of Hight School. Thus, it can be said that the current Brazilian language policy favors English and creates difficulties for the cultivation of heritage and/or border languages. This new language policy may jeopardize the survival of languages spoken by existing minority linguistic communities in Brazil. Although little time has passed since the implementation of this new policy, there is already evidence that it is threatening the survival of Spanish in Brazilian schools' curricula. Initial data from the State of Minas Gerais, for example, indicate that the number of Spanish classes in public schools decreased significantly after 2017. The same trend is being observed regarding the number of new enrollments in Spanish Teachers Training Programs. Obviously, this is a trend that may or may not be confirmed by detailed research. At this point, it may be assumed that, due to its power as a language policy instrument (Shohamy, 2006), Brazilian Educational Law is sending a clear message to Brazilian society about which languages matter and, therefore, it may put many minorities language at risk.

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Bi-directional Decoloniality in Applied Linguistics: A Lao-German cooperation project

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

"*We shall not cease from exploration/ And at the end of all our exploring/ Will be to arrive where we started/ And know the place for the first time.*" (from T.S. Eliot, Four Quartets, 1943)

Practice

The teaching and learning project between a German University of Education and seven institutions of education in Lao P.D.R. was jumpstarted in 2015 in a high-risk experiment between two maximally distant countries. To date, 77 German-Lao teacher-tandems have worked and taught together for 2-6 months in this transnational PLC (Professional Learning Community), resulting in augmented teacher identities with Global Commitment. Living and tandem-working in a Communist-Buddhist country with LDC- and HIPC-status, which had only opened its borders to the world in the 1990s, was the most potent foil possible for perceptions and experiences to throw back some starkly magnified self-images and to "unlearn" epistemes and worldviews.

Research

In this liminal space, many participants engaged in guided self-reflexive research in the post-phase to clarify the perceived discrepancies. The academic output includes B.A. and M.A. theses, doctoral dissertations (in-progress), conference papers and conferences, a project blog (363 articles, 85 pages, 2 million hits, 400,000 users), and two new seminars ("Global English(es), Global TEFL and Global Citizenship Education" in the B.A. and "Decolonise Your Mind: Postcolonial Theories and Literatures" in the M.A. degree). The second Erasmus+ Mobility project is in operation, and affiliated partners in the Asia-Pacific (Hongkong, Melbourne, Wuhan) are mapping out new ways of cooperation.

Following the first exploratory years in the field (Spiral Participatory Action Research), the extensive collection of data is reviewed in a mixed-method and decolonial research design. Postmethod pedagogy, retrospective interviews, collaborative autoethnography and critical content analysis serve as instruments for alternative ways of knowledge(s)-production. They scaffold processes of inquiry and epistemological de-linking and point to blind spots and lexical gaps in the academic discourse of the Global North, for starters.

"*The only way to decolonise is to do it. [...] It needs people who are able to embark on such a journey and return with tales to tell of what happens when decolonising is attempted in foreign languages learning.*" (Alison Phipps, "A Short Manifesto for Decolonising Language Education", 2019, p. 5)

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Abstract ID: AILA1333

Maximising the potential of L2 input for early L3 development: The case of plurilingual audiovisual input

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Abstract Topics: [SYMP60] Original version television and language learning: latest research and future challenges

Abstract Summary:

Research has consistently shown the positive effects of original version television for second language (L2) development (Montero Perez, 2022). However, mere exposure to audiovisual input is not sufficient for language learning to occur, given that processing audiovisual input requires a certain proficiency level - Danan (2004) suggests that an intermediate level is the necessary proficiency threshold. To date, the majority of audiovisual input studies have focused on high-intermediate proficiency students, and we lack research dedicated to beginner learners. Therefore, it remains an empirical question how audiovisual input could support lower proficiency level learners (pre A1-A2). One solution that audiovisual input researchers have been exploring is viewing with L2 audio but with subtitles in the viewers' L1 (e.g. Gesa & Miralpeix, 2022). Yet, this poses problems for teaching L2s other than English, as a large proportion of TV shows and films are originally in English, with English audio. Although one could work with English media dubbed into another L2, this may lack ecological validity. In this study we propose the use of plurilingual audiovisual input combining viewers' L2 English in the soundtrack, and an L3 target language in the subtitles to promote early acquisition from original version television.

The present study is an ongoing experiment that completed pilot data collection in spring 2022, with the main data collection taking place in autumn 2022. Data for this study will be collected from Dutch university learners of Spanish (beginner level). The pre-/post-test design includes watching twelve full-length subtitled episodes (264 minutes) of an English comedy TV series with two groups: experimental and control (only tests). The experimental group, native speakers of any language other than English or Spanish with the majority being L1 Dutch, watches the episodes in English (the participants' L2) with the Spanish (L3) subtitles. The participants are beginner learners of Spanish in their first months of language instruction. The target items for this study are 50 lexical and multiword units that frequently appeared in the TV series, such as *caja fuerte* and *congelado*. The target items are tested by the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996), also including distractors. The participants also complete Spanish (Lextale-Esp, Izura et al., 2014) and English (V_YesNo, Meara & Miralpeix, 2015) vocabulary size tests as indicators of their proficiency levels in the two languages. The participants watch the episodes over four sessions and are rewarded for participation.

In their post-experimental interviews, the pilot study participants reported that they enjoyed the experience of watching in English with L3 subtitles. In addition, posttest results indicated an improvement in terms of vocabulary gains. In our presentation we will present the statistical analyses of the data collected in autumn 2022 of a larger group (N>30). Based on our findings, we will discuss how beginner learners could start exposing themselves to original version

television even before they reach the necessary proficiency threshold. The results will also be discussed through the multilingual approaches to language learning and teaching (Cenoz & Gorter, 2021).

Gigification of ESL/EAP instructor work in the neoliberal academy

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

Higher education is undergoing substantial reforms in accordance with a neoliberal ideological turn, including *adjunctification* (Harvey, 2005; Aronowitz, 2000), defined in the applied linguistics context as "the push for institutions of higher learning to hire as many adjuncts (part-time, nonbenefited employees) as possible to teach courses at a lower rate and without job security" (Marcotte, 2020, np). In Canada, Rose (2020) statistically analyzed the 2019 Canadian Union of Public Employees (CUPE) Database on Academic Employment in Canada to demonstrate how more than half of all postsecondary teaching positions are staffed from an adjunct reserve pool of "low paid and marginalized academic workers" (p. 15), particularly in education services such as EAP programmes. Globally in higher education, a similar trend is happening (Ball 2012; Childress 2019). Here, we address the transformation of the work of one such group of marginal teaching staff impacted by the neoliberal turn in universities, ESL/EAP instructors who work in English Language Centers (ELCs).

In this presentation, we will describe how discourses of professionalism, insecurity, and exploitation among English as a second language/English for Academic Purposes (hereinafter ESL/EAP) instructors and curriculum-level administrators at two Canadian universities construct their understandings of fair work within and against their current working conditions. Instructors' understandings are examined in a nested manner, in keeping with social positioning theory (Lawson 2022). Via discourse (Blommaert 2005) and thematic analysis of ESL/EAP instructor job advertisements and semi-structured interviews with instructors and administrators of these ESL/EAP programmes, we will illuminate how ESL/EAP instructor work is increasingly rendered un(der)paid, constantly evaluated, surveilled, and precarious not just in Canada but globally. Viewed through the lens of "magic time," an infinite category of work time, we will explore the frustrations of ESL/EAP instructors who recognize their own exploitation. The relevance of this study is described in relation to the growing numbers of international students at Canadian universities who require a more robust infrastructure supporting their needs, while the ESL/EAP instructors who provide these programmes are increasingly made disposable through contingent employment relationships, known among contract professors in higher education for-credit courses as adjunctification. We suggest that focused global advocacy and action is required, targeting decreased gigification of ESL/EAP instructor work.

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Abstract ID: AILA1335

Dynamics of Pragmatic Change in the Teacher's Instruction in the Initial Phase of an EFL Lesson.

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

Oral instruction is one of the most studied areas in classroom discourse research. It mostly focuses on the type of instruction (explicit, implicit, direct, or indirect), methodological aspects, learners' perception, and the impact on the learners. These aspects reveal themselves as salient within the instructional phase of a lesson. Pragmatic aspects of teacher instruction as part of classroom discourse, as well as the functions of teacher instruction in the *initial* phase of a lesson have a lack of proper attention. During the initial phase, the teacher and learners communicate each other about their agreement to conduct a lesson (Mehan, 1979). The current study focuses on the dynamics of *pragmatic* change in the teacher's instruction. The initial phase (~ 3 min. long) of two lessons of English reading comprehension in a Dutch public school (HAVO 5 and Atheneum 6) were coded for illocutionary acts and speech acts according to the Speech Act Theory of Austin (1962) and Searle (1965), pragmalinguistic strategies (Blum-Kulka et al., 1989), topic change and power bases (Reid & Kawash, 2017). We aimed to investigate the dynamic aspects of teacher instruction from the pragmatic perspective: discursive strategies the teacher used to redirect the learners' attention from the "phatic communication" (Schneider, 1987:247) to classroom activities. The results have revealed that pragmatic strategies are crucial for successful instruction. Different speech acts and pragmalinguistic strategies indicate the change in the illocutionary force of the teacher's instructional proposition, allow establishing and regulating social power, and redirecting learners' attention from phatic communication to classroom activities. The teacher may allow learners to chatter and use their conversations as a resource to switch language from heritage (NL) to foreign (ENG).

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The similarities between NLA (Neurolinguistic approach) and DUB (Dynamic Usage based) principles in L2 learning of young beginners

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

We aim to present in this symposium the results of an experimental study which took place from 2019 to 2022 in French junior high schools and covered 8 classes of year 7 (11 years old pupils, nearly 200 participants) in three different environments: priority education, semi-urban and semi-rural. Indeed, second language (L2) learning in school often causes at least three recurring problems: irregular pleasure in learning, difficulty in expressing oneself orally, and an insufficient level of proficiency (McAllister & Narcy-Combes, 2011). While French teenagers skills are gradually improving in writing, the ability to express themselves orally remains weak. The questions of how to acquire the L2, and therefore how its oral acquisition works, arise first and foremost in our study.

A pedagogical method, called the Neurolinguistic approach (NLA) by its designers (Germain and Netten, 2012) developed in Canada showed benefits in response to these problems relating to motivation and oral production (Germain, 2018). Most of its fundamental principles are based on the same principles as DUB approach: Exposure first, Frequency of exposure through repetition, Associative learning through multimodal real life exemplars (Backus, 2012). The general objective of our work is to measure for the first time in our educational context, if an approach like the NLA which favors implicit oral acquisition, as well as a project-based approach, allows more confidence and more acquisition of oral language skills. The challenge here is twofold: would an implicit oral teaching based on the principles of the DUB approach in the context of extensive learning (4 hours per week) improve the average oral level? And would the pleasure of learning a second language be increased by these principles?

Our work is both qualitative and quantitative with 4 experimental classes that teached NLA (after training and one-year follow-up of the teachers) and 4 control classes. We conducted comprehensive semi-structured interviews with a sample of learners participating in the experiment (52 pupils in T1

and T2), and participating teachers. We coupled these interviews with the measurement of the oral interaction skills of their pupils. Indeed, we assessed the ability of each pupil to interact orally using the OPI rating scale (Oral Proficiency Interview) whose objective is to assess the ability to use a language orally in real situation.Finally, we used AEQ-E achievement emotions questionnaires to determine students' feelings about L2. We will see that the DUB and NLA principles facilitate the use of spontaneous oral interaction in 11 years old beginner learners.

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Abstract ID: AILA1339

How do Finnish teachers describe and evaluate their professional competence and development expectations? A linguistic approach.

Authors:

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Abstract Topics: [SYMP18] AILA Europe Junior Researcher Meeting (JRM)

Abstract Summary:

Expectations regarding the role and competences of teachers in Finnish comprehensive schools are currently subjected to changes that derive both from societal changes affecting schoolwork and top-down official requirements. Linguistic research can shed light on how these competence development expectations and requirements are communicated, how teachers and their supervisors negotiate these goals, and how teachers themselves talk about their development as a teacher.

In this paper, I explore the ways in which this kind of multidimensional phenomenon can be researched. The focus is on how teachers themselves discursively construct and present their professional development and identify and define factors affecting it. More specifically, I scrutinize which evaluative expressions teachers use when talking about their competences and growing as a teacher.

The theoretical framework of my research is Critical Discourse Analysis. My main method is linguistic text analysis and I use Martin and White's Evaluation Theory in categorizing my semi-structured interview data. (The production of this data set is work in progress). By doing so, I will show how, and for what purposes, teachers use evaluative expressions.
The analysis reveals how the evaluative language participates in constructing different discourses in the school context.

As a result, I will show how the ideals of being a teacher are linguistically constructed and how linguistics can offer a relevant way of addressing the topic of professional development. By increasing understanding of what teachers think about their own competences and how they deal with the change, this research can give us a wider perspective on the discourses of professional development.

This paper is based on the first article of my article-based dissertation which examines from a linguistic point of view the changing teacherhood and how it is reflected in teachers' narratives of professional identity development.

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Abstract ID: AILA1341

Empowering English Language Teacher Candidates from the Global South

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Abstract Topics: [SYMP78] Innovations in Language Teacher Education in Times of Decolonization and Antiracism

Abstract Summary:

This presentation discusses the preliminary findings of a personal inquiry into the role of the English language teacher educator to support decolonization of English language teacher education for international TESL candidates from the Global South. The private vocational college is in Western Canada, where it offers a short-term TESL program with an additional 2-week Pre-TESL course for non-local candidates, many of whom are from the Global South.

Originally coming from the Global South and teaching in the Global North, I questioned the rationale behind the 2-week Pre-course, and progressively modified it to move away from outcome-focused direct instructions to skills-focused and inquiry-based approach. Much of the course content asked the teacher candidates to ask why certain methods seem to be preferred, and whether it would be applicable for them and their future teaching contexts. From the program feedback at the end of 6 weeks, as well as their self-evaluation and weekly journals, many of the teacher candidates felt more confident, in-control of their learning, and appreciated the two extra weeks prior to beginning the 4-week short term TESL course.

Acknowledging that a Pre-TESL course is specific to the school, the presentation does not aim to suggest a generalized approach in designing and managing a language teacher education program. It certainly does not attempt to advocate for a Pre-TESL program to discuss the impact of the education from Global North to the teaching context of the Global South. Rather, my hope is that though the presentation shares a small case set in a specific context, it would be able to share insights and inspire other educators to make use of their teaching context to support the decolonizing of English language Teacher education.

Comparing students' proficiency levels across languages and contexts

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:

The large-scale empirical research project LANGUAGES aims to compare language teaching policies, methodologies and outcomes for secondary school learners (aged 13-15) of English and French in three European countries: England, France and Norway. English and French have different statuses in these countries: depending on the context, they are first, second or foreign languages. In addition, students' language proficiency in second and foreign languages is known to vary extensively across contexts (European Commission, 2012).

In order to conduct meaningful cross-context comparisons, the LANGUAGES research team needed valid and reliable measures of language proficiency. Altogether, the selected tests needed to offer comparable data and be appropriate for adolescent learners of French and English in each country at different levels. In terms of the Common European Framework of Reference (CEFR) levels, we expected proficiency to vary from the pre-A1 level (Norwegian and English learners of French), via A, B and possibly C-levels (Norwegian and French learners of English), to native speaker competence (secondary school students of English in England and secondary school students of French in France). For feasibility reasons, the tests also needed to be relatively quick and easy to conduct.

This paper discusses the challenges with selecting tests that are often developed for specific contexts and levels, and use them in a way that would allow for cross-context comparisons. We will present our decision to use a standardised reading comprehension test aligned with the CEFR levels for English (the Evalang test) in combination with a new vocabulary test for beginner learners of French that we developed specifically for the LANGUAGES project in order to cover the pre-A1 level, building on existing resources and tests (Cobb, n.d.; Meara & Milton, 2003).

In the paper, we present findings from the first year of the project, with data gathered from students (n=1000; aged 13-15) in eight English classes in each country and eight French classes in England and Norway (classes n=40). The contribution outlines key characteristics of each national context and presents a comparison of the estimated proficiency levels achieved in English by students in each country and in French by students in England and Norway. Implications for the refinement of language attainment comparisons across national contexts are discussed, alongside the potential for such tests to inform language teaching policy and practice.

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Abstract ID: AILA1344

English L2 students' identity construction: Perceptions about learning and agency in reflective narratives

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

The concept of identity has been explored substantially in the field of applied linguistics in the last two decades (Ricento, 2005; Norton, 2010; Darvin & Norton, 2015) and it can be found in a series of epistemological traditions that conceive identity according to its evolving, multifaceted and dynamic aspect (Matsuda, 2017). According to Early & Norton (2012), "identity is not a fixed construct but must be understood with respect to a learner's relationship to the broader social, political and economic world." (p. 195), so as a "site of struggle", identity is entangled with learners' understandings about the world and their life stories. More specifically, identity plays a fundamental role in the ways English L2 writers reflect on the construction of their learning, perceptions about power, agency (Gao, 2010), and growth. In written autobiographical narratives, for example, English L2 writers can find a fruitful space to express and explore the kaleidoscopic nuances of their social and personal identities as "a way of being" (Park, 2013) because, as Barkhuizen (2011) claims, "autobiographical narratives contain dimensions of narrative knowledging, defined as "the meaning-making, learning, or knowledge construction" (p. 395).

 Therefore, through the lens of L2 identity (Norton, 2013) and narrative inquiry (Bell, 2002; Barkhuizen, 2019), this presentation aims to explore how four English L2 college students in the United States used a large written assignment, the Language Narrative, to reflect on their language learning experiences and, consequently, on their identity construction and negotiation over time. Combined with the analysis of small written tasks and semi-structured reflective interviews, the focus will be given to the relationship between their identities and agency through their experiences as multilingual and multicultural individuals (Miller, 2012). Furthermore, through the analysis of students' written narratives and interviews, this presentation also intends to provide insights about participants' exploration of "possible worlds" (Early & Norton, 2012, p. 199) and foment discussions about the best pedagogical strategies that teachers can use to explore learners' agency in their classroom contexts.

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Unpacking student perspectives: Comparing multilingual attitudes and experiences with foreign language teaching

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Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Foreign language education is key to fostering global citizens able to comprehend and appreciate linguistic and cultural diversity (Haukås et al., 2021). However, in some European countries, the number of students wanting to study foreign languages in secondary school has seen a sharp drop (Norwegian National Centre for Foreign Languages in Education, 2021; Tinsley, 2019). Despite governing bodies' efforts to encourage student enrolment in foreign language classes, some students do not consider it necessary to study a foreign language (Tinsley, 2019). Moreover, when students choose to study foreign languages, there is a concern that the teaching is decontextualized and rarely authentic (Storch & Sato, 2020; Vold, 2022). These studies indicate a need for research focusing on students' own perspectives on multilingualism to understand how to bring about change.

In this paper, we present findings from the large-scale European LANGUAGES project. Drawing on student surveys (*n*=960), the presentation will focus on unpacking the student perspective on multilingualism; secondary school students' attitudes towards multilingualism and their experiences with foreign language lessons. We present findings among students who study English as a foreign language in France and Norway, and students who study French as a foreign language in England and Norway. The findings are based on analyses from two internationally validated student surveys: (1) the Ungspråk survey, where students express their attitudes towards multilingualism and views of their current multilingual selves (Haukås et al., 2021), and (2) the Tripod 7C's survey where the same students report their experiences with curricular support in foreign language lessons, in terms of how these lessons spark and maintain their interest in learning English or French, and the extent to which

they find that their foreign language teachers have designed stimulating lessons that facilitate active student participation (Ferguson, 2012; Molway, 2021).

By comparing students' perspectives on multilingualism and foreign language education in widely different countries and contexts, we are able to highlight trends across two foreign language subjects and identifying key factors for students' attitudes and experiences with multilingualism. These findings will help identify what it might take to change learners' perspectives towards multilingual education across very different school settings.

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Abstract ID: AILA1346

How Do Adult Arab Migrants in Germany Use Literacy in their Everyday Life? Literacy Practices of an Understudied Second Language Learner Group

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Christine Czinglar [3] Friedrich-Schiller-Universität Jena

Abstract Topics: [SYMP17] Adult Migrants Acquiring Basic Literacy Skills in a Second Language

Abstract Summary:

In everyday life adult migrants have to cope with various demands of the dominant language environment. In a literate society (Maas 2009: 147) these demands involve not only oral proficiency but also L2 literacy, e.g. in activities such as using public transport, making an appointment, paying bills, and countless more situations.

In the talk we want to address the question how adult migrants cope with communicative situations involving literacy in Germany. We discuss results of a qualitative interview study (Förster, Aboamer & Czinglar in press), on a group of 12 Arabic speaking adults with heterogeneous literal experiences who participated in contrastive literacy courses (Arabic/German) during a period of nine months. Drawing on sociocultural perspectives on literacy as social practice (e.g. Street 1984, Cope & Kalantzis 2000), we rely mainly on personal reports of these 12 adults on experienced literal events in order to reconstruct their literacy practices. The recurring semi-structured interviews are carried out in Arabic by the multilingual research team, and thus reveal the emic perspectives of this underpriviledged and vulnerable group of second language learners. Additionally, we conduct an interview about the participants' literal biography i.e. their early pre-school and school experiences with written language and literal practices in their L1 (Gherwash 2017). Besides the interviews (online and face to face) the participants document their everyday experiences by sharing written and audio messages as well as pictures of literal artefacts, i.e. written fragments below the text-level (Waggershauser 2015: 50), in a chat with the interview team. The multimodal, multilingual and biscriptual qualitative data will be transcribed and translated into German and analysed with qualitative content analysis.

Our interest lies in the ways and strategies adult migrants develop to engage in literacy practices. How do they manage to make meaning from texts they encounter? Which texts are they creating and for what purposes (Waggershauser 2015)? Who or what is of help in this process (Perry 2009)? We aim to understand how literal events and literacy practice relate to one another and how literacy as a social practice is shaped by situational and cultural contexts, ideologies and power (Purcell-Gates, Perry & Briseño 2011).

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Abstract ID: AILA1347

La langue parlée en interaction, cœur du travail social et moteur d'une science citoyenne à l'ère phygitale : Un dispositif hybride de co-recherche praticienne et usagère en Économie sociale familiale

Authors:

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Claire JONDEAU [2] [^] Université de Rouen Normandie

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

La langue parlée en interaction est au cœur des métiers du travail social (Soulet, 1997 : 67-68), ce qui confère aux sciences du langage une position privilégiée pour contribuer au développement des sciences du travail social (Shaw, 2016).

Les communautés de pratiques sont riches en savoirs incorporés aux actions, construits dans et par les expériences en première personne inhérentes à la pratique (Ollagnier-Beldame, 2022). La mise en visibilité et la formalisation de ces savoirs praticiens constituent les objectifs centraux des recherches dites *praticiennes*, portées par des praticiens-chercheurs qui, en collaboration avec des chercheurs académiques, mènent des études autocentrées sur leurs propres pratiques et les savoirs d'action qui y sont accumulés (Binet, Rullac & Pinto, 2022).

Les études de corpus menées en analyse conversationnelle ethnométhodologique créent les conditions nécessaires à des études directes et microdétaillées des métiers-en-acte, qui rendent visibles les savoirs praticiens de professionnels qui sont en première ligne de la lutte préventive contre l'exclusion et la pauvreté : les Conseiller/ères en Économie Sociale Familiales (CESF).

La rencontre entre l'analyse conversationnelle appliquée (Antaki, 2011), pièce maîtresse de la linguistique interactionnelle, et la recherche praticienne, repose sur la conception et la mise en œuvre de dispositifs de co-analyse, qui étendent la collaboration entre les chercheurs académiques et les praticiens-chercheurs, longtemps confinée à la seule collecte des corpus, à l'analyse conjointe des données d'enregistrement des corpus, moyennant le recours à des entretiens d'autoconfrontation (Mollo & Falzon, 2004) combinés à des entretiens d'explicitation micro-phénoménologique

(Petitmengin, Bitbol & Ollagnier-Beldame, 2015). Ce travail co-analytique peut se faire à distance, sur des plateformes de visioconférence, lors de sessions en ligne, elles-mêmes enregistrables, réalisées avec l'aide du logiciel de transcription et d'annotation ELAN, qui facilite la focalisation attentionnelle conjointe sur les détails de la pratique professionnelle.

Ce travail co-analytique phygital peut s'étendre aux personnes accompagnées, qui ont accepté que leurs entretiens d'accompagnement social soient enregistrés, ce qui permet de compléter la co-recherche praticienne d'une co-recherche dite *usagère*.

Le dispositif hybride et multimodal qui résulte des choix que nous venons de résumer, fortement ancré dans le champ d'une linguistique interactionnelle et appliquée, dynamisé dans et par la parole-en-interaction, ayant pour objet des pratiques professionnelles elles-mêmes langagières, qui mobilisent et articulent, dans le cours de leur accomplissement, des savoirs alors rendus observables, descriptibles et analysables, s'avère constituer un puissant moteur de développement d'une science citoyenne (Hecker *et al.*, 2018), qui permet aux chercheurs de promouvoir pleinement les responsabilités sociales et civiques de la science, en étroite collaboration avec les autres citoyens.

L'exposé du *modus operandi* et des résultats qu'un tel dispositif d'autoconfrontation accompagnée permet d'atteindre sur les plans de la recherche et de la formation (Binet & Jondeau, 2022) sera étayé sur des extraits de transcription multimodale du travail des CESF et des sessions de co-analyse.

Breaking down prescriptivism through early introduction to linguistic variation

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Second-language learners at the university level are very often not exposed to language variation-in terms of register/formality, regionalisms, marginalized language varieties, etc.-until they are in upper-level courses. Instructors often report waiting to talk about these concepts in order to avoid confusing their students with too many competing forms.

However, there are two main problems with this approach. First, most students never make it to those upper-level courses, many of which may not afford time to delve into linguistic variation anyway. Second, the lack of exposure to variation reinforces prescriptivist language ideologies that say that there is one "correct" way to say something in a language, and that other variants are not as good. We know from copious research on language attitudes that judgments about someone's speech often lead to judgments about their character, socioeconomic standing, and more (e.g., Labov 1972).

One of the most basic concepts of linguistics, however, is that no aspect of language is inherently good or bad. With this in mind, it is essential to expose L2 learners to variation early in their acquisitional process, so as to combat prescriptivism and the judgments and prejudice it can lead to. Following the research that has already been done on how stylistic variation is taught and acquired (e.g., Etienne & Sax 2009), I argue that in contrast to waiting until upper-level courses to discuss variation, it is much more accurate, inclusive, and helpful to show students the wide range of possible styles, forms, and structures they may encounter in the real world, in the proportion that they exist in the real world.

Starting in my first-semester French language classes, I teach variation in both the grammar and lexicon of French. In this presentation, I will discuss the benefits of exposing language learners to this type of variation as early as the first or second semester in a language sequence. I will explain how I teach grammatical variation in particular, and how I incorporate findings from linguistic research into my teaching. I will use examples of grammatical phenomena from French, such as interrogative structures (e.g., Dewaele 1999), using *on* vs. *nous* to mean 'we' (Dewaele 2002; Sax 2003), and the deletion of the negative particle *ne* (Martineau & Mougeon 2003:146).

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Abstract ID: AILA1349

Passing on practices and having peers learn: a facet of the psychiatric nurses' work shift meeting

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Abstract Topics: [SYMP42] Language, work and vocational education: teaching, training and learning through language use in professional contexts

Abstract Summary:

The reform of the health system organization steered towards new modes of cooperation encourages medical teams to be efficient when dealing with communication issues. Considering the specificities involved in nursing practice in mental health through relational care and the continuity of care, there is an increasing number of caregivers dealing with patients. From an Ethnomethodology and Conversational Analysis perspective, we want to analyse the nurses' practices during their work shift meetings, from both conversational and multimodal point of views. Nurses' handovers are described as a moment specifically designed to mutualise information about the patients and are legally mandatory in France.

In this paper, we propose to describe a specific practice occuring during these work shifts meetings. Indeed, we have observed in our data that instead of only mutualising information about the patients, caregivers can actually teach each other some aspects of the expected work itself. In a more concrete aspect, we'll focus on how Conversational Analysis perspective is useful, in this kind of research, to understand the mechanisms of such practices. To do so, we will discuss the sequentiality of conversations in wich these phenomenons appear. We will see that during discussions about the current clinical situation of the patient, participants may produce some side sequences (Jefferson, 1972) to actually teach others a practice they do not know yet. These moments were described from a multimodal point of view in Colón De Carvajal *et al.* (2020), and we aim to go further by describing how do the teaching sequences interact with the mutualisation of information.

This research - lead with a nurse and in partnership with health professionals - is based on 15 hours of work shift meetings recorded every monday during 5 weeks, in a public psychiatric hospital (Centre hospitalier Le Vinatier), in Lyon, France. Every meeting involves between 4 and 20 participants. The data are transcribed according to the ICOR conventions (ICAR Laboratory, Lyon).

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Abstract ID: AILA1350

CLIL practices in Nursing

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Abstract Topics: [SYMP02] AILA ReN - Assessment in CLIL

Abstract Summary:

The study presented here has been carried out by the group CLHIOS within an institutional project where a multidisciplinary team of English lecturers and Health Science lecturers, specifically lecturers in the fields of Medicine, Nursing and Psychology participate. The project was created to improve CLIL practices in the health science curriculum at university with the aim of observing, analyzing and improving how evaluation is faced in the curricular design of those subjects partially taught in English. According to Darn (2006) the team-teaching approach is regarded as a collaborative focus between content and language teachers. Concerning the distribution of roles and tasks, the content teachers are in charge of designing the lesson plans and selecting the materials; while, the language teachers need to provide content teachers with language structures and rubrics to support assessment practices. Considering that evaluation continues to be a controversial aspect in CLIL programmes and one of the less developed areas in CLIL (Massler 2011); the aim of this study is to improve an evaluation rubric addressed to assess students' English language delivery at the module *Intensive Care* in a Nursing degree. The rubric has been initially designed by the content lecturer and shared with the English language lecturers to ameliorate the items to be assessed especially those related to the English language command. The rubric included items such as empathy and communication abilities. The resulting rubric, revised by four English language lectures, improved evaluating terminology concerning language command highlighting communication abilities that had been discarded by the content lecturer. CLIL practices such as the one presented here are examples of joint work and collaboration between content and language lecturers (Llinares et al. 2012). The CLIL course practice described here has been organized in advance to develop clear assessment criteria on which the evaluation of the CLIL program will be based.

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Abstract ID: AILA1351

SE CONSTRUIRE PROFESSEUR DE LANGUE(S): UN PARCOURS CONTINU EN QUETE DE SA PROPRE VOIX

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Abstract Topics: [SYMP63] Repenser la triade enseignement-apprentissage-évaluation des langues par le prisme des pratiques langagières précaires : une réflexion pluridisciplinaire

Abstract Summary:

L'enseignement-apprentissage des langues se voit recadré dans la société contemporaine en constante transformation par les contextes de production des échanges linguistiques, les valeurs politiques et idéologiques qui les représentent, de même que par le pragmatisme des us et consommation des langues. Apprendre une langue autre que celle ou celles apprises comme langues premières, peut s'avérer une décision aussi bien volontaire qu'imposée, selon le désir ou le besoin de chaque individu. Par contre, enseigner une langue nous fait entrer dans un autre domaine, celui de la pratique professionnelle. En effet, devenir enseignant est, dans tous les cas où l'individu cherche une formation pour cela, un choix. Ce choix, cependant, ne s'avère pas sans implications. Dans les environnements naturellement plurilingues, apprendre et par conséquent enseigner des langues additionnelles, sont des activités courantes. Ces pratiques langagières se font, dans beaucoup de cas, en milieu naturel surtout si les langues en jeu sont des langues majoritairement partagées entre les sujets. La réalité peut être légèrement différente dans les contextes où, la langue comme objet d'apprentissage et d'enseignement, connaît une circulation restreinte. Dans les pays fortement monolingues en termes de pratiques langagières plurilingues, comme c'est le cas du Brésil (le plurilinguisme est reconnu au Brésil dans les langues autochtones et d'héritage mais le Portugais reste la langue majoritaire), les langues additionnelles apprises et enseignées à l'école ont différents statuts, ce qui impacte directement tous ceux qui gravitent autour de leur utilisation.

Ce travail veut dévoiler le parcours de construction professionnelle du professeur de langue(s) entamé par deux groupes de sujets : des professeurs en formation et des professeurs expérimentés, eux-mêmes formateurs de futurs professeurs. À partir d'un exercice de réflexion critique de leur pratique, professeurs expérimentés et futurs enseignants de langue française vont refaire leur parcours depuis leurs premiers contacts avec la langue jusqu'à la construction d'une identité comme professeur. Le contexte choisi est celui d'une université publique brésilienne, située en contexte non francophone. Dans ce travail, il nous intéresse situer la formation des enseignants de langue comme une activité qui se construit au-delà de la salle de classe, une activité qui circule entre les frontières éducationnelles, culturelles et politiques. Enseignant formateur et enseignant en formation cohabitent ainsi entre espaces d'échanges

de connaissances, compétences, croyances, attitudes, systèmes de valeurs et idéologies pas toujours partagées. Par la confrontation entre la pratique négociée entre eux, notre but est de confronter leurs parcours face aux enjeux institutionnels et sociaux en quête de l'émergence de la voix sociale propre à cet agir professeur, en tant que sujet responsable de son agir dans le monde. Par un exercice d'autoévaluation, les futurs professeurs réfléchissent à propos de la formation reçue et de la pratique enseignante espérée. Par un exercice de reconstruction les professeurs expérimentés se permettent d'évaluer leurs conceptions et positions. Les résultats démontrent que l'évaluation du parcours de formation est essentielle pour que chaque professeur révèle sa voix sociale et puisse prendre sur soi la responsabilité d'un agir éthique au long de sa formation et dans sa pratique.

Teachers' multilingual perspectives: Attitudes and practices in foreign language classrooms across France, England and Norway

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Eva Thue Vold [4] University of Oslo

Abstract Topics: [SYMP24] Changing perspectives towards multilingual education: teachers, learners and researchers as agents of social cohesion

Abstract Summary:

Foreign language teaching has slowly started to steer away from the monolingual 'dogma' (Butzkamm, 2003), by welcoming the first language (L1) and students' additional language resources in the foreign language classroom (De Angelis, 2011; Haukås, 2016; Macaro, 2001; Molway, 2021). Furthermore, governing bodies in countries such as France (MEN, 2020), England (Ofsted, 2021) and Norway (NDET, 2020) encourage teachers to use students' multilingual repertoire. However, little is known about the connection between teachers' beliefs about multilingualism and how it actually translates into the multilingual classroom.

In this paper, we present findings from the international LANGUAGES project. Drawing on teacher surveys (*n*=48) and video-recorded lessons (*n*=128), the presentation will focus on teachers' perspective on multilingualism; English and French teachers' attitudes towards multilingualism and their teaching practices in foreign language classrooms. We present findings among teachers of English as a foreign language in France and Norway, and teachers of French as a foreign language in England and Norway, based on two datasets: (1) the Multiteach survey, where teachers express their attitudes towards and experiences with multilingualism (Calafato, 2020), and (2) video-recorded lessons where the same teachers teach foreign languages, to see whether and how they encourage the use of L1 or other languages than the target language in their lessons (Brevik & Rindal, 2020; Vold & Brkan, 2020).

Comparing teachers' perspectives on multilingualism and actual foreign language teaching, our

analysis provides a unique perspective on two language subjects across three countries revealing traditions within each education system, as well as similarities and differences across contexts related to language policy, recommendations from national curricula, teachers' beliefs, and actual classroom teaching. The findings provide important insight concerning opportunities and challenges for language teachers, teacher educators and policy-makers across multilingual contexts.

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Abstract ID: AILA1353

Bringing more balance into an uneven world: Critical language teachers reflect on their experiences developing critical consciousness in teacher education programs

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

While the field (and the world) has changed since Pennycook's (1990, 2001) call for critical applied linguistics, what remains is the "uneven world" (Pennycook, 2022) in which we live, learn, and teach. Issues of domination, discrimination, and inequalities around social differences continue to afflict non-dominant groups, and persistent deficit views of multilingualism continue to operate in educational settings around the globe.

Critical applied linguists seek to bring more balance into this uneven world by explicitly addressing unequal social relations and the social and political issues existing in their local as well as global contexts. Critical language pedagogy is one way to actualize this goal. Based on Freire's critical pedagogy, the goal of critical language pedagogy is to develop students' critical consciousness-that is, the ability to "perceive social, political, and economic contradictions" and take action "against the oppressive elements of reality" (Freire, 1970/2014, p. 35). For language teachers to support their students in becoming aware of contradictions and taking action to change such contradictions, language teachers must also have developed critical consciousness.

This paper explores the circumstances, factors, and experiences critical language teachers attribute to their development of critical consciousness, an issue that is little known in the area of language teacher education for critical pedagogy. Drawing on narratives-in-interview data with 29 in-service, critical language teachers from 15 countries of origin and residence, this study investigates the meaning-making process of their experiences in "perceiv[ing] social, political, and economic contradictions" (Freire, 1970/2014, p. 35) both prior to and during their years in language teacher preparation programs.

Considering the life span of these narratives, data were divided into narratives of becoming a critical language teacher and narratives of being a critical language teacher. Narratives of becoming a critical language teacher were further categorized into narratives of childhood and adulthood. The latter consisted of narratives related specifically to their experiences in teacher preparation programs settings of noticing contradictions, untangling emotions (e.g., discomfort), and the effects thereof (e.g., reflection).

Critical language teachers' narratives of meaning-making during their years in language teacher education suggest that language teacher preparation programs can actively support the development of pre-service language teachers' critical consciousness. This paper offers insights into the opportunities for language teacher education programs to do so.

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Abstract ID: AILA1354

Game-based L2 English learning in Norwegian secondary school

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Abstract Topics: [SYMP14] AILA ReN - Emerging technologies and language learning and teaching

Abstract Summary:

Digital technologies are considered a crucial aspect of educational policy around the world (Erstad et al., 2021). In Norway, the common core curriculum has for the first time emphasised language identity developed outside school as a resource in school, and one aspect of teenagers' language identity developed outside school, is through the use of advanced technologies, such as online gaming (Brevik, 2019). The word "games" is explicitly referred to in the new English subject curriculum in secondary school for the first time. However, little research is conducted in classrooms on how teachers actually use commercial games in English instruction, and even less on the combination of video games and other forms of resources (e.g. analogue).

As part of the research project Vocational and General Students' use of English in and out of school (VOGUE), this paper provides knowledge on the use of online gaming in L2 English instruction and aims to investigate how the combination of playing an online game and reading a printed novel influences student engagement and learning. This paper presents a video-based classroom study from a secondary school. The data were collected from 30 English lessons in two 8th grade classes (students aged 12–13 years), involving one teacher, six student teachers and 60 secondary school students during a two-week game-based project. Video recordings can be strengthened by adding supplementary data, thus the video recordings were complemented with screen recordings, student texts and student interviews. The paper therefore draws on four datasets: (1) video recorded classroom lessons, (2) screen recordings from students' laptops, (3) students' texts concerning the video-based instruction, and (4) student interviews concerning their experiences of such instruction.

The video and screen recordings were analysed using the Protocol for Language Arts Teaching Observations (PLATO), which provides a valuable lens to ways of conceptualizing teaching quality (Grossman et al., 2013). The PLATO scores are qualitatively examined together with the students' perceptions and students' texts. This study is the first to use the PLATO protocol for recordings of game-based instruction, and thus discusses advantages and difficulties in the operationalisation of

PLATO for such observation. The findings show that the combination of playing an online game and reading a printed novel matters in terms of student engagement. In addition, girls and boys perceived the combination of gameplay and reading somewhat differently, based on their prior experience with gameplay outside school, suggesting that their experience with the digital resource outside school influences both engagement and learning.

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Reports of thought processes in storytelling: patients' use of the verbs think and tänka in English and Swedish medical consultations

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Abstract Topics: [SYMP16] A cross-linguistic and cross-methodological approach to storytelling in talk-in-interaction

Abstract Summary:

Research in Conversation Analysis has demonstrated how patients' storytelling in medical interactions can be constructed in different ways and with various purposes. Halkowski (2006) illustrates how one common way for patients to introduce a narrative sequence justifying their visit to the doctor is the formulation "At first I thought *X*, but then...". Through this device, patients present themselves as reasonable by highlighting their initial interpretation of their symptoms as something not worthy of a doctor's visit, before adding information explaining why they did seek medical care in the end. Moreover, Gill (1998) shows how patients' attempts to explain the causes of their condition tend to be downgraded through uncertainty markers. As Drew (1991) points out, this does not necessarily imply a lack of knowledge on their side, but it could also be a question of not feeling entitled to the concerned knowledge and leaving space for the doctor's evaluation. One way of doing this is through what Gill calls "speculative explanations", where the patients "sound as if they are doubtfully conjecturing aloud" (1998, p. 346).

The syntactic structures involved in these pronounced conjectures have been studied by Floquet (2019) who refers to them as *monologues intérieures*, interior monologues. She illustrates how these can be reported not only through explicitly communicative verb constructions such as "say to oneself", but also through mental activity verbs such as "think", which then is capable of both covering a simple thought, and of reporting a formulated piece of discourse, according to the syntactic structures in which it is inserted.

The aim of this presentation is to propose a conversation and syntactic analysis of patients' use of the English verb *think* and one of its Swedish equivalents *tänka* in storytellings in medical consultations: how and why are these verbs employed? The corpus consists of English audio recordings of medical consultations with a general practitioner, collected for the British National Corpus in 1993, and Swedish video recordings of medical consultations involving rheumatic patients, collected by Ulla

Melander-Marttala between 1989 and 1992.

We will show how *think* and *tänka* both appear in different (micro and macro) syntactical structures as epistemic hedges and reporting verbs introducing different forms of thought processes. Accordingly, we want to demonstrate how these verbs allow the patient to downgrade their epistemic authority and justify their choices, thereby contributing to the construction of a certain patient identity.

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Abstract ID: AILA1357

Quelles ressources pour la (co-)construction de l'interaction en contexte plurilingue?

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Abstract Topics: [SYMP01] AILA ReN - A plurilingual and pluricultural vision for languages education/Une vision plurilingue et pluriculturelle pour l

Abstract Summary:

Le projet *TecPart* a pour vocation d'encourager des jeunes de 14 à 18 ans, en provenance de divers horizons géographique, à découvrir le Luxembourg à partir d'une approche visuelle, numérique, participative et collaborative. L'exemple ci-dessous est une illustration de travail collaboratif entre Ann et Ela. Les élèves présentent, en binôme, une vidéo réalisée pendant l'une des activités du projet. Ils utilisent pour ce faire différentes ressources de leur répertoire linguistique, notamment le français et l'anglais.

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001  Ann:   [bonjour!
002  Ela:   [bonjour!
003  Ann:   je m=appelle ann.
004  Ela:   et je m=appelle ela. we want to show you
005          some things that we don?t have in our last schools.
006  Ann:   we=ve made a lot of pictures to show you.
007  Ela:   notre école s=appelle Lycée Michel Lucius.
008  Ann:   we have walked through all the school and we have seen a lot.
```
Exemple 1, TecPart (Ziegler et al. 2019)

Le projet *Unplugged messages* invite des jeunes âgés de 12 à 27 ans à choisir des messages diffusés dans les médias au cours de la pandémie Covid-19 (depuis 2020) pour ensuite les recréer en vue de proposer une vision ouverte, ancrée dans le vivre ensemble au Grand-Duché du Luxembourg.La recherche est informée par 4 ateliers réalisés en collaboration avec les élèves du *Lycée des Arts et Métiers* sous le guidage de quatre intervenants-artistes. Nous reprenons ci-dessous une interaction enseignant-élèves enregistrée lors du 4eme atelier. Les participants utilisent le luxembourgeois et le français en tant que ressources.

001 Ens: qu=est-ce que vous avez retenu ?

002 E01:   rien

003 Ens: rien retenu ? Guer naischt verhaalen?

              Luxembourgeois: Vous avez rien retenu?

004 E02:   des sentiments tristes parfois, des sentiments heureux

005 Ens: donc (.) voilà des messages tristes.

       d'autres messages de jeunes qui étaient comment, Du négatif (.) du positif.

Exemple 1, Unplugged messages

Les outils de l'analyse conversationnelle d'inspiration ethno-méthodologique (Sacks, Schegloff et Jefferson 1974) permettent de montrer comment, dans des situations d'apprentissage-en-interaction, les experts et les apprenants ont recours à une pluralité de ressources mobilisées et (re)construites en interaction, telles que la dramatisation, la narration, la complétion, la reformulation, etc. Ces ressources montrent un apprentissage-en-interaction des langues au travers de la réalisation d'une tâche commune plutôt que sur des tâches centrées sur l'apprentissage des langues proprement dit.

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Pour une politique d'archivage pérenne des corpus collectés en Analyse Conversationnelle : la vie longue et multiple du premier Corpus collecté au Portugal dans le champ de la recherche en travail social

Authors:

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

Collecté au long des années 2008-2010, dans le cadre d'un Projet intitulé *Análise Conversacional Aplicada ao Serviço Social*, le Corpus ACASS est le premier corpus d'enregistrements de pratiques professionnelles de travailleurs sociaux à avoir été collecté au Portugal (Binet & Freitas, 2008). Collecté dans le département de Sintra, dans l'aire métropolitaine de Lisbonne, avec le soutien d'Isabel de Sousa, assistante sociale, ce premier corpus de l'histoire de la recherche en travail social au Portugal a servi de base empirique à de nombreux travaux, qui, par leur diversité et leur étalement sur un temps relativement long, qui n'est pas clos, montrent et démontrent combien il est scientifiquement justifié et important de promouvoir un archivage pérenne des corpus de données authentiques (Bel, 2012), lors des négociations avec des Commissions d'Éthique de la recherche, instances qui se sont généralisées et multipliées ces dernières années.

La vie longue et multiple d'un tel corpus entre en effet en conflit avec la clause de destruction des données après conclusion du projet, que trop de Commissions d'Éthiques souhaitent imposer *par défaut*, c'est-à-dire en l'absence de contre-arguments scientifiques, accompagnés de garanties de protection des données personnelles adaptées à un archivage pérenne.

Rendre compte de la diversité et de la richesse des travaux qui ont eu pour base empirique un même Corpus, archivé sur une plateforme comme Ortolang, qui offre de solides garanties de protection des données, permet de contre-argumenter contre l'imposition de cette clause, en fournissant des preuves et des évidences de sa vie longue et multiple, sous la forme d'extraits de transcription jeffersonnienne.

La pertinence professionnelle des études de corpus en Analyse Conversationnelle appliquée (Antaki, 2011) sera soulignée, avec pour cadre de référence la co-recherche praticienne en travail social et les

contributions de celle-ci sur le plan de la formation initiale, continue et avancée des travailleurs sociaux au Portugal.

Cette communication est donc inséparablement scientifique et politique : les commissions d'éthique sont devenues des acteurs-clés de la politique de la recherche, et nous pensons qu'une Association scientifique d'envergure internationale comme l'AILA a un rôle de médiation à remplir, pour rééquilibrer les relations de force, très asymétriques, entre chercheurs et commissions, et ce, bien sûr, sur fond de respect des attributions et responsabilités des uns et des autres.

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Classroom integration of Game-based L2 English learning in Norwegian secondary school

Authors:

Shilan Ahmadian [1] [*] [^] University of Oslo, Norway

Abstract Topics: [SYMP28] Digital Game-Based Language Learning: Design Choices and Classroom Integration

Abstract Summary:

Digital technologies are considered a crucial aspect of educational policy around the world (Erstad et al., 2021). In Norway, the common core curriculum has for the first time emphasised language identity developed outside school as a resource in school, and one aspect of teenagers' language identity developed outside school, is through the use of advanced technologies, such as online gaming (Brevik, 2019). The word "games" is explicitly referred to in the new English subject curriculum in secondary school for the first time. However, little research is conducted in classrooms on how teachers actually use commercial games in English instruction, and even less on the combination of video games and other forms of resources (e.g. analogue).

As part of the research project Vocational and General Students' use of English in and out of school (VOGUE), this paper provides knowledge on the use of online gaming in L2 English instruction and aims to investigate how the combination of playing an online game and reading a printed novel influences student engagement and learning. This paper presents a video-based classroom study from a secondary school. The data were collected from 30 English lessons in two 8th grade classes (students aged 12–13 years), involving one teacher, six student teachers and 60 secondary school students during a two-week game-based project. Video recordings can be strengthened by adding supplementary data, thus the video recordings were complemented with screen recordings, student texts and student interviews. The paper therefore draws on four datasets: (1) video recorded classroom lessons, (2) screen recordings from students' laptops, (3) students' texts concerning the video-based instruction, and (4) student interviews concerning their experiences of such instruction.

The video and screen recordings were analysed using the Protocol for Language Arts Teaching Observations (PLATO), which provides a valuable lens to ways of conceptualizing teaching quality (Grossman et al., 2013). The PLATO scores are qualitatively examined together with the students' perceptions and students' texts. This study is the first to use the PLATO protocol for recordings of game-based instruction, and thus discusses advantages and difficulties in the operationalisation of PLATO for such observation. The findings show that the combination of playing an online game and reading a printed novel matters in terms of student engagement. In addition, girls and boys perceived the combination of gameplay and reading somewhat differently, based on their prior experience with gameplay outside school, suggesting that their experience with the digital resource outside school influences both engagement and learning.

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Upon Demand: The use Blackout Poetry in developing Communicative Language Skills in Trainee Teachers

Authors:

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Abstract Topics: [SYMP12] AILA ReN - Researching Literature in Language Learning and Beyond

Abstract Summary:

Blackout poetry is a popular subgenre of found poetry where writers create their own poems by deliberately crossing out unwanted words from a single existing text (Hilbun, 2015; Ladenheim, 2013). As a teacher educator, I engaged in practitioner research to illustrate how Design Thinking as an andragogical approach helped reconceptualize the teaching and learning trajectory of P.E and Arabic trainee-teachers for a Communication and Soft Skills module for English in a B.Ed programme in Mauritius. Upon demand for more creativity and innovation in the communicative sessions by the trainee-teachers, blackout poetry was introduced to develop coherence and cohesion in writing and tonal inflection in speaking. Data collection tools included a word cloud, an open-ended questionnaire, and a focus group discussion. Findings via thematic analysis reveal that most participants felt and believed that blackout poetry was effective in developing their confidence in speaking especially when using natural and artificial intonation to sustain the interest of audiences. Participants also believed that blackout poetry helped them write more coherently and cohesively which had a ripple effect on their functional writing. Interestingly, findings also accentuate that blackout poetry in the communicative sessions contributed to developing their skills in reading for understanding and appreciation. This study suggests that there is not only a demand but there is scope for the use of different literary genres to be infused in Communication Skills modules for teacher training, especially in contexts such as Mauritius where exposure to English proficiency is taught in traditional ways. This study, therefore, extends the use of the Language-based theory (Lazar, 1993) from pedagogy to its use in andragogical contexts such as teacher education.

(269 words)

Keywords: Design Thinking, Blackout Poetry, teacher education, tonal inflection, coherence, and cohesion

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Abstract ID: AILA1367

Commercial video game as social interaction in L2 English learning in Norwegian secondary school

Authors:

Shilan Ahmadian [1] [*] [^] University of Oslo, Norway

Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

Digital technologies are considered a crucial aspect of educational policy around the world (Erstad et al., 2021). In Norway, the common core curriculum has for the first time emphasised language identity developed outside school as a resource in school, and one aspect of teenagers' language identity developed outside school, is through the use of advanced technologies, such as online gaming (Brevik, 2019). The word "games" is explicitly referred to in the new English subject curriculum in secondary school for the first time. However, little research is conducted in classrooms on how teachers actually use commercial games in English instruction, and even less on the combination of video games and other forms of resources (e.g. analogue).

As part of the research project Vocational and General Students' use of English in and out of school (VOGUE), this paper provides knowledge on the use of online gaming in L2 English instruction and aims to investigate how the combination of playing an online game and reading a printed novel influences student engagement and learning. This paper presents a video-based classroom study from a secondary school. The data were collected from 30 English lessons in two 8th grade classes (students aged 12–13 years), involving one teacher, six student teachers and 60 secondary school students during a two-week game-based project. Video recordings can be strengthened by adding supplementary data, thus the video recordings were complemented with screen recordings, student texts and student interviews. The paper therefore draws on four datasets: (1) video recorded classroom lessons, (2) screen recordings from students' laptops, (3) students' texts concerning the video-based instruction, and (4) student interviews concerning their experiences of such instruction.

The video and screen recordings were analysed using the Protocol for Language Arts Teaching Observations (PLATO), which provides a valuable lens to ways of conceptualizing teaching quality (Grossman et al., 2013). The PLATO scores are qualitatively examined together with the students'

perceptions and students' texts. This study is the first to use the PLATO protocol for recordings of game-based instruction, and thus discusses advantages and difficulties in the operationalisation of PLATO for such observation. The findings show that the combination of playing an online game and reading a printed novel matters in terms of student engagement. In addition, girls and boys perceived the combination of gameplay and reading somewhat differently, based on their prior experience with gameplay outside school, suggesting that their experience with the digital resource outside school influences both engagement and learning.

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Revolution, Toaster, Sailboats? On advertising electromobility by French and Italian car manufacturers

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Revolution, Toaster, Sailboats?

On advertising electromobility by French and Italian car manufacturers

 (Sabine Heinemann, Institut für Romanistik, Karl-Franzens-Universität Graz, Austria)

Selected symposium: SYMP58 – Social responsibility

Presentation language: English

The change in the brand communication of existing products is due to various social changes. In recent years, there has been an increasing focus on the environmental friendliness of products. This is often associated with the deliberate modification of the brand image and thus of the associative structures associated with a brand (cf. Franzen/Bouwman 2001), which can be seen above all in advertising. In the automotive industry, electromobility has only gained more attention in most European countries in the wake of Fridays for future and the increasingly visible climate policy, alongside technically sophisticated solutions that are geared towards further digitalisation or even autonomous driving and thus more towards driving comfort. In brand communication, electric mobility is now advertised as environmentally friendly using components of green washing - this is done using both verbal and visual elements. Interestingly, in recent months there have been political efforts in France and at the European level to restrict green washing in advertising in the sense of social responsibility towards (potential) customers. In this contribution, a frame-semantic analysis of the brand communication of some selected French and Italian car manufacturers (including Renault, Citroën, Fiat) will first be carried out for classic advertising (above all advertisements/posters) (cf. Heinemann (submitted), Ziem 2012, Joy/Scherry/Deschenes 2009). In addition to linguistic

aspects, as indicated, the integration of pictorial elements is also essential, which independently evoke frames (cf. Fillmore 1985; Minsky 1975; Busse 2012). In this context, the text-image relationship is particularly relevant, for example with regard to multimodal metaphors or conceptual blending (cf. Forceville 2016; Pérez Sobrino 2017; Fauconnier 2001; Turner 2008). A comparative examination of advertisements over the last few years should make any politically induced modifications visible with regard to the proportions of green washing and their presentation.

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Abstract ID: AILA1370

Multilingual perspectives and practices of English medium education students in Spain and China.

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Abstract Topics: [SYMP93] English as a medium of education, multilingualism and the sdgs: equity, diversity and inclusion ?

Abstract Summary:

English medium education (EME) has been widely implemented at universities around the world. Each context reports its own unique benefits and challenges. There has been extensive work in the European context with the Asian context receiving much less attention until recently. One area of abundant research focuses on stakeholders' use and perspectives towards English in EME settings. Findings from Europe show that students in northern European countries tend to report difficulties in understanding content and worries regarding the development of L1 academic literacy (Airey, 2012). Studies from central and southern European countries report that stakeholders hold positive beliefs that EME offers opportunities for language gains without losing on content (Doiz, Lasagabaster, and Sierra 2011). Then, with respect to the Asian context, the findings show that the stakeholders report difficulties attributed to low English proficiency (Hu & Lei, 2014). However, there is little research on the emerging research trends in the EME arena which inquire into the roles of multilingualism and global citizenship in EME with the exception of Baker and Hüttner (2017) who studied conceptualizations of language in EME in Austria the UK and Thailand. Thus, this comparative and international study attempts to build on this line of research and shed light on the multilingual practices and perspectives of EME students from Spain and China. 80 participants from the two contexts participated in the study, instruments were a multilingual questionnaire, attitudes and motivational questionnaire, and focus group interviews. Analysis of the questionnaire is quantitative while the focus group interviews were analyzed qualitatively using a pattern-based analytic method and thematic analysis procedure (Braun & Clarke, 2013). In addition to this, the ROAD-MAPPING framework (Smit & Dafouz, 2014) with a focus on RO (roles) was used in order to draw parallels with Baker and Hüttner (2007). The results are preliminary at the moment but do offer insight into how multilingualism is currently understood and practiced in the EME contexts of the two settings. They highlight the differences between the two contexts and they pave the way for further research and discussion into how multilingualism might be integrated into EME to provide more equitable, diverse and inclusive higher education for all.

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Getting a child involved in conversation to reduce anxiety and build trust: insights from a paediatric encounter

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

This study focuses on one of the strategies that a physician can use as a stepping stone for reducing anxiety and building trust with a young child: getting her involved in conversation. Paediatric encounters usually involve at least three participants: the paediatrician, the child and one parent. This type of multiparty setting can lead to the re/building of different 'participation frameworks' (Goffman, 1981; Goodwin, 2006), involving, more or less directly, two or three participants. From this perspective, paediatric encounters may be challenging in several ways: physicians need to get maximum information in a constrained time frame; child patients may not be (or not considered to be) sufficiently linguistically, cognitively or socially mature to provide the physician with the information in the time given. Parents and physicians may thus run the risk of leading the conversation and relegating the child to the role of bystander.

This study deals with the situation where a pediatrician meets with a 5 year-old child and his mother, in order to prepare the child for a risky medical intervention during which the child will have to remain awake. Based on a 32-minute video-taped interaction, it unveils various linguistic resources the doctor uses in order to involve the child in the conversation: terms of address, pronouns, gaze, gestures, touch, body postures, questions, vocabulary and syntax. It also shows how the physician progressively adapts her building of participation frameworks to the verbal and non verbal cues she obtains from the child feeling more and more engaged and confident.

Getting the child involved in the conversation is part of a more global strategy the paediatrician uses to augment alignment and reduce social distance from the child (Aronsson & Rindstedt, 2011). It enables her to implement myriads of other strategies to build the child's trust, most of which then get easily captured in terms of facework performed by the pediatrician (Goffmann 1967; Brown & Levinson 1987).

The effects of involving the child in her medical visits are well-known: it improves the physician-child bond as well as the child's retention of medical recommendations (Lewis et al., 1991); it enables the child to gain a greater sense of control over her medical care (Sisk et al., 2021), and it helps to socialise the child into the role of patient (Stivers, 2012). This case study enables us to underline the feasibility and the efficiency of this essential feature of paediatric consultations in practice.

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Accounting for the failures in video game playing activities

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

This paper explores the sequential trajectories of accounting practices for the failures faced in video game playing activities players and spectators jointly engage in. It attends to how the accounts for the failures recharacterize what happened in the game and for which specific reasons. Highlighting the accountable and assessable nature of the negative game outcomes, or failures, this paper shows that these kinds of outcomes occasion a search for the responsible parties for such troubles, through which the game events are reconstructed (Garfinkel, 1967; Heritage, 1984; Robinson, 2016). The data comes from a corpus of video recordings of video game playing activities using Kinect, which necessitates the players to produce the game moves with their entire bodies in particular ways to be recognised by the machine. Drawing on ethnomethodology and conversation analysis (Garfinkel, 1967; Sacks, 1992), this study looks into how players and other participants (such as spectators) produce and negotiate the social and moral order of their situated game playing activities (Goodwin, 2006; Jayyusi, 1984; Stivers, Mondada & Steensig, 2011). The participants in the data speak Turkish.

This study elucidates the interactional practices through which the participants account for the failures in video gaming interactions. These practices include but are not restricted to accepting the responsibility for the negative game results, claiming to be doing the game movements in acceptable ways, soliciting explicit accounts for why the machine is not recognizing the player movements, displaying confusion over these particular game results. The responses from spectators may agree with the positions exhibited by the players or they may provide further accounts, respecifying and recategorizing what happened in the game and why. The accounts provided by spectators usually put the blame on players, associating the failures with the ways in which they produce their bodily movements, with their timing, and with their acceptability by the machine.

The interactional work of accounting for the failures in video gaming interactions is specifically manifested and negotiated by the linguistic formulations of agency (Pomerantz, 1978; Watson, 1978). The ways in which participants form their accounts, such the use of pronouns, the choice of actions or process verbs, the positive or negative constructions, etc., describe what happened in the video games in specific ways, thereby assigning agency and attributing responsibility for the failures in

particular ways.

This paper describes the interactional organisation of accounts for the failures in video games and how these accounts recharacterize what happened in the video games. It also discusses the link between the work of accounting for the failures and the work of attributing responsibility for them. Based on this discussion, this paper argues that social and moral order are inseparably intertwined.

De la restitution scientifique à l'œil du grand public. Retour sur le projet Accmadial dans sa dimension implicative et applicative

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Abstract Topics: [SYMP57] OPEN CALL - New fields of research in Applied Linguistics

Abstract Summary:

S'adresser au sensible quand on est chercheur, c'est changer de champs de pratique. Le projet Accmadial (ACCompagnement des MAlades DIagnostiqués ALzheimer) a ainsi choisi de passer de celui de la recherche – et des modes de diffusion interne au domaine – à celui de la communication destinée au grand public à travers une œuvre de vulgarisation : il a associé le discours du chercheur et ses techniques d'appréhension spécifiques d'un fait social à celui, plus sensible, d'un artiste et photographe. Développé depuis 2017 avec le soutien de la MSH des Pays de la Loire puis de l'Université Bretagne Sud et enfin de l'IRESP, Accmadial a étudié le vécu des aidants des personnes diagnostiquées Alzheimer à partir de leur propre mise en mots de ce vécu. Et ce, dans la perspective d'en proposer une description nouvelle, en tant que réalité individuelle co-construite à partir du regard social. Situé en analyse du discours, qui appréhende les discours en tant qu'énoncés avec leur propriétés linguistiques mais aussi en tant qu'ils émergent dans des espaces discursifs déjà imprégnés de représentations construites, ce projet s'insère dans les contextes sociaux, politiques et scientifiques internationaux de la recherche en SHS autour de « la maladie du siècle ». Il revendique un positionnement impliqué dans la mesure où, en plus de recueillir la parole des aidants, il a multiplié les rencontres avec des groupes d'aidants, des professionnels de santé et suscité des échanges autour de ses résultats dans le cadre de rendez-vous de vulgarisation. Il revendique aussi une recherche appliquée dans la mesure où il entendait identifier les ajustements possibles/nécessaires à l'accompagnement des personnels malades par leurs proches. Ce cahier des charges a mené l'équipe à repartir à la rencontre de certains des aidants interrogés, accompagnée du photographe Illès Sarkantyu pour qu'il y associe un autre regard. Cette option a ensuite imposé d'adopter une autre écriture, de penser la valorisation en sortant des standards de la recherche pour alpaguer la société dans son hétérogénéité tout en mettant en relief ce que nous, chercheurs en SHS et en sciences du langage, apportons au traitement de ce fait social qu'est l'aidance. Nous proposons dans cette communication de nous appuyer sur ce parcours pour travailler les résonances entre SHS et pratiques artistiques. Nous nous intéresserons aux enjeux à relever, à ce qu'implique ce dialogue, à ce que représente un tel passage, d'un champ de pratique à l'autre et d'un genre à un autre.

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Abstract ID: AILA1376

Dementia risk prediction, counselling, and autonomous decision-making. Affordances and challenges of risk communication

Authors:

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Ayda Rostamzadeh [2] University of Cologne

Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Individuals with mild cognitive impairment (MCI) and their caregivers face complex probabilistic information in a medical counselling session when seeking diagnostic work-up for early detection of Alzheimer's disease (AD). With this contribution, we aim to outline affordances and challenges of "counselling for dementia risk prediction", a specific form of helping interaction. We will shed light on the subject from both a medical and a linguistic perspective by providing insights into preparatory measures and counselling tools, parts of typical doctor-patient-interactions, and interviews with counselled individuals.

When counselling about biomarker-based AD detection, clinicians need to consider various medical and non-medical parameters in order to enable an informed decision-making: e.g., the individual's previous knowledge on the topics dementia, Alzheimer's, and risk prediction; the magnitude of cognitive impairment of the MCI-patients as well as the numeracy skills and the understanding of risk/probability of the counselled individuals (Rostamzadeh & Jessen 2020; Rostamzadeh & Schwegler et al. 2021).

From a linguistic perspective, these counselling sessions show a high susceptibility for talk at cross purposes (Imo 2013), since clinicians target a discourse on educational information in order to lead to a decision for or against risk prediction. On the other hand, patients and caregivers often expect concrete instructions for future actions, information on curing remedies, and therapy planning (Schwegler 2021). Furthermore, subjective theories (Birkner 2006) about the cognitive impairment and coping strategies to normalise the situation affect the interaction. Previous knowledge, preconceptions, assumptions, and information from other credible authorities from the patient's life – which are mentioned in subsequent interview sessions during our interdisciplinary study – encounter biomedically and statistically informed

concepts of risk, disease, and symptoms. We aim at contributing in an interdisciplinary way to identify and elaborate how to manage these challenges and affordances in helping interactions.

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Enhanced global hybrid work team communication and belonging: Assessing the influence of sociolinguistic and cultural intelligence

Authors:

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Abstract Topics: [SYMP37] Interactional and discursive practices in changing work environments

Abstract Summary:

Today's rapidly-shifting workplaces require critical attention to complex global hybrid team communication: What are the biggest communication challenges for linguistically and culturally diverse teams? Which capabilities improve outcomes? Leaders, and those advising them, must react to these digital transformation needs.

There's also an urgent "need to develop human-centric skills – the ability for leaders and teams to connect, collaborate and create together" (Van Der Veen, 2021). Intercultural communication is paramount for international/domestic and organizational/functional cultures, multiple languages and time zone dynamics to reap rewards of engaged collaboration (Goettsch, 2016).

While human-centric cultural intelligence is often overlooked, it contributes to inclusive, belonging experiences when record disengagement is aggravating workplace communication. Organizations must get "back to human" by learning together in collaborative hybrid ways across differences, since "this can't be managed by an app" (Kahn, 2021).

Top language/culture challenges for global hybrid teams are underrepresented in research. This session bridges hybrid dissonance with cultural awareness/action. The presenter's deep perspectives as educator, researcher and practitioner will prompt listeners to adopt technical and human-centric insights.

The cultural intelligence (or CQ) framework – including sociolinguistics – is the capability to relate and work effectively in complex diverse situations, mitigating biases. CQ capabilities (unlike IQ, values, personality) improve through education, training and practice (Ang, 2021; Livermore, 2021; Ng, 2022).

Per the Cultural Intelligence Center (2020), CQ predicts personal adjustment/adaptability; judgment/decision-making; negotiation effectiveness; trust/idea-sharing/innovation; leadership effectiveness; and improved productivity/cost-savings. CQ is measured in Drive (multicultural interaction interest/persistence/confidence); Knowledge (understanding culture

similarities/differences); Strategy (multicultural awareness/planning); Action (intercultural work/relationship adaptation).

This study gathered CQ assessment results from university professional workshops in 2022. Participants totaled 61 at proposal submission. Preliminary research questions included: What are language/culture challenges for global hybrid team collaboration? What are individual and team CQ strengths? What are self-identified CQ improvements? Polling and discussions provided more participant variables: increased pandemic-instigated hybrid teams and cultural exposure; shifting job market opportunities; and uncovered internal critics and blind spots. Initial analysis suggests leaders prioritize their own CQ before helping teams and that CQ is an underdeveloped capability across teams (particularly Knowledge and Action). Full findings – along with shared CQ development strategies – are expected to empower organizations to target CQ to increase belonging, collaboration and outcomes in an evolving hybrid workplace.

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A metaphraseological study of chéngyǔ: Idiomatic expressions or proverbial locutions?

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Huy Linh Dao [2] [^] INALCO

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Abstract Topics: [SYMP79] Phraséologie en linguistique théorique et appliquée

Abstract Summary:

1Call-for-individual-com-AILA-2023.docx

The *chéngyǔ* is the most widespread category of settling in Chinese and constitutes an important part of the *shúyǔ* or phraseological units (PUs). However, translated terms in French are unclear; for example, they are referred to as "quadrysillabic expressions or idioms" (Sabban 1979), "sinisms," "quadrisyllabic catachresis" (Doan 1982), "idioms" (Doan and Weng 1999), "quadrisyllabic formulas" (Drocourt 2007: 259), "idiomatic expressions" (Chen 2021), "locutions" or "proverbs" (Trapp 2011), or "proverbial locutions" (Lectez 2020). These translations do not necessarily have the same meaning, especially "idiomatic expression" and "proverbial locution."

Idiomatic expressions (IEs) and *chéngyǔ* differ in terms of certain characteristics that fall under "idiomaticity" (Gross 1996; Gonzalez Rey 2002; Mejri 2003), or 民族性 *mínzúxìng* (Sun 1989, Ma 1978), that is, "a construction specific to a language that has no exact lexical and syntactic equivalent in another language and cannot be translated literally" (Neveu 2004: 2). This difference concerns linguistic (predominant quadrisyllabism in Chinese and parallel or non-parallel internal structure, i.e., formal constraints non-existent in French) and cultural (historical heritage and bookish source in Chinese but with the popular origin in French) aspects.

Nevertheless, we still share this understanding of IEs, and base on a double analysis of the *chéngyǔ* :
1) Stylistic: "locutions" or "expressions"
In French, the chéngyǔ corresponds to a term implying "most often, the use of a figure, metaphor, metonymy, etc." (A. Rey 2003: X), as opposed to locutions ("way of say-ing") (Ibid.).

2) "Idiomatic" or "proverbial"?
a) From a syntactic viewpoint, idiomatic expressions are lexical units and proverbs are sentences with characteristic syntactic structures.
b) "The semantic structuring of proverbs" (Mejri 2008: 3) allows us to differentiate proverbs from idiomatic expressions, which have implied meaning. According to Tamba (2011), idiomatic expressions are endowed with a lexical meaning that is sometimes non-compositional (Svensson [2008] would say "opaque," as opposed to "trans-parent") but analyzable and motivated; in other words, each unit of an expression potentially has several layers of meaning (quoted by Henry 2016).
c) From a fixedness point of view, a proverb is less "fixed" than an idiomatic expression. According to Klein and Lamiroy (2016: 18), diachronic variation is more important than synchronic variation since proverbs have existed since the Middle Ages and evolved.

Therefore, the *chéngyǔ* appear to be very similar to the phraseological units called "IEs."

[...] polylexical sequences with a categorical content [...] which are characterized semantically by their non-compositionality, partially, can be the result of a tropic procedure (essentially metaphor or metonymy). They are defined syntactically by a minimal degree of fixedness and lexically by, at least, a partial closure of the paradigmatic classes. (Bolly 2011: 43)

Keywords: idiomatic expressions, chéngyǔ, terminology, proverbial locution

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Dismantling Elite Multilingualism when Teaching Elite Multilinguals: Critical Sociolinguistics and Applied Foreign Languages

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Adam Wilson [1] [*] [^] Université de Lorraine

Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

"*Langues étrangères appliquées*" (*LEA*) – often translated as "Applied Foreign Languages" – is a popular Bachelor and Master's degree programme in the French university system which involves studying multiple languages as well as courses in business-related disciplines such as economics, marketing and accounting. After graduation, many students go on to work in positions of responsibility in international and multilingual businesses and institutions, or at least this is the promise upon which these courses are promoted. In this respect, *LEA* might be considered as a vector of "elite multilingualism" (Barakos & Selleck 2019: 5) in that it "imbues social and/or material capital, prestige, excellence, privilege, and access to linguistic resources in certain groups of speakers". While some may indeed benefit from this state of affairs, elite multilingualism is also a "terrain for exclusion" (Barakos & Selleck 2019: 5) in that it legitimises only a select collection of language practices.

In this presentation, I draw upon my own experience as a researcher in critical sociolinguistics who has, over the past six years, also taught on a wide variety of L2 English *LEA* courses at both BA and MA levels. I aim to explore how theoretical and methodological tools from my main research discipline(s) might be integrated into *LEA* teaching in a bid to counter the exclusive nature of the elite multilingualism that these courses otherwise propagate. More specifically, I report on how I adapt, present and practically integrate certain key concepts – such as "language ideology" (Woolard 2020), "linguistic marketplace" (Bourdieu 1982), "commodification" (Heller 2010) – into L2 English teaching/learning in an attempt to raise awareness of ideologies of elite multilingualism and their potential repercussions.

Following this, I highlight some of the challenges involved in creating this applied critical

sociolinguistic approach to *LEA* before exploring how, if successful, such an approach could not only help empower students themselves but also encourage them to reflect on their own role in the spread and (re)production of potentially harmful language ideologies.

As an invitation for further discussion, I conclude my presentation with some suggestions for other ways in which critical sociolinguistics might dovetail with L2 teaching in disciplines such as *LEA*, thus promoting social justice in the L2 language courses of those who might one day be at the helm of language management in a wide range of contexts.

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Abstract ID: AILA1381

Uncertain Hearing, Responsible Listening. Towards a Theory of Voice in Times of Forced Migration

Authors:

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Abstract Topics: [SYMP67] Sociolinguistics, Ethics and the Art of Encountering the Other

Abstract Summary:

The socially and linguistically diverse classroom is known to be a setting where visions clash. On the example of Austria and Germany, students with particularly severe experiences (e.g., forced migrants) have been shown to articulate particularly high ambitions for their school careers (Thüne/Brizić 2022). Teachers, by contrast, often evaluate these students as *overly* ambitious, with a striking focus on the students' physical voice as being 'too loud', 'too silent', or 'too unpredictably alternating between the extremes' – in short: as inappropriate for the institutional setting (Ibid). This centredness around physical voice, however, easily leads to losing sight of the students' learning progress and further contributes to already highly unequal opportunities in European education systems (cf. OECD 2019).

And yet, there is another yet related perception: teachers tend to perceive themselves as highly 'uncomfortable' and 'uncertain' whenever interacting with students with particularly severe experiences. This is documented, above all, in the case of students' whose communities look back on a history of discrimination and persecution. In Germany and Austria, among the most prominent examples are Roma and Sinti as well as Kurdish students who repeatedly seem to cause teachers' uncertainties; and already Jewish students, having fled from Nazi Germany to England, reported their teachers to have felt highly uncomfortable in view of their students' experiences: "Nobody asked me. (...) You could not talk about that ..." (Thüne 2019: 164). In sum, what seems to unsettle the teachers is a perceived loss of the teacher-as-expert role in light of their students' experiences (Gilham & Fürstenau 2020: 31).

Taking a different approach, this paper regards uncertainty as indispensable for encountering "those we can never fully understand" (cited from Call for Papers). In this spirit, I will define teachers' *uncertainties* also as a sign of *responsibility*, grounded not only in (un)informedness, but rather in *concerns* (cf. Butler 2005: x), e.g., the concern to touch upon traumatic experiences. This allows to re-frame the teachers' *hearing* not just as uninformed but as meaningful for proceeding to a (self-)conscious *listening*. The central role of the listening subject, in turn, allows an understanding of the students' voices as *sociolinguistic Voice*, i.e. *the ability to make oneself heard, understood, and considered worth hearing* (Hymes 1996: 64), hence with the capacity to elicit an ethical response, here: the teachers' (self-)reflexive *Listening*. On the example of institutional interactions with teachers, I will outline some basic steps towards a Theory of Voice and discuss its implications for teacher education and practice in times of increasing forced migrations.

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Abstract ID: AILA1383

The fatigue of being researched: how to move on with the politics of vulnerability in ethnography?

Authors:

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Abstract Topics: [SYMP85] Do no harm? – Researchers, their practices, and their role(s)

Abstract Summary:

Social science has made homeless people an intense object of research. Researchers have been attracted by the vulnerability of those living in the margins and have used their life stories to make many critiques of capitalism and colonialism. The economy of knowledge production in academe desires and commodifies stories of pain and demands the ethnography of resistance (Tuck & Yang, 2014; Urla & Helepololei, 2014). Tuck and Yang (2014) theorize the refusal to do such research as an attempt to place limits on the colonization of knowledge of self/Others.

This paper draws on my ongoing ethnographic work conducted since 2019 in London (U.K.) that documents homeless individuals' interconnected networks and engagement in street businesses and livelihood strategies. At one point in my fieldwork, one participant shared his fatigue about being constantly approached by researchers and their loss of hope in having researchers change their situations. Another said to me that he had told me everything that he thought he could, and he could not help me more. Their fatigue of being over-studied by academic labor caused me emotional harm because, as a researcher, my intent was not to wear out the "subaltern others". I refused to further "colonize" the participants' stories although some of them were supportive of my research, so I stopped my fieldwork temporarily during Winter 2020 to reflect on the aesthetics of research interests in vulnerability in language studies and contemplate the next step of my study. I told my participants about my feeling and decision to halt the data collection. Interestingly, some of them voluntarily kept in touch with me for a long time and, instead of saying that they were used/harmed/colonized, they thanked me for making them feel "useful".

This paper aims to reflect upon the fatigue of being researched and the "harm" that ethnographic research can do to both researchers and participants - what does it mean for us researchers to navigate this fatigue and what does it mean to do research in places where people are sick of what we do? More importantly, what do we do with this "fatigue"? How do we address it? What does it mean for our research? The argument I put forward is that we need to take a second look at what we mean by "harm"; there must be a balance between researchers and participants and such a balance needs to be sought by researchers throughout the research process with their participants.

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Communicative Language Teaching: Contrasting (British and German) Views

Authors:

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Abstract Topics: [SYMP07] AILA ReN - Ideology in the History of Language Learning and Teaching

Abstract Summary:

As a prototypical example of a set of foreign language teaching principles often assumed to be universal, this paper focuses on the 'communicative approach' in language education (henceforth, 'CLT' – Communicative Language Teaching). CLT has been well-established for almost 50 years and has dominated both language teaching professional discourse and language teaching practice in many contexts worldwide. However, with the exception of brief accounts in Howatt with Widdowson (2004: 326ff.) and Hüllen (2005: 140ff.), there have been no serious attempts to research the origins of CLT, in particular the ways it developed differently in various European contexts in its early stages, and the ways it was promoted and recontextualized. Educational policy makers commonly assume that CLT is easily applicable everywhere, i.e. in a multitude of teaching contexts in different nations or in different kinds of institutional setting therein. In this spirit, the highly influential *Common European Framework of Reference for Languages* (CEFR; Council of Europe) from 2001 defines six levels of communicative language proficiency independently of any specific language and in a context-free manner. The document's – and CLT's – underpinnings in the notion of 'communicative competence' therefore seem to deserve further investigation.

In Anglo-American applied linguistics, the origins of the term 'communicative competence' have been commonly traced back to Dell Hymes' (1972) work in the field of anthropology/sociolinguistics. Yet, there are strong indicators that 'teaching for communicative competence' or CLT has been interpreted differently in relation to the teaching of English in German secondary schools, where the notion originated in Hans-Eberhard Piepho's (1974) *Kommunikative Kompetenz als übergeordnetes Lernziel im Englischunterricht*, drawing not just on Hymes but on Habermas' sociological and emancipatory notion of 'kommunikatives Handeln' (Habermas & Luhmann 1971). In the British

applied linguistic/ELT context, although most accounts of the development of CLT highlight the influence of sociolinguists like Hymes and the philosophy of speech acts (e.g. Austin 1962), there were various neglected strands of influence (including influence from practitioners as well as theorists), which the paper will aim to uncover. Among these were influences from progressive primary school education and advocates for social justice (cf. Rixon & Smith (2012) on the early work of textbook writers Abbs and Freebairn). However, the notion of communicative competence seems to have been largely recontextualised in British ELT to serve and create an international market for UK publishers and institutions like the British Council and Cambridge Assessment, which facilitated the export of English language teaching experts and expertise around the world.

On a surface level, then, these two fields of activity (*Fremdsprachendidaktik* and British applied linguistics/ELT) appear to be strongly influenced by a common conception of communicative competence but at another level appear incommensurable. Since the 1970s, indeed, a significant body of work – largely in German – has emerged in the field of *Fremdsprachendidaktik* but this has almost never been referred to within UK applied linguistics/ELT, where continental European influences and contributions, generally, have tended to be ignored (van Essen 1989). At the same time, in the field of *Fremdsprachendidaktik* itself, an apparently unique understanding of certain core notions – including communicative competence – seems to have emerged (Doff 2008) which continues to colour the way international work is read and 'recontextualised'. It is therefore justified, necessary and innovatory to examine the transnational (Anglo–German) development and construction of CLT as part of joint historical research into the late-20th-century period of apparent integration in language teaching in Europe and beyond, and to ask what the fields of *Fremdsprachendidaktik* and applied linguistics/ELT in fact share, how they have differed in their development, and, on this basis, what they can potentially offer to one another. In this paper, we report on points of comparison and outline possible implications for conceptualizations of communicative competence and CLT within (English) language teacher education programmes worldwide, as well as potential impact of our comparative approach on the way historical research is done within the emerging fields of HoLLT (History of Language Learning and Teaching) and HoAL (History of Applied Linguistics).

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Abstract ID: AILA1391

Pre- and inservice teachers' attitudes and beliefs towards linguistically heterogeneous classrooms and the potential of a didactics of pluri- and multilingualism

Authors:

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Abstract Topics: [SYMP70] Teaching (for) Diversity: Multilingualism in Teacher Education

Abstract Summary:

This paper discusses the potential impact of teachers' beliefs and attitudes related to the challenges and potentials of multilingual classrooms on their pedagogical decision-making and to what extent a didactics of pluri- and multilingualism is considered as a resource for actual teaching practices. Data from several small-scale studies will be presented that a) were collected in three subsequent university courses (October 2020-February 2022) in Educational Sciences at the University of Koblenz-Landau for prospective teachers of all backgrounds (N=80) on linguistically responsive teaching and language facilitation support in the classroom based on a questionnaire to assess teachers' beliefs related to multilingualism (cf. Fischer, Hammer & Ehmke 2018). On the basis of the empirical data and students' verbal feedback it will be evaluated which course contents in the syllabus may contribute positively to preparing prospective teachers for the challenges of linguistically diverse classrooms. Furthermore, the paper presents b) data from a study with in-service language teachers in Rhineland-Palatinate, Germany (N=128, data collection summer 2021) focusing on the merit of a didactics of multilingualism and multiculturalism in the language classroom administering a modified version of a questionnaire by Heyder & Schädlich (2014). On the basis of the empirical results and the students' verbal feedback this paper draws conclusions for curriculum development at university level for prospective language teachers as well as for teachers of all backgrounds.

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Marking Digital Objects in Online Cooperative Video Games

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

In online cooperative video games, players are often required to coordinate their actions in a context of visual asymmetry by relying on talk and semiotic resources available on the game interface, which come to constitute accountable practices of gameplay (Reeves at al. 2017).

In this presentation, I will focus on the practice of marking digital objects in cooperative battle royale video games (e.g. Fortnite). In these games, players start each match without weapons or items, and one of the main tasks to play the game effectively is to build up an inventory that allows to survive as much as possible. To do so, players 'loot' the virtual environment of the game and collaborate in locating objects in space and making them available to co-players with the use of talk and graphic 'markers'.

Drawing on multimodal conversation analysis, it will be argued that this type of marking actions is understood by co-players not only as oriented to 'showing' the object (Rosenbaun and Licoppe, 2017), but also as a way of offering it and making it relevant to the strategic organization of gameplay. In particular, I will consider the coupling of marking and verbal formulations, while focusing on the epistemic (Heritage 2012) and benefactive (Clayman and Heritage 2014) status and stances taken up by the participants. More in general, these sequences display how gamers' competent expertise (Sudnow 1983, Reeves et al. 2009) is performed while orienting to collaboration and team play.

The corpus comprises three hours of online interactions in English and Italian between three distant players teaming up on Fortnite. The data include the synchronized recordings of each player's screen and voice chat.

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Abstract ID: AILA1396

Reporting research interviews in writing

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Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

Interviewing is a common method of producing data sets in many academic disciplines. The subsequent conversion into writing of the spoken discourse thus produced is an essential process, but it is neither simple nor straightforward. In our presentation, we will identify various critical phases in this process and relate them to the first author's own social-linguistic research, which uses interview data to examine the discourses of school teachers' professional identities.

First, the spoken discourse produced by the informant in the interview – and, more broadly, the discussion between the researcher and the informant – must be transformed into analyzable form. The research tradition in general and the research questions in particular define the accuracy with which the linguistic and non-linguistic elements should be transcribed.

Second comes the reporting of the research, insofar as it is supported and illustrated by excerpts from the data. On the one hand, these excerpts should be sufficiently detailed to provide the necessary information about the course of the analysis, but on the other hand, readability and conciseness are also important here. In today's international and widely English-speaking academia, it is worth noting that the process becomes more complex if the data is produced in a different language than the one in which the study is reported.

In addition, a third stage can be identified in our research design. An individual's identity can be perceived as a tangle of non-verbalized and vague perceptions and feelings, so in talking about identity, the informant in a way transforms his or her non-verbal understanding into a linguistic form.

The questions asked in a research interview affect what kind of information and results are obtained. In terms of the quality of the research results, we argue that it is also – and equally – important to focus on how the discussion between the informant and the researcher in the interview is transcribed into analyzable written text and how the extracts taken from this transcription are reported to readers.

FLIL usage-inspired L2 teaching approac

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Abstract Topics: [SYMP30] Dynamic Usage Based Principles in L2 Instruction

Abstract Summary:

This paper aims at presenting how the Film Language Integrated Learning (FLIL) usage-inspired L2 teaching approach is being implemented in the first year French language proficiency unit courses as part of a substantial overhaul of the French language program taught at the University of Groningen. This paper will also draw on the results of a student survey conducted at the end of the module during the first year and the subsequent year.

While adopting the dynamic usage based (DUB) approach to language development and teaching, the French section of the Department of European Language and Cultures along with other language sections sought to review its offer of language proficiency courses. The redesign of course units initially concerned the B1 and B2 levels then more recently the A2 level as well. Though FLIL isn't the only means of instruction, the French section has now fully integrated the film-based activities into its program. Each module is divided into three two-week cycles and each cycle features a full-length movie which aims to provide the necessary contextualized authentic and meaningful L2 input to students. For each module, students must carry out a task related to the movie. A significant difference exists however regarding the moment at which B1/B2 and A2 students are exposed to the entire movie in that for the latter, the movie is shown at the end of each two-week cycle to entice motivation amongst students.

For the A2 module, each cycle is divided into four 90-minute lessons which consists of a pre-task (lesson 1), an in-class task (lesson 2 and 3) and a post-task (lesson 4).

During the pre-task, students are required to:

- Complete Interactive video assignments (H5P)

- Review a set of selected vocabulary items (Quizlet)

- Complete topical activities online

In addition, the instructor introduces the final task and answers questions about the final task.

Then, students are invited to complete a "Green light" which serves as introducing the final task as well as identifying the linguistics and pragmatic needs of students.

The in-class task is divided into two distinct phases of roughly equal length:

- The instructor proposes activities aiming at exposing the students to the vocabulary they will need to complete the task.

- The students work towards completing the final task i.e. work on dividing the task among each of them, look up supplementary vocabulary and linguistic structures needed to complete the task.

The post-task consists in providing and receiving feedback and reviewing one's work based on the feedback received and on an assessment grid also used by the instructor.

The final task is then assessed by the instructor using an assessment grid.

So far, the new A2 course unit has been offered only twice. Despite being offered first online during the implementation of the Covid measures, a majority of students surveyed stated that their language proficiency significantly improved and that the interactive video activities help them gain insights into the cultural aspects of the films. Among the improvements that some students called upon was the need for more explicit grammar teaching especially for those students who haven't been exposed to the target language in a long time.

Abstract ID: AILA1398

Investigación Participativa de la Lengua Maka (Matacoa) de Ita Paso,Itapúa, Paraguay

Authors:

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Agustina Mereles [2] [^] Universidad Nacional de Itapua

Abstract Topics: [SYMP90] The Loss of Indigenous Languages: Challenges for Children

Abstract Summary:

2019 Año Internacional de las Lenguas Indígenas por la Asamblea General de la Organización de las Naciones Unidas a través de la Resolución No 71/178 se crea la Comisión Nacional de Conmemoración del Año Internacional de las Lenguas Indígenas en Paraguay, con el fin de llamar la atención sobre la grave pérdida de lenguas indígenas y la necesidad apremiante de conservar, registrar, revitalizar, promover y adoptar medidas más urgentes a nivel nacional e internacional.

Luego de las acciones tomadas en el 2019 alrededor del mundo en torno a la visibilización y el estado de las lenguas indígenas, la UNESCO determina que no es suficiente con un año para alcanzar las metas que competen con la promoción, difusión e inclusión de las culturas y las lenguas indígenas, por lo mismo, se declara el Decenio Internacional de las Lenguas Indígenas entre 2022-2032. Dentro de este marco, dos ejes claves mencionados para promover las culturas y las lenguas indígenas según la Organización de las Naciones Unidas son "la creación de condiciones favorables para el intercambio de conocimientos y la difusión de buenas prácticas en relación con las lenguas indígenas". Así como también "el crecimiento y desarrollo a través de la elaboración de nuevos conocimientos.

Actualmente, en el Paraguay aun no se cuenta con el espacio educativo adecuado para propiciar la sobrevivencia de la diversidad lingüística y cultural que puede existir dentro de una misma lengua en un territorio dado (Mithun 2004). Este fenómeno no sólo tiene consecuencias directamente devastadoras en los ámbitos político y lingüístico, las cuales afectan e influyen a las poblaciones minoritarias étnicas.

Aun cuando se cuente con maestros hablantes de lenguas indígenas, estos se ven limitados en sus posibilidades de enseñanza de su cultura y su lengua materna por no contar con los recursos, la preparación adecuada para el reto ni materiales pedagógicos suficientes para la transmisión de sus lenguas a las futuras generaciones de hablantes (Escobar 2019).

Apprentissage informel et accent dans les productions orales spontanées : pour une prise en compte de l'enjeu identitaire

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Abstract Topics: [SYMP25] De l

Abstract Summary:

Plusieurs recherches dans le domaine de l'apprentissage informel d'une langue seconde (AILS) étudient des éléments de la parole tels que la fluidité, l'aisance et la précision (Cole & Vanderplank, 2016 ; Kusyk, 2017). Rares sont les études en AILS qui se consacrent à la prononciation, à l'accent ou encore à l'identité des apprenants en L2 (Moyer, 2003). À partir de la différence entre les discours lu et spontané (Howell & Kadi-Hanifi, 1991), j'ai mené une recherche pilote qui vise à collecter des données semi-spontanées et à analyser acoustiquement les productions orales d'apprenants d'anglais qui s'engagent dans des activités informelles. Nous avons demandé à un groupe de 18 étudiants français de tenir un journal oral (Song, 2009). La consigne était d'enregistrer un résumé, une synthèse ou autre, sans aucune note (texte écrit), après avoir fait une activité non imposée en anglais. Cinq volontaires ont envoyé entre deux et quatre enregistrements (une douzaine d'heures) et ont accepté d'être interviewés. L'analyse de contenu des journaux oraux et des entretiens montre que ces apprenants sont non seulement conscients de l'amélioration de leurs compétences orales grâce aux activités informelles (séries télévisées et films, musique et jeux). Ils reconnaissent également que l'activité du journal oral leur a donné l'occasion de pratiquer leurs productions orales, notamment au niveau articulatoire. De plus, l'analyse acoustique a révélé des discours plus fluides, précis et compréhensibles avec une prononciation tendant vers l'accent américain (Rindal, 2010). Des aspects segmentaux et suprasegmentaux tels que la rhoticité, le *flapping*, la vocalisation nasale, l'intonation montante et descendante, le *uptalk*, le *freaky voice* ou encore le *yod-dropping* ont été largement identifiés chez certains apprenants. Ces résultats indiquent aussi des imitations vocales (Markham, 1997) pour des raisons diverses données par les participants (ex : accent attractif, facile), que nous interprétons par une affiliation identitaire aux différents accents auxquels ils s'exposent à travers des activités informelles.

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Abstract ID: AILA1403

Teachers as active participants of member-checking: "Is this me?"

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Abstract Topics: [SYMP81] Reflections on co-production as a research practice in the field of foreign language teaching and learning

Abstract Summary:

Member-checking is one of the key instruments ensuring the quality of qualitative research which is commonly associated with participants' approval of data accuracy (Creswell & Miller, 2000). Considering multiple drawbacks of the traditional member-checking methods, I will present an alternative technique, diagrammatic elicitation, which involves designing diagrams and encouraging individuals to comment on them (Umoquit et al., 2013).

In my talk, I will illustrate how diagrammatic elicitation was implemented in a study of Armenian EFL teacher self development and motivation (Sahakyan et al., 2018). The participants were six teachers with diverse ages, teaching experiences and socio-cultural backgrounds. The data were collected in three phases over a period of six months using semi-structured interviews, journal writing and unstructured classroom observations followed by post-observation interviews. The diagrammatic elicitation technique was used in the last phase of the data collection. Based on the thematic analysis of the data (Braun & Clarke, 2006) collected in the previous phases, for each participant I drew a diagram representing key themes and radially arranged sub-themes to capture their teacher self evolution. Then I presented the diagrams to the participants, explained how they were generated and encouraged them to read and comment on the themes, sub-themes as well as to signpost any misinterpretations. The aim of this procedure was not to merely verify information but to engage the participants in co-construction of meaning.

I argue that diagrammatic elicitation makes member-checking more participatory. It triggered more reflexive collaboration between the researcher and participants enabling the participants to actively engage in the meaning making process and provoking more reflections on the key aspects of their experiences. This elicited further contributions to the research topic offering more insights into the teachers' self evolution and factors influencing it which enhance the

quality of research (Thomas, 2017). In addition, such reflections not only enabled teachers to analyse and evaluate their teaching but also empowered them and encouraged to take responsibility for their professional development.

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Delegitimizing Traditional Language Instruction: (Digital) Storytelling as a Pedagogical Tool for Spanish Language Pedagogy

Authors:

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Abstract Topics: [SYMP29] Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

Abstract Summary:

Academic structural organizations are always subjected to power dynamics, and Foreign/Modern/World Languages Departments are no exception. Despite the label chosen to name this scholarly field most traditional paradigms consider languages as monolithic social constructs. A differential paradigm within the convergence of Modern Languages and Digital Humanities must stress an Open Critical Pedagogy, and abandon the artificial dichotomy *language courses* vs. *content courses*: it is counterproductive to think about language without considering the social and cultural context in which it is (re)produced.

Language teaching requires critical consideration of historical and social contexts. Pedagogical models and instructional materials for language teaching have been found to lack these aspects. Textbooks overlook cultural and linguistic differences and provide content that guides instructors towards more traditional, banking models of education (Hortiguera 2011; Leeman & Martínez 2007; Zaidi 2010). These language teaching methods have traditionally given priority to grammar-based language material as they envision students as knowledge consumers (Freire, 1994). This methodology in language instruction tends to privilege the core skills through attention to grammar, vocabulary, and culture, with little or no attention to metalinguistic issues and the political nature of language itself (del Valle, 2014; Leeman, 2014).

This academic convergence of Modern Languages and Digital Humanities from a critical lens

fosters open teaching and learning practices in which interdisciplinary collaborations (sociolinguistics, linguistic anthropology, among others) are encouraged. Moreover, it emphasizes that language(s) are more than a simple set of linguistic norms and critical approaches to teaching languages must recognize that these norms are based on social consensus. Although our social practices tend to normativity, our pedagogical practices must question them.

Considering the context of my presentation, within the US, Spanish is *not* a foreign language. Approaches that externalize, exoticize, and romanticize Spanish are inadequate to meet the needs of students who move daily through Spanish-speaking spaces. By engaging with Open Critical Pedagogy frameworks (DeRosa & Jhangiani 2017), these student-driven approaches go beyond simply acquiring linguistic skills and motivate students to be active critical thinkers.

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Abstract ID: AILA1405

Dégenrer sa voix : approches croisées de la production et de la perception

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Abstract Topics: [SYMP25] De l

Abstract Summary:

Cette contribution, à la croisée de la sociophonétique descriptive et appliquée, donne les grandes lignes des résultats obtenus dans le cadre du projet ANR NoBiPho sur la non binarité de genre, en particulier par la voix produite et perçue.

L'objectif du projet est de tester les paradigmes émergents qui considèrent le genre comme un système non binaire (Bing et Bergvall, 1998), libre du postulat du dimorphisme sexuel humain, et de proposer une nouvelle modélisation capable de rendre compte de la diversité humaine.

Afin de savoir si la qualité de voix produite et perçue n'obéit pas à des considérations catégorielles d'ordre binaire, plusieurs types d'analyses ont été conduites à partir des productions orales de sujets de genre masculin, féminin et non binaires.

Dans l'étude consacrée à la production de la voix chez ces sujets, il s'agissait de savoir si la variation vocale produite par les personnes non binaires assignées-femmes-à-la-naissance (AFAB) diffère de la variation vocale produite par les participants cisgenres (également cis), au niveau de sa hauteur et de son timbre clair ou brillant.

Pour ce faire, des analyses phonétiques et statistiques d'échantillons de parole continue produits par 6 participants AFAB non-binaires, 5 femmes et 4 hommes cisgenres canadien.nes ou américain.es ont été effectuées. Les indices vocaux étaient la fréquence fondamentale moyenne (F0) et la qualité de la voix claire, mesurée par la proéminence du pic cepstral lissé (CPPS, Maryn et Weenink, 2015) et la pente spectrale ; le genre des personnes étant le prédicteur.

Les résultats ont montré qu'au niveau du groupe, les participants non-binaires ont produit des valeurs de F0 intermédiaires - significativement inférieures à celles des femmes cis et significativement supérieures à celles des hommes cis. Individuellement, la majorité des participants non binaires ont produit des valeurs F0 moyennes dans cette fourchette intermédiaire. Les participants non binaires ont produit une pente spectrale négative significativement moins importante et un CPPS plus élevé, ce qui indique une qualité de voix plus lumineuse et plus résonnante. Les résultats au niveau individuel indiquent que la formation vocale et la physiologie du tractus vocal n'expliquent pas entièrement les résultats obtenus.

Ainsi, l'agentivité des participants, en particulier leur motivation à modifier leur production vocale pour éviter d'être mal classé au niveau de leur genre, a un effet sur la production de F0 des participants AFAB non binaires et potentiellement sur la qualité de leur voix. La majorité des participants AFAB non binaires ont produit de manière unique la combinaison de signaux de F0 intermédiaire et de qualité de voix plus claire (Brown & Pillot-Loiseau, sous presse) et cela a un impact sur leur perception genrée sur la base de la simple écoute de leur voix.

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Multiple voices and perspectives: Comparing students' language resources to actual language use across countries and contexts

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Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

Embracing linguistic diversity in education is key to developing inclusive societies that respect diversity and difference (Council of Europe, 2008). Scholars have expressed concern about the lack of multilingual pedagogy in the classroom that includes and draws on all students' existing language resources (Auger, 2007; Cenoz & Gorter, 2017).

This paper provides new knowledge by reporting from the LANGUAGES project, combining student perspective and observed perspective on the use of students' language resources in language lessons in England, France and Norway. LANGUAGES is a longitudinal project that examines the teaching and use of English and French in three national contexts, where these languages have different statuses and where students' language resources vary extensively (European Commission, 2012). The project aims to spotlight the role that teaching plays in developing students' ability to communicate in more than one language. The classes in this project were strategically sampled to include language homogeneous and heterogeneous contexts in the three countries and includes eight French classes and eight English classes in each country (n=48), among students aged 13–15 (n=1440).

This paper reports on findings from the first year of the project and includes two strands of data: (1) a thoroughly validated student survey (Haukås et al., 2021), where the project obtained a quantitative and systematic overview of all students' reported linguistic repertoires, and (2) a well-proven video observation design in the classroom (Brevik & Rindal, 2020), where the project systematically recorded four consecutive lessons in each language class (n=192). Video recordings provide examples of how teachers prompt students to draw on their language resources and identities in the language classroom and how such prompting and use of resources lead to inclusion by students, for example by engaging in uptake of students' ideas, responding in ways that expand on student ideas or enable students to further explain, clarify and specify their thinking. Adopting a mixed-methods approach (Greene, 2007), this study focuses on findings relating to similarities and differences between students' reported language resources and the use of languages in the classroom. The contribution relates to trends across the three contexts, exemplifying effective and helpful practices for capitalising on students' language resources and identities in the language classroom.

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How Is Critical Thinking Addressed?: A Comparative Case Study of Second Language Writing Materials

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Abstract Topics: [SYMP38] Language and Critical Thinking Integrated Teaching: Content, Consumption and Production of EFL Course Materials

Abstract Summary:

Critical thinking is defined in different ways and in many facets but basically described as the ability to employ a certain level of knowledge with a flexible use of higher-order cognitive skills (e.g., analyzing, interpreting, categorizing, and evaluating). Using critical thinking skills thus involves making active, reasonable, and self-regulatory judgments (Fisher & Scriven, 1997). It is categorized as integral to the 21st century skills (Binkley et al., 2012), a key element of complex argumentation, deep analysis, and other professional behaviors (Kuhn, 1999; Walton, 1989). Over the decades, teaching and learning writing (second language writing included, of course) has been considered as an important part of curriculum that provides a manifold of opportunities for language learners to develop their critical thinking (Abrami et al., 2008; Giroux 1978; Paul 1990; Petrosky 1982; Siegel 1988). It is argued that the starting point is to represent critical thinking in textbooks explicitly or implicitly. This presentation reports on a case study of two writing textbooks written for English as a second/foreign language learners with a focus on how critical thinking development is addressed in the textbooks. The comparative analysis is centered around the design of activities and/or exercises. The chosen textbooks are *Writing Critically: English Argumentative Writing* (WC henceforth) and *Models for Writers: Short Essays for Composition* (MW henceforth), respectively produced in China and the United States of America. Both have been used widely in their own sociocultural, economic and political contexts. Data was collected about the goal-setting in relation to critical thinking development, selection of thematic contents, structure and presentation of activities, instructions for the activities, culture and value embedded in activities. Based on the data analysis and results discussion, implications for second language writing materials design and development are generated.

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Diminutives in action: the conversation analytical turn on morphology

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Abstract Topics: [SYMP65] Research on Romance Languages and Social Interaction: Conversation Analytic Studies and Applied Linguistics Perspectives

Abstract Summary:

Diminutive suffixes have been a topic of interest in several studies and from different perspectives. Although typically a topic of research in Morphology, diminutives have been largely investigated also in Semantics (*e.g.*, Jurafsky 1996), Phonology (*e.g.*, Ferreira 2005), Pragmatics (*e.g.*, Adams 2009; Schneider 2017), Morphopragmatics (*e.g.*, Dressler & Barbaresi 1994); Language and Cultural Socialization (*e.g.*, Savickienė & Dressler 2007; Ochs, Pentecorvo & Fasulo, 1996), and Corpus Linguistics (*e.g.*, Turunen 2008). The denotative semantics of diminutives has been claimed to be derived from the basic concept of dimensional 'smallness' (Jurafsky 1996; Novais 2002; Silva 2006), which relates to the prototypical dimensions of objects. Linguists agree, however, that the diminutives happen more frequently in contexts other than that of reducing the dimension of the referred entity, thus extrapolating the base word to reach the pragmatic level (Basílio 2004; Alves 2006; Rocha 2003; Turunen 2008; Dressler & Barbaresi 1994). In other words, they claim that the investigation of diminutives should move from morphosemantic to morphopragmatic analysis. From the latter perspective, the literature argues that diminutives operate in three main dimensions: referent dimension, speaker and referred entity dimension, and speaker and recipient dimension (Dressler & Barbaresi 1994), and in a variety of functions, such as affection, attenuation, proximity, irony, and insignificance. However, despite such great advancements in the literature, most of the studies that look at 'diminutives in use' still largely rely on single-utterance analysis, and non-naturally occurring interactions, thus overlooking what the sequential, moment-by-moment analysis of real interactions might reveal (cf. Raymond 2022). It is this gap in the literature that the current paper addresses, by reporting on an investigation of the use of diminutives in

Brazilian Portuguese in obstetric (N=41) and gynecological (N=104) audio-recorded and fully-transcribed consultations. We investigate the data (over 500 cases of diminutive use) from a conversation analytical perspective to inquire how diminutives contribute to action; *i.e.*, what they are being used to do. In contrast to previous studies on the use of diminutives, we specifically focus on the participants' own analysis and its relevance to action (Raymond 2022). The sequential analysis of naturally-occurring recorded interactions renders insights from a comparative perspective an utterance-only analysis would not be able to reveal; in particular, how participants can refer to the same entity by 'now' deploying a diminutivized form, and 'later' using a non-diminutivized form. Moreover, the investigation shows the participants' own orientations to the use of the diminutives, by selecting one or another form, depending on both the action performed and its sequential placement within the overall structural organization. The study provides evidence of 'mitigation-in-action' in the unfolding of the interactions (*e.g.*, a patient refers to a cyst she fears to be cancer in a non-diminutivized form, whereas the doctor, in response, refers to the same cyst in a diminutivized form). Moreover, the conversation analytical, sequential analysis reveals an unheard-of use of diminutives, *i.e.*, to transition between interactional phases or activities of the consultation.

Abstract ID: AILA1412

Language learning strategies of multilingual learners aged over 50

Authors:

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Abstract Topics: [SYMP41] Language Learning Never Gets Old: Investigating the cognitive and psychosocial effects of third-age language learning

Abstract Summary:

This paper will present a follow-up of a large-scale survey study (n=271) of language learning strategies of multilingual learners reported in Dmitrenko (2016, 2017). The literature review included three research fields: strategy research within Second Language Acquisition, research on multilingualism and third language acquisition, and teaching methodologies fostering individual multilingualism. The data were collected by means of the strategy questionnaire Multilingual SILL based on the extended version of Oxford's (1990) taxonomy (Dmitrenko, 2016, 2019) and different versions of the questionnaire Strategy Inventory for Language Learning (SILL; Oxford, 1986, 1990). Among 258 multilingual participants, 68 were aged between 50 and 65. The preliminary analysis of their learning strategies seems to point at an increasing use of memory and social strategies, and at a decreasing use of compensation, metacognitive, and affective strategies between 50 and 65 years (cf. Mora et al., 2018; Ohly, 2007; Quarles, 1998).

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Abstract ID: AILA1413

Non-task-related joint activities in MMO games

Authors:

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Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

Non-task-related joint activities in MMO games

Human interaction is fundamentally cooperative and is based on joint attention (Tomasello 2008; Tomasello 2009). Playing video games, especially those Massive multiplayer online (MMO) games, nowadays has become a mainstream leisure activity that enables physically remote players to interact with each other and accomplish collaborative goals in the virtual environment. Although studies have found negative effects of playing video games (Greitemeyer 2018; Greitemeyer & Mügge 2014), recent studies show that multiplayer collaborative video games facilitate pro-social behaviors and social interaction as they provide a "meeting place" for players from diverse backgrounds to experience sociality (Voida & Greenberg 2009). Moreover, researchers in ethnomethodological and conversation analytic (EMCA) studies find that MMO games are socially organized (Reeves, Greiffenhagen & Laurier 2017). However, many MMO games are designed in a way that players see through a first-person perspective, which provides restricted visual access to the space and other players' activities. Compared to face-to-face interaction in the real world, the virtual world inevitably reduces the interaction between players (Manninen and Kujanpaa 2005).

Given the challenges of social interaction in video games, this study explores: (1) how players perform collaboration in the virtual world with a "constrained set of possibilities afforded by the game" (Bennerstedt & Ivarsson 2010) through controlling the actions of their avatars, and (2) how do competent players (creatively) utilize the limited resources in the virtual world to achieve the type of collaboration that might not be possible in the real world.

Unlike Bennerstedt and Ivarsson's (2010) study that analyzes how players achieve shared missions or "quests" to progress within the game, the current study focuses on collaborative actions that are not relevant to core game tasks, but joint social activities that are performed "just for fun" (from interviews with a participant), such as playing music and taking group selfies.

Data used in this study is extracted from play sessions of an MMO game, Sea of Thieves,

where players form a team and explore an open world via a pirate ship from a first-person perspective. The dataset includes five one-hour-long play sessions. Preliminary analysis shows that: (1) players actively engage in both spontaneous joint activities and coordinated joint activities, (2) actions taken by the avatars on the screen are controlled by players in a sequentially organized manner, and (3) players adopt verbal, vocal, and visual resources to complete the joint activities as they do in face-to-face interactions.

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Abstract ID: AILA1414

Language Teacher Education and Sociolinguistics of Ethical Encounters

Authors:

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Abstract Topics: [SYMP33] Ethics and Politics of Language Teacher Education in an Uneven World

Abstract Summary:

Societal polarization can take a heavy toll on equitable relations of power, eroding people's capacity to see "the other" as anything but a threat, resulting in distrust, discrimination or violent social conflict. Interactional sociolinguistics and linguistic anthropology have illuminated these dynamics, constructing critically-conscious theories of languaging which challenge hegemonic understandings (cf. Bagga-Gupta, 2018; Canagarajah, 2020; Heller, 2014; Swann & Deumert, 2018). Recent advances in sociolinguistics of ethical encounters (Kubanyiova & Creese, in press) have asked what it means and what it takes for people to encounter one another ethically beyond the boundaries of what is shared, in settings within as well as without particular affinity groups, where ideological systems and sociological imaginations clash. I adopt relational ethics (Levinas, 1998) that has informed this sociolinguistic line of inquiry to consider implications for ethically and politically engaged language teacher education (Crozet & Díaz, 2020; Heidt, forthcoming). The project is situated in eastern Slovakia with a strong presence of marginalised Roma communities. Data come from a Slovak language programme run by a third sector organisation, involving Slovak-majority volunteers teaching the language to Roma-minority women. Drawing on vignettes from classroom interactions, conversational interviews and individual participants' reflective diaries, I discuss examples of ethical encounters in this setting and reflect on lessons for language teacher education research and practice in an "uneven world" (Pennycook, 2022).

Navigating the Path: Language Ideologies in a Multilingual Study Abroad Program

Authors:

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Abstract Topics: [SYMP23] Changing communities, changing worldviews: Rethinking migration and learning languages other than English

Abstract Summary:

The study aims to take the lens of language ideologies to examine how the divergent beliefs towards languages impact students' mobility choices and investment in learning Chinese and using languages other than English. Thirty participants, from 18 different countries and have distinctive language and cultural backgrounds, are all from a two-year English-medium Master's degree program in a public university in an international metropolitan Shanghai, China. The study adopts mixed methods to analyze the data.

The findings demonstrate that language ideology is the key navigator for transnational mobility and investment in learning a target language. The language ideologies enacted and adopted towards Chinese, English, and other languages result in divergent attitudes towards the local communities and different strategies for learning and using Chinese in the multilingual space. The paper, therefore, highlights the role of language ideologies in learning a second language. It presents empirical evidence to better understand the language situations of students who study abroad in English-taught programs in China. Implications for stakeholders, policymakers, and program designers have also been discussed.

Abstract ID: AILA1418

Shifting teacher identity perspectives: visual and artefactual identity texts in teacher education

Authors:

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Abstract Topics: [SYMP20] Arts-based research approaches in Applied Language Studies: New methodologies opening up new perspectives on multilingualism?

Abstract Summary:

Even though linguistic diversity in schools around the globe is increasing, teacher education still struggles to support teachers to meet the challenges of working with multilingual children. Pre-service teachers are seldom required to reflect on and engage with their own multilingualism, which can form the basis of a subjective and experiential approach to educating teachers multilingually. Therefore, it is important to explore and employ appropriate tools to initiate a transformative, subjective identity journey.

Although researchers have employed a variety of traditional tools, such as interviews, narratives, and discourse analysis, there has been a strong 'lingualism' (Block 2014) bias in investigating the multilingual phenomenon. The more recent focus on visual and multimodal/artefactual methods affords research into teacher education and multilingualism interesting new avenues. Whitelaw (2019) foregrounds the role of the arts in developing an awareness and understanding through sensory experiences that allow for thinking, seeing, feeling, and perceiving differently. Arts-based practices open up a safe, creative space for engaging with linguistic repertoires and exploring teachers' identity connections with their linguistic histories and biographies (Barkhuizen and Strauss 2020). They bring to the classroom different ways of being, which disrupt the verbocentric status quo (Kendrick and McKay 2009) and provide a transformative lens through which to re-envision language teacher education. Arts-based approaches personalise the learning process and provide more opportunities for inclusive practices, that encourage freedom, agency and spontaneity in appropriating the tools for self-expression related to experience, action, and emotion.

This paper heeds the call for arts-based approaches to research and pedagogy by embedding artefactual, multimodal practices in researching teacher education. In this case, pre-service teachers in an English course in Norway are engaged in creating concrete and visual artefacts of their language repertoires in the form of language maps and DLC artefacts (Ibrahim, 2022), constituting a powerful tool for delving into participants' feelings, attitudes and perceptions about the self.

A plurisemiotic analysis of the language maps and DLC artefacts highlights the following areas: they constitute identity journeys that attest to the unique biographical trajectories of individuals; they unpack the multilayering and simultaneity of teachers' everyday language practices and experiences; they visibilise teachers' full language repertoire and explore language connections, emotions, and identities; they impact positively on teachers' perceptions of classroom multilingual practices.

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Abstract ID: AILA1419

The trajectory and impact of French language policy in francophone Africa: trends, challenges, and opportunities

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Abstract Topics: [SYMP08] AILA ReN - Language Policy Research Network World Congress Syomposia

Abstract Summary:

For most former French colonies in Africa, the transition from colonial policies to independence remains incomplete as colonial languages continue to serve as privileged official languages of greater usefulness in economic and social development. In Francophone west Africa, the role of French as official language in education, mass communication, and in administration means that majority of the population is exempted from actively participating and benefitting from the educational and economic development of their societies. This is because about 90% of the population are not literate in the official language. Consequently, the post-colonial advocacy of "French-only" medium of instruction that had been established through France's policy of cultural assimilation has received criticisms for several decades. Academic inefficiencies, high school drop-out rate, and illiteracy have been attributed to the use of French as the language of learning and teaching of school children who mostly use variety of African languages in their linguistic communities. Hence, linguists and educators have argued for language policies that place African languages at the center of African nation's education and national development. The benefits for every child to receive literacy through his or her mother tongue has been extensively and less arguably established, but limited focus has been placed on the level of implementation that appear to have remained a challenge due to lack of political will, and sociolinguistic developments within each nation. Through educational framework, this study systematically reviews selected work on educational language policies and implementations in francophone west Africa from 1960s to today. Recent work has shifted away from a long-standing focus on French-only and African language-only models. Currently, more emphasis is being placed on bilingual and multilingual language policies where French and African languages co-exist in education. Results from experimental models in Niger, Mali, and Burkina Faso have demonstrated how French and African languages used as languages of instruction impacted student learning. These experiments showed challenges but also successes that indicate ways in which they represent a prospective choice for francophone nations. Nevertheless, these models have not been fully embraced for reasons that will be presented. This paper also aims at evaluating the current status and roles of African languages and French in various functions. For instance, the widespread use of French as the first language in a significant number of African children in urban areas has been identified. This sociolinguistic development calls for educational considerations that were not necessary during early post-colonial era. This study ends with suggestions for future research deriving from recent developments in language shift between colonial languages, advocacy for maintenance of colonial language and/or the possibility of promoting more African languages to higher or more impactful status. Reviewing how French language has evolved will help linguists, educators, and policymakers, to consider a more informed, historically grounded and politically engaged policies that will allow francophone nations in west Africa to benefit from their multilingual settings to improve on their learning of African and colonial languages and advance in education as a whole.

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Ethical dilemmas in educational research with d/Deaf and hard of hearing immigrants

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Abstract Topics: [SYMP49] Migrant Deaf and Hard-of-Hearing Additional Language Learners

Abstract Summary:

Deaf and hard of hearing learners who have recently immigrated and are multilingual (IDMLs; learners with a home language that varies from the dominant culture spoken language [e.g., English] or sign language [e.g., American Sign Language; British Sign Language] and who have recently immigrated) are a low-incidence, diverse and vulnerable population.. Throughout the research process with IDMLs researchers are confronted with ethical questions and dilemmas (Sivunen, 2019; Duggan & Holmström, in press).

Intersecting categories of identity in relation to d/Deaf and hard of hearing people require multiple lenses for addressing issues which cross section this subset of populations and particularly the category of migration status. In addition, power hierarchies within the subset and between majority and minority positions operate from ideologies about language, disability, race and ethnicity. Researchers should conduct ethically sensitive research which scrutinize power inequalities, including their own positions. Furthermore, establishing principles which acknowledge how processes and reviews of what is deemed as ethical research also may contribute to research being hindered or being carried out at all. It is therefore paramount that for example ethics of informed consent which are designed for facilitating communication about research processes must include all levels of communication skills not the least those who are in powers of position regarding which research will be done and unknowledgeable about the situations in the field of education, Deaf Studies etc.

So on one hand extensive ethical aspects need to be considered when researching with IDMLs, on the other hand no specific ethical guidelines on this issue exist. According to this desideratum, the goals of this research project are to: (1) define ethical questions and dilemmas in research with IDMLs; (2) delineate specific ethical guidelines for research with IDMLs to establish a much needed standard for researching this vulnerable group. To reach these goals, two types of data collection will be conducted: (1) scoping review on ethical aspects already considered in research on DHH children and adolescents and (ID)MLs; (2) expert interviews with experienced researchers in the field of IDMLs as well as IDMLs themselves, who have already taken part in research.

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Macaulay and monolingualism: Ideology in and/or _of_ ELT history?

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Abstract Topics: [SYMP07] AILA ReN - Ideology in the History of Language Learning and Teaching

Abstract Summary:

This paper examines how Thomas Babington Macaulay (1800–1859) and his infamous (1835) Minute have been historicised in accounts of the past and the present of English language teaching in India and elsewhere. For this purpose, we engage in an overview of historical accounts of colonial Indian education and language policy. On this basis we show how various authors (mis)represent Macaulay's Minute as an important policy event which had a decisive impact on British imperial anglicisation of Indian education. Four broad aspects representing different 'uses' of the narrative of Macaulay's Minute can be thematised:

1. Macaulay as a representation of colonial anglicisation
2. Macaulay as a recurring motif in ELT and education debates
3. Macaulay as a representation of the global / of threat to local/native sentiments
4. Macaulay as a symbol of 21[st]-century anglicisation (monolingual ideologies)

On the basis of our own research involving consultation of primary sources and rereading secondary accounts, we adopt a revisionist perspective on the Minute, arguing that, while no historian can escape the limitations / historicity of her/his own understanding, it is necessary to *attempt* principled, 'ideology-lite' / data-rich history as a counterweight to simplified and/or propagandistic accounts which, in this case, present an inaccurate picture of the origins and development of English-medium instruction and monolingual methodology in the field of ELT.

Constructing Child Abuse: Legal Definitions Versus Lived Experiences

Authors:

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Abstract Topics: [SYMP46] Forensic and legal linguistics

Abstract Summary:

This talk, which addresses the themes *Language and law* and *Language as evidence,* is based on a newly started PhD dissertation that will analyse how the experience of child abuse is conceived and renegociated by former victims. The notion of child abuse is intrinsically related to its consequences on the victims: according the World Health Organization, it "includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power". Far from being a stabilised category, it is a historically and socially situated phenomenon which depends on how children's rights and parental roles are considered. For instance, parental authority was redefined in the French Civil Code in 2019, now excluding physical and psychological violence.

Since child abuse is not a stable category, taking into account the interplay between legal definitions of abuse and the victims' viewpoint may help with the characterisation of this reality: to what extent do the legal definitions of abuse coincide with the victims' personal experiences? Are legal definitions cited and/or commented on by the speakers? Using an argumentative and enunciative analysis, I will examine how the victims negociate the reality of their experience in discourse, and therefore how they question or provide evidence for its categorisation as child abuse.

To do so, I will first investigate how abuse is defined by laws in several countries (including France), paying particular attention to the criteria which allow to penalise such parental behaviours; the World Health Organisation's definition will also be analysed in that it belongs to legal interdiscourse. Second, these definitions will be confronted to data produced by former victims of child abuse on an Instagram account, on forums related to child abuse, and in a therapeutic context.

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Bilingual practices of Tamazight rural women: participatory educational program while maintaining Tamazight

Authors:

Soubeika Bahri [1] [*] [^] UC Denver

Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Tamazight language (commonly known as Berber) has been always a subject of systemic governmental censure in media, scholarship, and even the public discourse in several North African nations. While language contraction has become unenviable status, preservation efforts continue to develop using various methods and models. Rural Tamazight women play a pivotal role in the maintenance and revitalization work of the language, but in locally-specific ways that are grounded in gendered laboring processes and language ideologies (Hoffman 2006). Subsequently, Tamazight rural women dwelling in the countryside remain monolingual while men are often perceived as unfit to farm and more suited for 'clean city work" (Huffman 2006), which enhances their bilingual practices. By repelling Arabic language influence, the dominant language in North Africa, Tamazight rural women face very limited access to resources. Not only that but also they are classified as "illiterate" including those who know how to read and write in Tamazight given only Arabic is considered the language of literacy.   It was not until the last two decades that some organizations realized the criticality of addressing the literacy and illiteracy issues of those women.

The High Atlas Foundation (HAF), a U.S.-Moroccan NGO focusing on participatory sustainable development projects in Morocco is an example of an entity that has been working on implementing a participatory educational program to help expand those women's language abilities. Using interview data with four teachers in the HAF program and four enrolled women along with interpretive academic literature relating to social justice (Hudely & Flores 2022), socio-cultural theories (Vygotsky 1997), and minority language learning and understandings frameworks this study aims to evaluate the impact of the participatory educational modal on the improvement of Tamazight women's language bilingual practices. The study reveals that indigenous Tamazight rural women have benefited from the participatory program by learning Arabic while provided with the preconditions for successful reconfiguration of their Tamazight language repertoire.

The study suggests that teaching programs that validate minority languages in North Africa are necessary in the development and implementation processes of teaching policy intended to address issues of equity and social justice and avoid the replication of social order and historical injustices against Tamazight language speakers. Besides, in order to reduce language gendered practices that allow men to access literacy and bilingualism while delimiting monolingual women's resources, appropriate assessment tools should be incorporated into participatory educational programs. The study finishes by suggesting new directions for future research on educational models that will simultaneously serve to maintain Tamazight and enhance women's access to systems upheld by powerful groups.

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Abstract ID: AILA1426

Challenging conventions: retrodictive qualitative modelling as a methodology for complex dynamic systems theory research in third language development

Authors:

Lixinhao Aurora Gao [1] [*] [^] University of Cambridge

Abstract Topics: [SYMP54] New perspectives for research using a Complex Dynamic Systems Theory approach to SLD

Abstract Summary:

The revolutionary attempt to introduce complex dynamic systems theory (CDST) into the sphere of applied linguistics has shifted the conventional linear causal research paradigm into a nonlinear systems-level approach (Hiver, Hoorie & Larsen Freeman, 2022; Larsen-Freeman, 1997). The recent two decades have witnessed an increasing number of theoretical and empirical studies situated from a CDST perspective, particularly in language learning motivation (e.g., Dörnyei, MacIntyre, & Henry, 2015; Guo, Xu, & Xu, 2020). Nevertheless, the methodological exploration of CDST, a meta-theory derived from natural science, in applied linguistics research, particularly third language acquisition, still remains on the periphery of the field. Specifically, it is demanding to report the predictable aspects of complex dynamic systems as one of the key characteristics of the systems is unpredictability. To address this gap, this paper seeks to investigate retrodictive qualitative modelling (RQM), a ground-breaking method which reverses the traditional way to conduct research: it first examines the end-states and then traces back the developmental trajectories leading to these outcomes (Dörnyei, 2014). Starting with the methodological challenges in researching complex dynamic systems, I critically discuss why RQM is innovative, how it functions in conducting research in a dynamic vein by illustrating a case study on third language learning motivation via this methodology, and its future potential. In this sense, the paper provides empirical evidence and valuable insights for future lines of research. Furthermore, I advocate more original approaches to reconceptualise the dynamic, idiosyncratic and context-sensitive essence of Applied Linguistics and third language acquisition.

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Abstract ID: AILA1431

An Account of the Transnational Identities of Displaced Academics in UK Higher Education

Authors:

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Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

The Council for At-Risk Academics (CARA) is a charitable organisation placing refugee scholars on placements in UK universities. In 2021-22, CARA has witnessed a sharp increase in applicants, principally through the UK's Afghan Relocations and Assistance Policy (ARAP) scheme and the political crisis in Ukraine. This qualitative study draws on interview data with numerous multidisciplinary scholars who have been exiled and are in host UK universities and focuses on the impact of exile and placement on their transnational identities, their academic identities, as well as their use of English as a second language (L2).

Some recent literature has been published on the experiences of displaced academics in the US (Blackburn Cohen, 2018), and amongst Turkish exiled scholars in Germany (Vatansever, 2020). However, no empirical research has yet examined the identities of displaced academics in host universities in the UK. By the nature of the study design, this research will give a voice to these academics placed in host HE institutions by CARA, providing them with the opportunity to reflect on their identities and experiences of transnational migration and settlement in their host institution, as well as their experiences of researching and teaching using L2 English.

I have collected a rich qualitative dataset personifying the personal experiences and sense-making of displaced academics. This dataset illuminates the individual experience, allowing deeper insight into social phenomena, bringing to light participants' personal stories, and how the meaning-making of these stories can produce knowledge. Analysis of this data will aim to uncover the meanings behind the participants' stories and develop a deeper understanding of how their academic identity and use of L2 English has been shaped by forced migration and placement.

Preliminary findings have so far revealed issues of marginalisation in HE and precarity in the academic labour market, as well as a sense of geographical mobility aided by L2 English, as well as immobility in participants' professional status and academic identity. Displaced academics arguably experience a sense of permanent liminality, an ongoing ambiguity in their status of indeterminate duration, oscillating between refugee and academic identities in a higher education context.

Bourdieu's concepts of capital, habitus and field provide a theoretical framework to help explain the participants' experiences. The positioning of this study's participants in fields, in this case their host institutions and academic communities, is dependent on their resources and capital. Language and academic identity are in this view forms of capital production which can help people attain positions in a field and across fields (Lam & Warriner (2012). In a transnational context, the crossing of boundaries creates social fields in new domains so the concepts of field and capital are useful for examining transnationalism and language use in this context (Vertovec, 2004). The lens of 'neo-liberal governmentality' (Del Percio, 2019) will also serve as a valuable theoretical tool to consider how market reforms in UK higher education have impacted on participants' discourse in relation to language use in higher education and their positioning in the UK academic labour market.

Abstract ID: AILA1435

Narratives as key elements of the discursive component of professional expertise

Authors:

Severine WOZNIAK [1] [*] [^] Université Lumière Lyon 2

Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

The purpose of this paper is to contribute to the reflection carried out within the AILA2023 symposium devoted to shared languages, by elaborating on their three dimensions, namely "shared languages as tools and results of a negotiation process and the interplay between key drivers" and as "facilitators of communication and mutual learning to solve socially relevant problems" (Whitehouse *et al*. 2021: 12-14). Building on these dimensions, this proposal aims at developing perspectives for the study of professional fields in order to capture what Florence Mourlhon-Dallies has defined as "the logic of professions" (Mourlhon-Dallies 2008) through the analysis of professional narratives.

This approach implies that, in a professional specialized context, professional discourse and expertise are intrinsically intertwined, as professional discourse appears as a declination of professional skills and competence. French-speaking researchers in language sciences have tackled this issue by focusing on the "linguistic part of work" (Boutet 2001). Then this proposal will also be part of a broader reflection on the place of writing and literacy in the professional worlds (Lillis & McKinney 2013). Indeed professional writing is gaining prominence, due to the evolution of economic activities, with the development of digital activities and methods of monitoring and quality control (professional writing is indeed directly involved in the standardization and codification of professional discourse). Researchers in applied linguistics are therefore led to question the status of professional autoethnographic and autobiographical narratives: Are they relevant objects for research? Are the data we gather reliable to analyze professional worlds, especially as they take part in the discursive component of professional expertise (Wozniak 2019)?

In order to answer these questions, the analysis will be developed in three distinct points: the study of professional communities as discursive communities, related to specific professional specialized fields, that of the narratives themselves as scientific objects and finally, following a more reflexive point of view, the study of autobiographical and biographical narratives in professional identities' construction processes.

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A critical and multiliteracies-based pedagogical approach to project-based learning in the second language classroom

Authors:

Rachel Floyd [1] [*] [^] University of Arizona

Abstract Topics: [SYMP26] Deconstructing the "critical" in critical pedagogies: Teacher and Learner Perspectives

Abstract Summary:

Nieto (2010) argues that critical pedagogy is an "exploder of myths," because it explores and critically analyzes whole truths that consider all perspectives. This kind of pedagogy has been taken up quite naturally in world language classes as these spaces are ones in which issues surrounding language ideology, social justice, and identity can be critically examined. Still, the gap between theory and practice is broad (Reagan & Osborn, 2020). This gap might be bridged through critical thinking, action and social change, content mastery, awareness of multicultural group dynamics, and personal reflection (Hackman, 2005).

This presentation highlights findings from a study designed to bridge this gap between theory and practice of critical pedagogy. In an introductory French course, students from various linguistic backgrounds presented on and critically analyzed historical and linguistic information about a French-speaking country. Students also read and presented on short reflections by francophone authors discussing their relationship with the language, why they use it, and the interplay between the history of that country and the author's work. The students then wrote reflections on the similarities and differences between their relationships with the language and the various authors' relationships they and their peers presented on. Their reflections were an integral part of the critical pedagogical approach and specifically entailed a discussion of their identities.

Student projects and reflections were thematically analyzed (Braun & Clarke, 2006) to explore how the students critically engaged with the content of the projects. Findings demonstrated the benefits of multimodal project-based learning grounded in critical pedagogy through student discussions of identity, multiculturalism and multilingualism, and colonialism.

This project shows the possibility of unifying several pedagogical approaches in the world language classroom. It incorporated pedagogical acts associated with a pedagogy of multiliteracies, the acts of analyzing both functionally and critically, and made use of authentic texts (Cope & Kalantzis, 2009). The project-based learning approach provided a natural path to action and social change, through critical thinking, content mastery, and trust of students' knowledge and experience, specifically their multicultural identities (Brydon-Miller, 2006). By bringing Hackman's (2005) concepts into play with a multiliteracies lens in a project-based, multilingual learning environment, this research project

demonstrates the possibility of using critical pedagogies to explore timely and meaningful issues in a beginner-level world language classroom.

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Abstract ID: AILA1437

Les mots de la pathologie mentale : enjeux de la catégorisation du psychotraumatisme des migrants

Authors:

Nicolas Chambon [1] ^ Université Lumière Lyon 2

Gwen Le Goff [2] * Lyon 2

Abstract Topics: [SYMP58] OPEN CALL - Social responsibility

Abstract Summary:

Nous proposons une communication avec un double regard. Le premier est celui d'une doctorante en science politique qui interroge comment la santé mentale des personnes migrantes victimes de psychotraumatisme a émergé comme problème public ces dernières années. Le second est celui d'un sociologue, dont la thèse a porté sur les modalités de solidarisation avec les migrants en situation irrégulière. Nous travaillons ensemble dans un observatoire national « santé mentale, vulnérabilités sociales et sociétés », qui a œuvré à alerter les professionnels et la puissance publique sur la nécessité d'appréhender la souffrance psychique des personnes migrantes. Notre proposition vise à problématiser comment la manière de caractériser les troubles mentaux, notamment des personnes migrantes, relèvent d'enjeux évidemment cliniques mais aussi sociaux et politiques.

L'évolution du militantisme et des formes de subjectivation politique a eu des incidences sur une lecture « psychologisante » de l'exclusion et de la discrimination. Le champ de la santé mentale en s'ouvrant aux problématiques de migration « cherche » des modalités d'adaptation pour que les réponses puissent s'adapter aux spécificités de ces publics, pour faire face à la crise des dispositifs censés les accueillir (comme les Permanence d'Accès Aux Soins). Nous assistons ainsi à l'émergence d'un consensus sur la nécessité de mieux prendre en charge le psychotraumatisme, qui a abouti à la création récente des Centres Régionaux de Psychotraumatisme. Ces lieux de consultations proposent une offre de soins aux personnes victimes de traumatisme, notamment de guerre ou liés à l'exil et à la migration. Nous analyserons alors les conditions de l'émergence de la santé mentale des personnes victimes de psychotraumatisme comme préoccupation publique, indexée à une lecture « médicale » de ce traumatisme.

Puis nous documenterons l'usage et les traductions des catégories en lien avec le traumatisme dans un corpus d'entretiens et de consultations dans le cadre du projet Remilas (http://icar.cnrs.fr/projet-remilas/), plus particulièrement sur un terrain où des médecins établissent des certificats médicaux.

Introducing in-service teachers to Practitioner Research online: A case study from Pakistan

Authors:

Celia Antoniou [1][*][^] University of Strathclyde

Abstract Topics: [SYMP04] AILA ReN - Contexts for Inclusive Practitioner Research: aiming for social cohesion in a globalised world.

Abstract Summary:

Practitioner enquiry (PE) is a well-established approach to professional learning and development that can improve the teachers' educational practice (Hanks, 2019). As Guerriero (2017) mentions, in many countries practitioners are expected to be informed about pedagogical research in order to contribute to diverse classrooms. This is often difficult not only due to contextual constraints (Edwards and Ellis, 2019) but also because teachers work in contexts where standardisation limits their autonomy (Mockler and Casey, 2015).

**This paper will report on a study that examines the experiences and perceptions of 22 PE in-service teachers (PTs) based in Pakistan who completed an online module on developing a small-scale practitioner enquiry as part of their online professional graduate programme in education (iPGCE) programme offered by a Scottish institution. The PE PTs worked with a teacher educator who also conducted this study, to gain additional support in designing an appropriate intervention. The practitioner enquiry was included in the curriculum to develop the PTs' research skills and empower them to engage with theory and explore their own practice. The study also focused on exploring the benefits of their engagement in PE and the local constraints and challenges they encountered.
A questionnaire and group interviews – conducted at the end of the small-scale enquiry module were used to generate data along with an analysis of research outputs produced in the setting. The findings revealed that the practitioner enquiry promoted greater collaboration between the PTs as they worked together to develop their shared understanding of the teaching and learning process. The practitioner enquiry also facilitated the PTs' critical engagement with pedagogical research, enhanced their pedagogic knowledge and nurtured their professional identity. It was also found that**

engaging teachers in PR can create positive changes in their school because critical reflection supports the practitioners' professional understanding of the processes of teaching and learning.

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Abstract ID: AILA1443

Critical pedagogy in Language Teacher Education: The impact of English as Global Lingua Franca

Authors:

Martin Dewey [1] [*] [^] King's College London

Abstract Topics: [SYMP92] ELF in education: setting agendas for the future

Abstract Summary:

Global Englishes and ELF research have made it essential for language teachers and teacher educators to reflect much more critically on resources and practices than they have had to do in the past. The role of English as a global lingua franca undoubtedly constitutes a substantial challenge to what we conventionally think about language, communication and education.

This symposium paper will explore the value of engaging in critical thinking with regard to existing conceptualizations of language awareness, language proficiency and professional (pedagogic) content knowledge among ELT practitioners and stakeholders. From an ELF perspective we have seen time and again how conventional principles and practices in language pedagogy continue to be underpinned by language ideologies that predate the globalizing realities of English and may thus continue to hinder the development of an ELF informed orientation to language, language learning and language teaching. To date a substantial volume of research has aimed to promote better understanding of ELF from a classroom perspective, with studies exploring learners' and (more often than not) teachers' awareness and attitudes towards ELF, with a view to incorporating opportunities for an ELF-informed approach to language resources, pedagogic materials and classroom methods and practices. There has also been considerable discussion of the relevance and potential impact of ELF in Teacher Education, but relatively little examination of teacher educators' professional beliefs and practices.

The objectives of my paper are to address the symposium questions, engaging in debate with colleagues researching a diverse array of contexts for further exploration regarding the development of alternative future approaches to language, materials and practices in programmes of language teacher education. My goal will be to build on previous work that has investigated language pedagogy from an ELF perspective and extend this by further elaborating on the impact of ELF research for practising teacher educators. Where to date the focus has been principally on ELF-aware/ELF-informed language teaching, with some discussion of associated implications for teacher education, my concern will be more specifically focused on developing ELF-informed teacher educators and ELF-informed professional development.

Abstract ID: AILA1444

Between collaboration and deception: an analysis of player interactions in streamed Among Us games

Authors:

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Sophie Kraeber [2] * ^ University of Poitiers

Abstract Topics: [SYMP74] Video games as social interactions: from multimodal conversation analysis to perspectives in applied linguistics

Abstract Summary:

This paper focuses on the interactions between players of the traitor video game *Among Us*, in which players are either crewmates or imposters. Crewmates' win condition is to execute all the imposters or to complete their individual tasks before imposters kill them. Imposters must kill the crewmates as fast as possible without getting caught. At the end of timed discussions during which players collectively investigate, one avatar is executed.

Discussion times give rise to narrative speech, players truthfully or falsely describing their actions and movements and those of others. It also gives rise to argumentative speech, players accusing each other, defending themselves and vouching for others.

Despite the interest of a number of studies in linguistics and sociology on collaboration in online videogames, traitor videogames, which feature a mix between collaboration and deception, have been little studied, existing studies being mainly used in pedagogical approach (Agaesse, 2013 ; Stanfill *et al.*, 2021 ; Sackett & Amorosso, 2022).

This paper seeks to analyze player interactions during discussion times. More specifically, it aims at:

- describing the different narrative and argumentative strategies used by crewmates and imposters;
- quantifying those strategies to identify which of them are most used and if they differ depending on the player;
- connecting those strategies with specific verbal and para-verbal linguistic markers;
- measuring the efficiency of those strategies based on the analysis of the following interactions.

For our analysis, we will use concepts developed in Discourse analysis as well as the Theory of Enunciative and Predicative Operations, with a focus on the notions of intersubjectivity and adjusment (see, for instance, Culioli, 1990 and Ranger, 2012).

We will use a corpus of 150 games of *Among Us* played by French streamers. In order to conduct prosodic analyses, our corpus will be aligned with the audio in software *Praat* [1].

[1] See: https://www.fon.hum.uva.nl/praat/

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Learning how to interview: Ritual, routine, and role when "speaking for another"

Authors:

Colleen Cotter [1] [*] [^] Queen Mary University of London

Abstract Topics: [SYMP64] Reporting interviews: what happens when a turn at talk is written down?

Abstract Summary:

In this paper, I look at the interview as a *tool* for eliciting information across communicative contexts and professions, an *interactional format* with an *identifiable structure* that can be learned, a *cultural form* that encodes meaning, and an opportunity for exploring and unpacking a *genre* form that is commonplace in Western society – with a comparative focus on its role in journalism and academia.

To this end, I point to Charles Briggs' slim 1986 volume – *Learning How to Ask* – which for more than 30 years has characterized the pitfalls of misunderstanding the social science interview as both a social and structural entity, and has encouraged generations of scholars to rethink their assumptions about interactions in field interviews and the role they play as interviewers. Alongside Briggs, Schiffrin's (1984) paper on voice and alignment in sociolinguistic interviews, highlighting the coordinated role of the interviewer and interview, Cotter's (2010, 2015) work on media genre and interview practice, and Haapanen's (2017) and Merminod's (2020) research on quotation and its refraction, demonstrate how the 'writing down' of interview content can be analyzed in terms of practices and norms and what that can reveal across contexts.

I look at interview data from three vantage points: theoretically, metacommunicatively (cf. Briggs) and interactionally (cf. Schiffrin). While the fieldsite and newsroom domains are different in terms of what each profession expects, the participation, interaction, mediation, stance, and collective memory that accrue in both cases are shared elements. I use examples collected from my own and others' sociolinguistic and ethnographic interviews (showing the 'learning how to ask' metacommunitive awareness that students and practitioners acquire through reflective practice) and journalism classes (in which issues of face and role identity are learned alongside the rhetorical and interactional values of reporting).

I argue that the interview as a 'known' structure and with an identifiable function creates 'interpretive stability' (Cotter 2010) and becomes embedded and ritualized (Goffman 1981) in a range of

professional and interactional contexts – until it doesn't any longer, as other papers in this symposium demonstrate.

Briggs, Charles. 1986. *Learning How to Ask : A Sociolinguistic Appraisal of the Role of the Interview in Science Research.* Cambridge : Cambridge University Press.

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Abstract ID: AILA1448

Active Guarani Learning Resource

Authors:

Mirtha Dalila Lugo-Rolón [1] ^ Universidad Nacional de Itapúa

Ernesto Luis López Almada [2] * ^ Universidad Nacional de Itapúa

Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:

Active Guarani Learning Resource: Development of multimedia resources to learn and teach the Guarani language online develops an open virtual platform with resources and web tools to teach and learn the Guarani language.

This resource contributes to the application of Law 4251 of Paraguayan Languages, it supports the management of the Language Policy Secretariat, the work of the Ministry of Education and Sciences and collaborates with the Sustainable Development Goals (SDG) and is part of the Decade of Indigenous Languages, declared by UNESCO. The Guarani language remains as the mother tongue of a vast part of the population in the region and it is among the most studied indigenous languages.

The main objective is developing an open virtual platform with applications, resources, and web tools to teach and learn the Guarani language online. Paraguayan Guaraní is spoken and it has the first grammar and dictionary which were published in 2018 and 2021 respectively, by the Academy of the Guaraní Language. Information was collected on the subject of the processes of teaching the Guaraní language online in Paraguay through digital survey within informants in the country.

The theoretical knowledge and concepts related to the pedagogical teaching and learning processes applied by Guarani language teachers in the eastern region are investigated through digital questionnaires. This diagnosis on the management of the different available tools and the use in the process of acquisition and teaching of the Guarani language allows the planning and elaboration of thematic units for Levels A1 and A2 according to the European framework of reference for languages, applied to the Guarani language.

The design of the materials is carried out with the theoretical support of the updated grammar and dictionary of the Academy of Guarani Language, consultation of textbooks and elaboration of the didactic sequences by language thematic unit. The activities proposed were selected and designed according to the technical suggestion of the web designer and programmer, with the incorporation of visual resources available on the web for free or creatively designed by those responsible for each unit. The contents for the applications by levels and didactic units are available on the site: http://maitei.uni.edu.py/

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Abstract ID: AILA1449

Developing inclusive pedagogy for autonomy in a master's TESOL programme

Authors:

Ana Ines Salvi [1] * ^ University of East Anglia

Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:

Developing inclusive pedagogy for autonomy in a master's TESOL programme

This presentation reports on my developing an inclusive pedagogy for autonomy in a master's programme in TESOL in the UK. For the past three years that I have been teaching in this programme, not only have I incorporated learner autonomy (Holec, 1981; Dam, 1995) as content, but also developed an inclusive pedagogy for autonomy in the modules I teach in the programme. Under this pedagogy, the learners' knowledge, experiences, contexts, and idiosyncrasies take a prime role. It is their interests and needs based on their previous experience, knowledge, and the contexts they are familiar with that shape the curriculum to a great extent (Little, Dam & Legenhausen, 2017). In this respect, the pedagogy is inclusive of students' own needs and own background knowledge and idiosyncrasies, as well as autonomous. Also, my teaching and practitioner research practice has been informed by Exploratory Practice (Allwright and Hanks, 2009), whose principles call for inclusivity understood as involving everyone in working together for mutual understanding and development.

Other aspects of autonomy that an examination of my teaching reveal include: students' choices and decisions regarding assessment, tasks, materials, timing, and homework, as well as students' meaning making, discussions, development of understanding and sharing understanding, together with students' epistemic enquiries, creativity and spontaneity. Collected practitioner research data includes video-recorded sessions of my teaching, and students' reflective drawings on the experience and their video-recorded explanation of the drawings. Participants are comprised of three consecutive cohorts of students, each one comprising of a maximum of 10 students.

Regarding the incorporation of inclusive pedagogy for autonomy in the curriculum as content, the presentation reports on the teacher-researcher's own reflections in developing student-teachers' understanding of autonomy within the MA TESOL programme.

The data has been collected as a part of a project that aims to identify signs of criticality (Salvi, 2020) in the researcher's own teaching practice and in the students' learning experience in the MA TESOL programme, via a pedagogy for autonomy and the principles of Exploratory Practice. Since a pedagogy for autonomy has been deployed, the data, together with the teacher's description of and reflection on practice, will be insightful in revealing signs of an inclusive pedagogy for autonomy in the educative practice, including what an inclusive pedagogy for autonomy constitutes in practice and how it was developed.

Allwright, D., & Hanks, J. 2009. *The Developing Language Learner: An introduction to Exploratory Practice*. Basingstoke: Palgrave Macmillan.

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Salvi, A.I. 2020. A practitioner-research study of criticality development in academic English language. In A. Simpson and F. Dervin (Eds.), The Meaning of Criticality in Education Research: Reflecting on Critical Pedagogy. Palgrave Studies in Education Research Methods Series.

Abstract ID: AILA1454

Codeswitching and grammatical gender: language dominance at the crossroads of convergent/divergent experimental data

Authors:

Juana M. Liceras [1] [*] [^] university of Ottawa

Raquel Fernández Fuertes [2] University of Valladolid

Abstract Topics: [SYMP45] Linguistic outcomes and language dominance assessments in early bi-/trilingualism with special reference to Romance languages as (non-)mainstream languages

Abstract Summary:

Codeswitching provides important information on the linguistic and psycholinguistic status of grammatical features such as gender in the mind of native and non-native speakers (Burkholder 2018; Liceras et al. 2008, 2016; Fairchild & Van Hell 2017; Parafita Couto & Gullberg 2019; among others). The analysis of gender agreement in the Determiner Phrase (DP) and in the adjectival predication (AdjPred) involving codeswitching-examples (1) and (2), respectively-is a challenge for researchers in that, even when the dominant language of the bilingual and the type of structure seem to allow us to account for the bilingual's behavior, data obtained via different methodologies (production versus interpretation) in relation to a specific structure are not convergent. That is, there is no guarantee that the bilingual will always prefer or produce switches like those in (1a) and (2a), where the so-called "analogical criterion" (Otegui & Lapidus 2005) holds (i.e., the English noun bears the gender of the Spanish translation equivalent noun as it agrees with the Spanish determiner or the Spanish adjective).

(1) a. La$_{\text{(fem. 'the')}}$ house$_{\text{(SP fem. 'casa')}}$ / El$_{\text{(masc. 'the')}}$ book$_{\text{(SP masc. 'libro')}}$

(1) b. El$_{\text{(masc. 'the')}}$ house$_{\text{(SP fem. 'casa')}}$ / La$_{\text{(fem. 'the')}}$ book$_{\text{(SP masc. 'libro')}}$

(2) a. The house$_{\text{(SP fem. 'casa')}}$ es bonita$_{\text{(fem. 'beautiful')}}$ / The book$_{\text{(SP masc. 'book')}}$ es bonito$_{\text{(masc. 'beautiful')}}$

(2) b. The house$_{\text{(SP fem. 'casa')}}$ es bonito$_{\text{(masc. 'beautiful')}}$ / The book$_{\text{(SP masc. 'book')}}$ es bonita$_{\text{(fem. 'beautiful')}}$

In order to account for the bilinguals' behaviour, different explanations have been put forward within the framework of the Minimalist Program (Liceras et al. 2008; Moro 2011, 2014), Distributed Morphology (Burkholder 2018; Peters 2017) or acquisition theory (Liceras et al. 2005; 2008). However, those explanations do not account for the divergence that is observed in the bilingual's behavior. Using data from English dominant English–Spanish bilinguals from Trinidad and Tobago and Spain, in this study we focus on the divergence that the bilingual data show with respect to the analogical criterion depending on: (i) whether codeswitching happens within the DP or the AdjPred

(Liceras, Fernandez Fuertes & Klassen 2016), a divergence that is accounted for by the directionality of feature checking (from the left to the right in AdjPred or in both directions, from the right to the left and from the left to the right, in the DP); and (ii) whether the data are obtained using production or interpretation tasks where the complexity of the structures intertwine with lexical access (accessing the noun in the case of the DP versus the noun and the adjective in the case of the AdjPred).

We argue that, in order to provide an explanation for the divergence in the representation of grammatical gender related to the type of structure and to the data elicitation technique, syntax (the mechanisms of feature checking) and lexical access impose processing restrictions rooted in the mental lexicon and in formal linguistics.

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Abstract ID: AILA1455

Concepts et mots-clés français et leur (non)équivalence polonaise

Authors:

Agnieszka Dryjańska [1] [*] [^] Warsaw University

Abstract Topics: [SYMP76] Word of the Year initiatives: language as mirror of dynamics in culture

Abstract Summary:

La langue est un vecteur de culture, les mots étant des artéfacts culturels de la société selon les linguistes polonais, entre autres, J. Puzynina, J. Bartmiński ou A. Wierzbicka. Cette pensée a une longue tradition datant, au moins, de l'époque de J. Locke selon qui les habitants d'un pays créent certaines idées complexes, qui expriment souvent ce qui est important pour la société en question, et leur donnent des noms différents de ceux créés par d'autres nations. Cette hypothèse de relativité linguistique a pourtant du sens quand elle est complétée par l'hypothèse d'universalité linguistique selon A. Wierzbicka. Ce qui est commun pour des cultures avoisinantes ou même pour toute l'humanité s'entrelace avec ce qui est particulier pour une communauté. Cela a pour conséquence l'élaboration des concepts spécifiques pour chaque langue et culture et la formation des mots comme féminicide et glottophobie. Ces deux néologismes désignent des phénomènes sociaux qui se manifestent dans de nombreux pays, par exemple en France et en Pologne, mais dont la perception sociale varie d'un pays à l'autre. Le féminicide en tant que problème social existe aussi en Pologne, cependant le néologisme kobietobójstwo n'est pas un terme officiel. Quant au mot glottophobie, il serait difficile de proposer sa traduction polonaise, bien qu'une attitude méprisante ou ironique envers des comportements linguistiques ne respectant pas la norme se manifeste aussi en Pologne, pays se caractérisant aussi par une diversité dialectale et régionale. Il est pourtant difficile d'y remédier puisque ce phénomène n'est pas lexicalisé et le concept lui-même a du mal à s'instaurer dans la culture polonaise.Dans le cadre de cette recherche, nous nous proposons d'examiner quelques mots-clés qui se réfèrent à la transgression des droits de l'homme comme fémininicide ou glottophobie aussi bien que leurs champs sémantiques, leurs dérivés et leurs collocations. L'étude est fondée sur des données lexicographiques, sur des corpus de texte et sur des données d'Internet. La perspective de notre recherche se voulant contrastive, nous nous interrogeons sur l'envergure des mêmes phénomènes en Pologne et sur des moyens linguistiques qui les explicitent. L'outil linguistique auquel nous allons recourir afin de dégager le sens de certaines lexies et d'illustrer des différences et des ressemblances sémantiques est l'appareil analytique basé sur la notion de prédicat sémantique. Ainsi, la représentation sémantique du suffixe phobie, valable pour des lexèmes récemment plus fréquents comme glottophobie, islamophobie, homophobie, diffère de celle caractéristique pour les termes d'origine médicale, à savoir il s'agit du changement prédicatif suivant : discriminer <- mépriser <- avoir peur. En découpant le continuum sémantique de certains mots-clés à l'aide de l'analyse prédicative, nous pourrons distinguer ce qui est relatif de ce qui est universel dans les deux langues et observer une évolution linguistique qui accompagne les changements sociaux.Éléments bibliographiquesWierzbicka A. 2013. Słowa klucze. Różne języki – różne kultury. Wydawnictwa Uniwersytetu Warszawskiego. Warszawa.Mel'čuk I., Polguère A. 2008. Prédicats et quasi-prédicats sémantiques dans une perspective lexicographique. Lidil.

Understanding inclusion and the social condition of im/migrants: some lessons for the development of training programs.

Authors:

Jorge Frozzini [1] [*] [^] Université du Québec à Chicoutimi (UQAC)

Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:
This presentation will explain some of the main challenges for inclusion and long-term issues for maintaining and establishing social ties that promote social cohesion. This will be illustrated with data from three ongoing research projects. Following the illustration of these issues, the paper proposes to highlight some of the most important elements to include on different training programs with two concrete examples of initiatives being implemented.Historically, the Canadian migration system has always functioned through the selection of individuals and groups (Frozzini & Law, 2017). We also know that there is a precariousness inscribed in most Canadian migration statuses with limits, among others, to access to services and permanent residence (Frozzini & Law, 2017; Frozzini & Mvogo Balla, 2021; Landolt & Goldring, 2013). We are also aware that intercultural encounters, in this context, are influenced by the subtleties shaping social relations (through the articulation of various organizational levels and the coordination allowed by the administrative prescriptions in place) to ensure control (surveillance) of im/migrants (Browne, 2009, 2014; Frozzini, 2020; Haas & Shuman, 2019). The SARS-CoV-2 (COVID-19) pandemic has further illustrated certain trends related to the preferences and conceptions expressed in Quebec/Canada about im/migrants entering the territory (Asselin, 2020; Frozzini et al., 2020; Porter, 2020; Radio-Canada, 2020; Saba, 2020; Touzin, 2020) and the need for training to counter these narratives. What effects do theseelements have on the relationship with the other and social cohesion? What kind of training and content can be proposed? To answer these questions, we propose a metaanalysis of data from three ongoing research projects in Quebec: (1) the first examines the situation of international students during and after the lockdown; (2) the second examines the structural causes of migration and the agency of temporary migrant workers in the agricultural sector; and (3) the third examines variations in the perception of im/migrants in the print media from 1960 to 2021. The first two projects focus on populations with precarious status and provide an overview of the situation of these populations in a context that has become more complex and where management technologies have become more restrictive. The third allows us to historically situate certain factors specific to these populations. With the help of these data, we will be able to illustrate some of the challenges for inclusion and some of the long-term issues for maintaining and establishing social ties that promote social cohesion. Then, I will be able to mention some of the most important elements to include in different training programs with two concrete examples of initiatives; in which I'm involved: (a) training modules (formation autoportante en ligne) for international students and University of Quebec's staff (professors, administration, etc.) about the international students; and (b) a guide for the training of trainers: people in various settings/contexts (university, community sector, municipality, etc.) developed by a group of experts that I coordinate (Groupe de travail sur la formation en interculturel au Québec).ReferencesAsselin, C. (2020, April 22). De la main-d'oeuvre «incompétente» dans ses champs. Journal L'Éveil de Saint-Eustache. https://www.leveil.com/actualites/de-la-maindoeuvre- incompetente-dans-ses-champsBrowne, S. (2009). Getting Carded: Border Control and the Politics of Canada's Permanent Resident Card. In S. Magnet & K. Gates (Eds.), The New Media of Surveillance. (pp. 111–126). 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Abstract ID: AILA1457

Research Cultures in Applied Linguistics. Historical background

Authors:

Claire Kramsch [1] [*] [^] UC Berkeley

Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

In 2015 the AILA Executive Board initiated a new Research Network that would investigate the cultural diversity of research philosophies, epistemological groundings, modes of inquiry and institutional constraints that exist in the research done in applied linguistics among AILA affiliates. We called this network ReCAL, for *Research Cultures in Applied Linguistics.* Over the last seven years, ReCAL has explored the various ways applied linguistics is researched in various parts of the world, including Latin America. It has focused in particular on the following:1)The theoretical and conceptual culture of Applied Linguistics. How have theorists from the Global North and the Global South been interpreted and used in applied linguistic research in various countries and/or intellectual traditions? How are Anglo-American applied linguistic concepts like "agency", "identity", "culture", "colonization", "multilingualism" used across various research cultures and traditions, e.g., in Spanish, Portuguese, French? 2) The culture of publishing. The opportunities and constraints of publishing in English. How can we publish in English yet retain the cultural specificity of thought, knowledge and intellectual tradition of the original author? 3) The culture of language pedagogy. Compare the different epistemological and political foundations of various language pedagogies in different countries.

Since 2015, AILA has conducted various ReCAL symposia in Europe and the United States. Its work has consisted not only of documenting how applied linguistics is conceived of in various countries, but has involved explaining, translating, transposing notions, concepts, and discourses used in different parts of the world from one language of research into another. In 2017, Paula Szundy, then president of the Brazilian Association of Applied Linguistics invited ReCAL to give a symposium at the 18th AILA Congress in Rio de Janeiro. That symposium featured six contributions, from Brazil, Uruguay, Guatemala and Colombia respectively. At the AILA 2021 congress, ReCAL was invited again by the congress chairs Marjolijn Verspoor and Kees de Bot to offer a symposium on applied linguistics in Latin America. This symposium was co-organized by Harold Castaneda-Pena, Paola Andrea Gamboa Diaz and Claire Kramsch. It was titled: "The dynamics of language, communication and culture in applied linguistic research in Latin America". While the papers in this symposium captured only a fraction of the abundant applied linguistic research done in Latin America, they clearly addressed some of the major issues of concern to applied linguists around the world: issues of social and racial justice;   the legacy of coloniality and post-colonial epistemologies; deconstruction and post-modern theories of language, identity, and culture; and the professional development of teachers both pre- and in-service development. Concerns were voiced again about the role that monolingual English (and the neoliberal ideology often associated with it) plays in secondary and post-secondary education, in applied linguistic research and the publication of this research.

Besides giving an historical account of the ReCAL research network, this paper will report on a forthcoming volume based on this last symposium: Castaneda-Pena, Gamboa & Kramsch (eds.) *Decolonizing applied linguistic research in Latin America. Moving to a multilingual mindset.*

Abstract ID: AILA1458

Mexican Language Student-Teachers' and Children: Creating Decolonial, Inclusive and Respectful Classroom Practices

Authors:

Mario Lopez-Gopar [1] [*] [^] Universidad Autonoma Benito Juarez de Oaxaca

Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

Historically, Mexico has been a multilingual society (Heath, 1972). However, currently, Spanish and English have been hegemonic, rendering Indigenous languages, and their speakers, as inferior (Clemente & Higgins, 2008). In order to resist the language ideologies that portray English as a desirable and modern language (Kumaravadivelu, 2016; Motha, 2020) and in turn render Indigenous languages as inferior and undesired, teacher educators in Mexico have attempted to decolonize primary English language teaching (PELT), by way of raising awareness among "English" student-teachers and young children about the importance of recognizing, valuing and including Mexico's cultural diversity and people's multilingualism (López-Gopar, 2016; Mignolo, 2000). As an example of Mexican teacher educators' and English student-teachers' attempts at decolonizing PELT, this paper presents the results of one particular critical-ethnographic-action-research study involving three student-teachers working with low-socio-economic-status children at a community library in an urban center in Oaxaca, Mexico. The methodological basis of this study is a form of politicized qualitative research, which analyzes and discusses subjectivities related to the "social problems of vulnerable groups" in order to make a "contribution" (Flick, 2015, p. 122). The collected data consist of student teachers' diaries, audio-recordings of most classes, video-recordings of significant parts of the classes, photographs of class activities and course materials, and scanned copies of the children's work samples. After analyzing the data in an iterative manner, this presentation focuses on three emerging themes: (1) the development of a critical thematic unit centered on children's community eating and health practices; (2) challenges faced by the student-teachers; and (3) positive experiences the student-teachers had in teaching the above-mentioned critical thematic unit. At the end of the presentation, it is concluded that classroom practices aiming for social equity must take children's views and their family's ways of being and knowing seriously and respectfully, start at a personal and local level while addressing the trends and issues of the language classroom at a global level. References:Clemente, A., & Higgins, M. (2008). Performing English with a postcolonial accent: Ethnographic narratives from Mexico. London, UK: the Tufnell Press.Flick, U. (2015). Qualitative data analysis 2.0: Developments, trends, challenges. In N. K. Denzin & M. D. Giardina (Eds.), Qualitative inquiry and the politics of research (pp. 119–139). Walnut Creek, CA: Left Coast Press, Inc.Heath, S. B. (1972). La Política de lenguaje en México: De la colonia a la nación. México: Secretaria de Educación Publica: Instituto Nacional Indigenista.Kumaravadivelu, B. 2016. 'The decolonial option in English teaching: Can the subaltern act?' TESOL Quarterly 50/1, 66-85.López Gopar, M. 2016. Decolonizing Primary English Language Teaching. Bristol, UK: Multilingual Matters. Mignolo, W. 2000. Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border Thinking. Princeton, NJ: Princeton University Press. Motha, S. 2020. 'Is an antiracist and decolonizing applied linguistics possible?' Annual Review of Applied Linguistics 40, 128-33.

Abstract ID: AILA1459

El individuo intercultural: aprendizajes dinámicos desde la pedagogía crítica intercultural y la autorreflexión

Authors:

Beatriz Peña Dix [1] [*] [^] University of los Andes

Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

En el área educativa y, más exactamente, en la enseñanza y aprendizaje de lenguas extranjeras, las perspectivas interculturales se han vuelto fundamentales para revitalizar estos procesos (Corbett, 2022) y proporcionar a los estudiantes las herramientas analíticas que promuevan la Competencia Comunicativa Intercultural (CCI) y, así, hacer frente a diversas fuentes de encuentros interculturales y tomar acción social mediante el diálogo y la mediación intercultural (Byram, 2021). Sin embargo, cuando se trata de integrar los componentes interculturales a las aulas de lenguas (inglés, en el caso específico de esta presentación), nos encontramos con propuestas que, generalmente, carecen del componente críticos de la interculturalidad misma que tiene impacto y sentido social (Walsh, 2009). La investigación da cuenta de un curso experimental donde los estudiantes de pregrado aprenden la lengua y también exploran aspectos de su desarrollo intercultural desde una pedagogía crítica intercultural basada en la autorreflexión que conlleva a "Mi portafolio de competencias interculturales". El curso, y la investigación que se genera a partir de él, buscan responder dos preguntas centrales:

- ¿Cómo puede promoverse el componente intercultural de forma no prescriptiva en la enseñanza de lenguas?
- ¿De qué manera (s) las pedagogías críticas interculturales contribuyen a la autoexploración y al desarrollo de una consciencia crítica cultural?

Algunas de las tareas que generan los datos para analizar son:

1. El reconocimiento y apropiación de conceptos como interculturalidad, competencia (comunicativa) intercultural, encuentros interculturales, incidentes críticos, terceros espacios (Kramsch, 1993), mediación y diálogo intercultural, etc.
2. La escritura y análisis de estudios de caso propios y de otros sobre encuentros interculturales y sus formas posibles de comprensión.
3. Entrevistas duales, donde cada integrante pone en práctica un set de preguntas a su compañero representando otros individuos interculturales.
4. La realización de una supuesta campaña publicitaria para la promoción de diferentes *interculturalidades.* Algunos estudiantes realizan trabajos fotográficos, diseñan posters, escriben narrativa breve, entre otras manifestaciones generalmente combinadas con el arte

Los estudiantes demuestran, ente otros: 1) un alto nivel motivación e interés por el propio desarrollo como "Individuo Intercultural" que aprende una lengua y que es capaz de planificar acciones socialmente más comprometidas y justas. 2) La lengua extranjera se observa como "materializadora" y mediadora de realidades complejas y yuxtapuestas, y como eje

articulador del proceso de aprendizaje, inseparable del componente intercultural. 3) Las aproximaciones desde la pedagogía crítica ayudan a replantear las relaciones de poder en el aula de lengua donde los estudiantes ahora son generadores de teorías y conocimiento. Los resultados de esta investigación en curso pueden informar a aquellos profesores/as y directivos/as interesados/as en ver otras facetas de la enseñanza-aprendizaje intercultural de lenguas donde prevalezcan procesos de autoexploración y reconocimiento mutuo de las identidades interculturales emergentes en el aula de clase.

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Abstract ID: AILA1460

Transgressive decolonial perspectives in pre-service teacher education for English and Spanish undergraduate students

Authors:

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Deise Cristina De Lima Picanço [3] [^]

Abstract Topics: [SYMP05] AILA ReN - Diversity and inclusion in teacher development and pedagogic practices in culturally different educational systems.

Abstract Summary:

This paper proposal follows the participation of two authors – Paula Szundy and Rogério Tílio – in the ReCAL symposium conducted at the 2021 AILA Congress in Groningen on the topic "The dynamics of language, communication and culture in applied linguistic research in Latin America". As a result of this participation, the two authors wrote a chapter examining the ideologies (Volóchinov, 2017 [1929]) and language ideologies (Kroskrity, 2004; Woolard, 1998; Szundy, 2017) refracted in the most recent Brazilian Curricular Framework: the Brazilian Common Core Curriculum (BNCC, Brasil 2018). The reflection carried out at AILA 2021 and expanded in the chapter relies on the interrelations between language ideologies and critical theories to problematize the neoliberal colonial ideologies echoed by the most recent curricular framework for basic education in Brazil. As a possible alternative to debunk these ideologies, we propose that ELT practices should always make students engage with differences so that they are incited to challenge what is regarded as "normal" in relation to race, gender, sex, social class, profession, age, environment etc. With the intention of putting this proposal into practice, we plan to offer on-line supervision sessions to undergraduate students majoring in English and Spanish where they can unlearn the colonial logic and rethink their practices as pre-service teachers at a program called "Curso de Línguas Aberto à Comunidade" (CLAC - Language Course Open to External Community). These virtual sessions will be held from September to December 2022 and will be coordinated by the three authors, all of them professors at the Faculty of Language and Literature in the Federal University of Rio de Janeiro. Paula Szundy and Rogério Tílio work at the English Department and Deise Picanço at the Spanish Department. By joining English and Spanish undergraduate students in these supervision sessions we hope to engage them in interdisciplinary and translingual knowledge construction processes. CLAC represents an important context where undergraduate students can construct practical and theoretical knowledge about teaching languages. An extension program of the Faculty of Language and Literature, it has been offering language courses for both the university and outside communities for over fifteen years. Conceived as a pre-service teacher education space for undergraduate students of the faculty, CLAC offers many language courses such as Spanish, French, Hebrew, English, English for Reading Purposes, Italian, Japanese, Portuguese, Portuguese as a foreign language, Russian, Latin, Arabic, Greek, German Conversation, English Conversation, Italian Conversation, Japanese Conversation, Workshops of Portuguese and English for undergraduates. As practical and research laboratories for our students, the multiplicity of courses offered by CLAC includes all the languages taught in the undergraduate courses of the Faculty of Language and Literature and have been important research contexts in studies developed by professors, graduate and undergraduate students since the program's foundation. Focusing on pre-service English and Spanish teachers' development at CLAC, several tools will be used throughout the on-line supervision sessions to enhance participants' critical reflection: an initial and a final questionnaire to access their ideologies concerning transgressive and decolonial practices;

register of interactions during synchronous and/or asynchronous activities; pedagogic activities adapted and/or developed by the undergraduate students. The knowledge (de/re)construction processes during the sessions are expected to engage participants in the implementation of transgressive decolonial pedagogic practices compromised with social inclusion and transformation. References:Brasil, SEB/MEC (2018). Base Nacional Comum Curricular. Brasília, DF, SEB/MEC. Kroskrity, P. V. (2004). Language Ideologies In A. Duranti (ed.). A Companion to Linguistic Anthropology Oxford, UK: Blackwell Publishing, p. 496-517 . Mignolo, W. D. (2007). Epistemic Disobedience: The De-colonial Option and the Meaning of Identity in Politics. Gragoatá, 22, p. 11–41. Moita Lopes, L. P. (2006) Uma Linguística Aplicada mestiça e ideológica: interrogando o campo como linguista aplicado. In L. P. Moita Lopes (Org.). Por uma linguística aplicada Indisciplinar. São Paulo: Parábola Editorial, p. 13-42.Souza Santos, B. (2013 [1997]). Pela mão de Alice: o social e o político na transição pós-moderna. 14. ed. São Paulo: Cortez.Szundy, P. T. C. (2017). Language Ideologies on English as a Lingua Franca in Brazil: Conflicting Positions Expressed by Undergraduate Students. The Journal of English as a Lingua Franca, 6: 167–92.   Szundy, P. T. C e Fabrício, B. F. (2019). Linguística Aplicada e indisciplinaridade no Brasil: promovendo diálogos, dissipando brumas e projetando desafios. In P. T. C. Szundy; R. Tíliio; G. C. V. Melo (Org.). Inovações e desafios epistemológicos em Linguística Aplicada: perspectivas sul-americanas. Campinas: Pontes Editores, p. 63-89.Tílio, R. C. (2017). Ensino crítico de língua: afinal, o que é ensinar criticamente?. In D. M. Jesus; F. Zolin-Vesz.; D. Carbonieri (Org.). Perspectivas críticas no ensino de línguas: novos sentidos para a escola. 1ed. Campinas: Pontes, p. 19-31.Tílio, R. C.; Szundy, P. T. C. (2021). Criticidade como prática de resistência: intersecções entre os estudos de Letramentos e a LA indisciplinar. In: A. Tanzi Neto. (Org.). Linguística Aplicada de Resistência: transgressões, discursos e política. 1ed.Campinas: Pontes Editores, p. 47-70.Volóchinov, V. N. (2017 [1929]). Marxismo e filosofia da linguagem: problemas fundamentais do método sociológico na ciência da linguagem. Trad. Sheila Grillo; Ekaterina Vólkova Américo. São Paulo: Editora 34.Woolard, K. A. (1998). "Introduction". In B. B. Schieffelin; K. A. Woolard ; P. V. Krosprity (Eds.). Language ideologies practice and theory. Oxford: Oxford University Press, p. 3-47.

Abstract ID: AILA1461

Reflections on autonomy research and practice over 40 years from the perspective of inclusion and social justice

Authors:

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Abstract Topics: [SYMP44] AILA ReN - Learner Autonomy:

Abstract Summary:
This paper will provide a critical overview of research and practice in the field of autonomy in language learning over the past forty years and will argue that it has for many years been closely related to issues of inclusion (Lamb 2017). To support this, I will draw autoethnographically on my own work throughout this period, which has largely mirrored the development of the field as manifested in a number of ReN symposia, showing how my engagement in this field has always been driven by my original commitment to social justice and inclusion in my early days as a language teacher in urban secondary schools. I will first draw on my research into flexible learning, which I developed in the 1980s and 1990s as a way of enabling all learners in heterogeneous classrooms to flourish (e.g., Lamb 1998). This research started as practitioner research before developing an ethnographic approach, focusing on learners' voices, metacognitive knowledge, motivation and critical learner autonomy, resulting in the development of a 'powerful language learning curriculum' to enable learners and teachers to address constraints and empower themselves by "finding the spaces for manoeuvre" (e.g., Lamb 2000; 2009). Building on this, I will demonstrate how a pedagogy for autonomy was developed through the work of EuroPAL, a European project which led to a new common definition of critical autonomy for learners and teachers that offered a transformative "vision of education as (inter)personal empowerment and social transformation" (Jiménez Raya et al. 2017: 17) and which mapped autonomy at the levels of the learner, the teacher and the context/environment. In the mid-2010s we saw the spatial (Murray and Lamb 2018) and multilingual (Benson and Lamb 2021) turns in autonomy research. I will illustrate these by describing my ethnographic, participatory and activist research with local language communities, as well as my cross-disciplinary review of the construct of critical and collective autonomy, which facilitated an understanding of the processes by which diverse language communities appropriate and use urban spaces in order to ensure that their languages are learnt and used by the next generations, at the same time challenging the monolingual habitus which persists in many contexts (e.g., Lamb and Vodicka 2018). A connection will briefly be made to my ongoing practice-based and policy-related research into the development of plurilingual education in Europe and its relationship to learner autonomy and inclusion. References Benson, P. & Lamb, T. (2021) 'Autonomy in the Age of Multilingualism', in Jiménez Raya, M. & Vieira, F. (eds) Autonomy in Language Education: Theory, Research and Practice. New York & London: Routledge: 74-88 Jiménez Raya, M., Lamb, T.E. and Vieira, F. (2017) Mapping autonomy in   languages education: A framework for learner and teacher development.   Frankfurt am Main: Peter Lang Lamb, T.E. (2009) 'Controlling learning: relationships between motivation and   learner autonomy' in Pemberton, R., Toogood, S. and Barfield, A. (eds) Maintaining control. Hong Kong: Hong Kong University Press 67-86 Lamb, T.E. (2009) 'Controlling learning: relationships between motivation and learner autonomy' in Pemberton, R., Toogood, S. and Barfield, A. (eds) Maintaining control. Hong Kong: Hong Kong University Press 67-86 Lamb, T.E. (2000) 'Reconceptualising disaffection – issues of power, voice and learner autonomy', in Walraven, G., Parsons, C., Van Veen, D. and Day, C. (eds.) (2000) Combating Social Exclusion through Education. Louvain, Belgium and Apeldoorn, Netherlands: Garant: 99-115 Lamb, T.E. (1998) 'Now You're On Your Own: Developing Independent Language Learning', in Gewehr, W. (ed.) (1998) Aspects of Language Teaching in Europe. London: Routledge: 30-47 Lamb T. (2017) 'Knowledge About Language and Learner Autonomy', in Cenoz J., Gorter D., May S. (eds) Language Awareness and Multilingualism. Encyclopedia of Language and Education (3rd ed.). Cham, Switzerland: Springer: 173-186 Lamb, T.E. and Vodicka, G. (2018) 'Collective autonomy and multilingual spaces in super-   diverse urban contexts: Interdisciplinary perspectives', in Murray, G. and Lamb, T.E. (eds) Space, place and autonomy in language learning. London: Routledge: 9-28 Murray, G. and Lamb, T.E. (eds) (2018) Space, place and autonomy in language learning. London: Routledge

Abstract ID: AILA1462

Pro and cons of standardization of CEFR texts using NLP : the case of automatic text readability assessment

Authors:

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Abstract Topics: [SYMP40] Language futures: tensions and synergies in the use of standards in language assessment in a multi/plurilingual world

Abstract Summary:
Since the beginning of the 21st century, Automatic Text Readability (ARA) has undergone significant advances as the result of the merging of the traditional approach of readability assessment (from the field of education) with innovative technologies from Natural Language Processing (NLP). Therefore, new readability models have been developed by combining different language technologies. They are able to rely on a much richer set of text features and to make more reliable predictions (see Collins-Thompson, 2014; François, 2015; Vajjala, 2022 for syntheses of the recent advances). A by-product of using the NLP approach is the need for corpora – with texts whose reading difficulty has been previously identified – of larger size than for classical readability formulas. Whereas the annotation of text difficulty in classic readability research was based on reader data, the NLP-enabled readability has abandoned the reader data gathering in favor of pedagogical texts, then the difficulty is assessed by experts. As a result, recent readability models no longer directly model measures of reading comprehension – even though any of these, such as cloze test or multiple-choice questions, has limitations –, but instead model expert judgments about what is simpler or more complex. In this communication, we will discuss the influence of NLP techniques on the standardization of the difficulty scales used to assess the readability of texts, focusing on the case of the CEFR scale. We will argue that current practices not only implicitly transform the view of experts into standards once the algorithms have captured associations between text features and expert evaluations on a proficiency scale, but they also run the risk of standardizing the point of view of a limited number of professionals, given that the corpora currently recognized and used in the field are generally very homogeneous (WeeBit by Vajjala and Meurers, 2012; Newsela by Xu et al., 2015; OneStopEnglish by Vajjala and Lucic, 2018; CLEAR by Crossley et al., 2022). Moreover, although the corpora homogeneity, corpus-based readability formulas can overspecialize; in other words, they model the properties observed in a limited observation based on a single point of view. Therefore, based on the different perspectives between the available corpora, we will also discuss the risk of partial formulas, which can be caused by incomplete text features or coverage, that do not generalize a corpus enough and lead the biased measures. Using these biased measures might negatively impact, for example, the selection of texts based on the CEFR scale. Our talk will first introduce the task of automatic readability assessment, then describe the characteristics of the available corpora as well as the typically text features used, and, finally, discuss their impact on a possible standardization of proficiency scales. Bibliography: Collins-Thompson, K. (2014). Computational assessment of text readability: A survey of current and future research. ITL-International Journal of Applied Linguistics, 165(2), 97-135. Crossley, S., Heintz, A., Choi, J. S., Batchelor, J., Karimi, M., & Malatinszky, A. (2022). A largescaled corpus for assessing text readability. Behavior Research Methods, 1-17. François, T. (2015). When readability meets computational linguistics: a new paradigm in readability. Revue française de linguistique appliquée, (2), 79-97. Vajjala, S. (2022). Trends, limitations and open challenges in automatic readability assessment research. Proceedings of LREC 2022 (in press). Vajjala, S., & Lučić, I. (2018). OneStopEnglish corpus: A new corpus for automatic readability assessment and text simplification. In Proceedings of the thirteenth workshop on innovative use of NLP for building educational applications (pp. 297-304). Vajjala, S., & Meurers, D. (2012, June). On improving the accuracy of readability classification using insights from second language acquisition. In Proceedings of the seventh workshop on building educational applications using NLP (pp. 163-173). Xu, W., Callison-Burch, C., & Napoles, C. (2015). Problems in current text simplification research: New data can help. Transactions of the Association for Computational Linguistics, 3, 283-297.

Abstract ID: AILA1463

L'image de la société hongroise dans les années 2011-2020 basée sur l'analyse des mots-clés

Authors:

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Abstract Topics: [SYMP76] Word of the Year initiatives: language as mirror of dynamics in culture

Abstract Summary:

En Hongrie le plébiscite du mot de l'année est organisé depuis 2010. Comme dans d'autres pays, les Hongrois indiquent les mots qui ont été particulièrement importants dans le discours public au cours de l'année donnée, en choisissant des paroles parmi quatre catégories : mot de l'année, mot antilope de l'année, mot poétique de l'année et mot de la jeunesse de l'année. En Hongrie, cependant, contrairement à d'autres pays, les lexèmes les plus importants sont choisis par les linguistes centrés autour de Magyar Nyelv Szolgáltató Iroda (bureau des services de langue hongroise) – l'équivalent de Plain English Compaign - seul le mot de la jeunesse de l'année est sélectionné au moyen du vote en ligne. Étant donné qu'aucun projet n'a encore été lancé en Hongrie pour surveiller la fréquence des mots dans le discours public (comme p. ex. Słowa na czasie en Pologne), le choix des lexèmes fait par les linguistes est assez subjectif. Il reflète cependant les thèmes ou les problèmes qui ont frappé la société au cours de l'année écoulée. Par conséquent, en analysant les mots-clés de la dernière décennie, on peut observer comment la société hongroise a vécu, évolué et changé au cours des dix dernières années. Par exemple, le mot le plus important de l'année :2011 – alkotmány (constitution) – est lié a l'adoption d'une nouvelle Constitution ;2013 – rezsicsökkentés (réduction des comptes) – n'est pas joli, mais il montre la qualité de la communication entre le gouvernement et le peuple ;2015 – kerítés (clôture) – il s'agissait de la clôture que le gouvernement d'Orban a construit à la frontière avec la Serbie pour empêcher les migrants d'entrer en Hongrie ;2018 – gasztroforradalom (« révolution culinaire ») – est lié au fait que la culture alimentaire et la gastronomie deviennent de véritables arts et les programmes culinaires sont diffusés au meilleur moment de l'antenne ;2020 – koronavírus. Dans mon récit, je vais analyser les mots les plus importants des années 2011-2020 afin de montrer les changements qui ont eu lieu dans la vie politique, économique et culturelle de la société hongroise de la deuxième décennie du XXI siècle. Il sera également important de répondre à la question de l'impact sur le développement économique et social de la Hongrie de l'épidémie de coronavirus. Sources :http://e-nyelv.hu http://origo.hu http://index.hu Veszelszki A., Karanténszótár. Virális tartalom, Inter-IKU, Budapest, 2020.Balázs G., Koronavírus: nyelvi gyorsteszt, E-nyelv Magazin, 2020/1 (https://e-nyelvmagazin.hu/2020/05/18/koronavirus-nyelvi-gyorsteszt/)

Abstract ID: AILA1464

The shared language of transparency: A corpus-assisted analysis of sustainability reports in the fashion sector

Authors:

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Abstract Topics: [SYMP15] AILA ReN Social cohesion at work: shared languages as mortar in professional settings

Abstract Summary:

In corporate settings, transparency refers to the degree of openness in communicating with key stakeholders as well as the public at large. It is seen as a way for companies to convey an image of trustworthiness (Ball 2009) and distinguish themselves from competitors (Koskela, 2018). Transparency is typically associated with financial disclosure but, in recent years, non-financial disclosure relating to environmental and social issues has become increasingly important (Jackson et al. 2020), as reflected in the rise of non-financial reporting genres, such as corporate social responsibility (CSR) or sustainability reports in which companies seek to portray themselves as caring and trustworthy (Bondi, 2016).This paper focuses on the linguistic expression of transparency in sustainability reports of companies within the fashion sector. In particular, it aims to shed light on how companies use language to communicate transparency and to determine to what extent these companies may share the language of transparency as a strategy to enhance social cohesion within the global fashion community and to build public trust (Rahm, Sandell & Svensson 2020). The fashion industry operates on a global level, contributes significantly to world exports, and has millions of employees, and thus has a wide-reaching impact on people's lives. For this reason, transparency becomes an important message in an industry where social issues, such as the environment (i.e. ecofashion, Cucchi & Piotti 2016), working conditions, diversity, and animal welfare remain at the forefront (Fashion Revolution CIC, 2020). A corpus consisting of the sustainability reports of the top ten ranking companies in the Fashion Transparency Index 2020 was compiled and then queried with text analysis software to extract linguistic items encoding transparency and identify patterns of usage across the companies. Preliminary results indicate that all the companies share a clear concern to highlight transparency, but also communicate this message through other various conceptually related items (e.g., engagement, assurance, disclosure, dialogue, conversation). The findings can be applied in instructional settings in the area of fashion communication to help learners acquire linguistic and rhetorical skills useful for producing texts that promote a corporate image of transparency. ReferencesBall, C. (2009). What is transparency? Public Integrity, 11(4), 293-308.Bondi, M. (2016). CSR Reports in English and Italian: Focus on generic structure and importance markers. In: G. E. Garzone, D. Heaney, & G. Riboni (Eds), Language for specific purposes. research and translation across cultures and media (pp. 168-199). Newcastle: Cambridge Scholars.Cucchi, C. A., & Piotti, S. R. (2016). Eco-fashion lexicon: A never-ending story? L'analisi Linguistica e Letteraria, 2, 171-182.Fashion Revolution CIC (2020). Fashion Transparency Index 2020. https://issuu.com/fashionrevolution/docs/fr_fashiontransparencyindex2020?fr=sNmI5NzYxMDk0OAJackson, G.., Bartosch, J., Avetisyan, E., Kinderman, D., Steen Knudsen, J. (2020). Mandatory non-financial disclosure and its influence on CSR: An international comparison. Journal of Business Ethics, 162(2), 323-342.Koskela, M. (2018). Disclosing principles of IR communication: Rhetorical moves for constructing transparency. International Journal of Business Communication, 55(2), 164-193.Rahm, H., N. Sandell & P. Svensson. (2020). Corporate dreams – Appropriate aspirations and the building of trust in annual reports. Studies in Communication Sciences 20(1), 77–91.

Abstract ID: AILA1466

Language Maintenance of a Minority Language in Singapore

Authors:

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Abstract Topics: [SYMP56] OPEN CALL - Minority languages

Abstract Summary:
This paper presents a chronological study of the changing status of Malayalam in Singapore across three different periods over the last century, identified on the basis of significant migration trends: (1)1900 - 1960s, a period predominantly oriented toward language maintenance; (2) 1970 - 1990s, a period of language shift; and (3) 2000 - the present, a period of revitalization. It examines how these processes of language maintenance, language shift and language revitalization during each of these periods are linked to two key factors that have impacted the status of Malayalam in Singapore: changes in the degree of its ethnolinguistic vitality brought about by demographic changes, on the one hand, and Singapore's language-in-education policy, on the other. In doing this, it utilizes an autobiographic narrative approach to analyze interviews conducted with representatives of the Malayalee community as corroborative evidence of language shift and language maintenance of Malayalam language in Singapore over the century.

The Silent Treatment. The Benefit of Mixed Methods in Researching Touch in Physical Therapy

Authors:

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Abstract Topics: [SYMP66] Researching Helping Professions for (Applied) Linguistic and Practical Purposes

Abstract Summary:

Touch as an interactional resource has gained a lot of attention in multimodal interaction analysis lately (cf. Cekaite & Mondada 2021) and has been found to be constitutive of many embodied practices in medicine (cf. Kuroshima 2020, Nishizaka 2021). In physical therapy, the co-construction of a session by the therapist and the patient involves touch as a crucial component of the treatment (cf. Roger et al. 2002).

Depending on several situational and relational factors, there may be more or less verbal interaction during physical therapy. This presentation takes a closer look at sequences of acoustic silence during haptic interventions: How is silence sequentially organized, and how is touch embedded and negotiated during these sequences? When and how do transitions from silence to verbal interaction occur? These questions will be tackled by analyzing exemplary sequences of touch in videotaped therapy sessions. Additional qualitative interviews with physical therapists trace their re-constructions and attitudes towards their touching behavior These findings are compared to the interactional analysis of touch.

This type of approach – comparing fundamentally different data sets – is not fully accepted in linguistic research, especially not in multimodal interaction analysis that strictly adheres to those aspects of a situation that can be reconstructed as sequences of actions by observation. The characteristics of each data type need to be taken into account carefully. However, the overlaps, intersections and deviations may contribute to a more thorough framework of touch in physical therapy. So, there is an underlying methodological question intertwined with the specialized topic of silence and touch in physical therapy: How can interactional analysis and scrutinizing interview data profit from one another? What are the benefits of Mixed Methods (cf. Hashemi 2019) for the study of touch in physical therapy, professional practices in Applied Linguistics and the research on helping professions?

Cekaite, A., and L. Mondada. 2021. "Towards an interactional approach to touch in social encounters." In *Touch in social interaction. Touch, language, and body*, edited by A. Cekaite and L. Mondada, 1–26. London, New York: Routledge.

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Nishizaka, A. 2021. "Guided touch: The sequential organization of feeling a fetus in Japanese midwifery practices." In *Touch in social interaction. Touch, language, and body*, edited by A. Cekaite and L. Mondada, 224–248. London, New York: Routledge.

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Abstract ID: AILA1469

Researching Language Learning Strategies and Sources of Regulation with Two Methodological Innovations

Authors:

Nathan Thomas [1] [*] [^] UCL Institute of Education

Abstract Topics: [SYMP80] Qualitative Research on Language Learning Strategies and Sources of Regulation

Abstract Summary:
In recent years, there has been an uptick in methodological interest in applied linguistics. 2022 saw the journal of Research Methods in Applied Linguistics publish its first issue. There has also been no lack of methods-oriented books (see Li et al., 2022; McKinley & Rose, 2020; Rose et al., 2020), each with aspects relevant to the study of language learning strategies and sources of regulation. However, with the exception of certain chapters in these volumes and those from Hiver and Al-Hoorie (2019) and Phakiti et al. (2018), for example, coverage of rigorous qualitative methods that can be used for in-depth analysis of strategies and sources of regulation are few and far between. More concerning, though, are qualitative outputs in major journals that barely go beyond the claim that "themes emerged" (as if by magic) in their description of data analytic procedures. Most of us have been guilty of this at some stage in our careers. Nevertheless, there is still time and space for methodological discussion. This presentation will report on two methodological innovations that I have developed over the course of a large-scale examination of the strategies and sources of regulation of international students at a major university in London, UK. The project involved several sequential studies with more than 130 in-depth interviews, think aloud/introspective protocols, and stimulated recall sessions both. For data analysis, I needed methods that could enable in-depth understanding within single cases while also enabling me to compare across cases and over time. As a result, I developed two rigorous qualitative methods. The first method, Narrative Interpretative Phenomenological Analysis (NIPA), draws on narrative and phenomenological psychology to research the experience of strategic behavior (i.e., what it is like). The second method, Psychological Process Tracing (PPT), draws on methodological work in political and cognitive science to unpack potentially causal parts of a mechanism that link the triggers of strategic behavior to its outcomes (i.e., how does it happen). Both methods prioritize in-depth investigations of a small number of cases yet embrace very different views on the nature of reality and how we can research it. I will briefly describe both methods and provide examples from my own studies to demonstrate their applicability.ReferencesLi, S., Hiver, P, Papi, M. (Eds.) (2022). The Routledge Handbook of Second language Acquisition and Individual Differences. Routledge. Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds). (2018). The Palgrave Handbook of Applied Linguistics Research Methodology. Palgrave. Hiver, P., & Al-Hoorie, A. (2019). Research Methods for Complexity Theory in Applied Linguistics. Multilingual Matters. McKinley, J., & Rose, H. (2020). The Routledge Handbook of Research Methods in Applied Linguistics. Routledge.Rose, H., McKinley, J., & Briggs Baffoe-Djan, J. (2020). Data Collection Methods in Applied Linguistics. Bloomsbury.

Abstract ID: AILA1470

Toward diversification of bilingual acquisition research: insights from heritage bilingualism

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Abstract Topics: Plenary

Abstract Summary:
This paper discusses issues of language diversity and inclusion in the context of bilingual language acquisition with a focus on heritage language speakers and recent efforts toward diversification drawing on the work conducted by the Childhood Bilingualism Research Centre (CBRC) at Chinese University of Hong Kong. I will first comment on the lack of diversity and representation in language acquisition research in general (Kidd and Garcia 2022) and bilingual acquisition in particular (Yip and Matthews 2022). Given 7000 languages, there are over 24 million possible language pairs which bilingual children might acquire (Yip, Mai and Matthews 2018). In the CHILDES database (MacWhinney 2000), the world's largest repository for data of child language acquisition, English and Indo-European languages dominate: even non-Indo-European languages are typically paired with an Indo-European language, and the proportion of pairs including a non- Indo-European language has remained at around 30% over the past 10 years. Only major non-Indo-European languages are represented, with minority and endangered languages especially underrepresented (Matthews and Yip 2022).Whether in bilingual, multilingual or heritage language acquisition, the current trend is to move away from the monolingual norm based on the ideal hearer-speaker toward a more complex understanding of how languages interact and come in contact in the mind. The issue of monolingualism as the norm and the use of monolinguals as controls (Rothman et al 2022) will be taken up. Greater diversity is needed in the heritage languages represented, language pairs and contexts of acquisition.Against this background, I will discuss the contributions made by CBRC to the diversification of the database for bilingual and heritage language research in the creation of multimedia corpora. Examples will be drawn from Chinese-English languages pairs in homeland and heritage contexts (Yip and Matthews 2007, Mai, Matthews and Yip 2018). To work toward diversification, we promote the study of pairs involving dialects like Cantonese and Mandarin that are often mistaken for variants of the same language, and acknowledging that bilingual acquisition contexts such as Hong Kong are in fact trilingual or multilingual.ReferencesMai, Ziyin, Stephen Matthews and Virginia Yip. 2018. Child Heritage Chinese Corpus. Downloadable at the CHILDES website: https://childes.talkbank.org/access/Biling/CHCC.htmlMatthews, Stephen and Virginia Yip. 2022. Language diversity and bilingual first language acquisition. Poster presented at the 14th Conference of the Association for Language Typology (ALT 2022), University of Texas at Austin, USA.Yip, Virginia, Ziyin Mai and Stephen Matthews. 2018. CHILDES for bilingualism. In D. Miller, F. Bayram, J. Rothman and L. Serratrice (eds.) Bilingual Cognition and Language: The State of the Science Across its Subfields. Amsterdam: John Benjamins.Yip, Virginia and Stephen Matthews. 2007. The Bilingual Child: Early Development and Language Contact. Cambridge: Cambridge University Press.Yip, Virginia and Stephen Matthews. 2022. Language diversity and bilingual first language acquisition: A commentary on Kidd and Garcia (2022). First Language 42.6. 832–836. https://doi.org/10.1177/01427237221097581

Abstract ID: AILA1471

Family language policy and the design of homescape in transnational families: initiating children's Chinese literacy development

Authors:

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Abstract Topics: [SYMP71] Teaching and learning diasporic languages in post-pandemic era

Abstract Summary:
Family language policy has grown into a critical domain by studying the triplet aspects: language ideologies, family practices and language management in families   (Spolsky, 2004, 2012). It focuses not only on explicit and overt planning in relation to language use within the home domain as defined initially by King et al. (2008), but also on implicit family language planning including language and literacy practices (Curdt-Christiansen, 2009, 2013). On the one hand, family language policy is constantly influenced by the broader socio-cultural, socio-economic, socio-political, and socio-linguistic environment. On the other hand, it shapes children's language and literacy development in both family and public spheres and their life trajectories. Linguistic landscape is traditionnally defined as "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings" (Landry and Bourhis, 1997). Recent studies get interested into more widely defined landscape not only about static and moving signs displayed in public spaces (Sebba, 2010; Cenoz & Gorter, 2008) but also multimodal components including sounds, movements, music, smells, graffiti, clothes, food, buildings, and history (Shohamy, 2015). For the present study, an extended notion of LL (Landry & Bourhis, 1997), "homescape," is adopted, together with the discursive constructions of its inhabitants and designers, children and parents. This inquiry examines the family language policy in transnational (Chinese-French and Chinese-German) families with a focus on the ways homescape contributes to children's Chinese literacy development.Both researchers observed the families' language practices during their family visits and took pictures of the families' environment during a homescape walking tour guided by the family members. During and after the homescape walking tour, parents were invited to share their aspirations and expectations for their children's education and their opinions about the design of the family's material environment. Based on analysis of the pictures gathered from the walking tours and transcribed interviews, we conclude that homescape is represented as important literacy resources for children's literacy development. In terms of the ways the homescape is designed and family members interact with it, we investigate how 1) highly visible, 2) semi-visible, and 3) multimodal homescapes serves as literacy resources for the learning of the home language. Although some homescape resources are present in the family, they are not in active use at the time point of the research. Instead, their future or past use for children's literacy development is emphasized.

Abstract ID: AILA1472

Tutorial Dryfta platform

Authors:

Grégory Miras [1] [*] [^] ATILF, CNRS & Université de Lorraine

Abstract Topics:

Abstract Summary:
Here is the tutorial for the dryfta platform.

Abstract ID: AILA1473

AILA Solidarity Award Report

Authors:

Kyria Finardi [1] [*] [^] Federal University of Espirito Santo - UFES

Abstract Topics:

Abstract Summary:
This is the report made by Kyria Finardi about the AILA Solidarity Awards

Abstract ID: AILA1474

Opening recording

Authors:

Isabel Colón De Carvajal [1] [*] [^] ENS Lyon

Abstract Topics:

Abstract Summary:
This is the recording of the opening

Abstract ID: AILA1475

Recording Escobar Plenary

Authors:

Arturo Escobar [1] [*] [^] Chhapel Hill

Abstract Topics:

Abstract Summary:
This is Escobar's plenary recording.

Abstract ID: AILA1476

Nothing but the truth – the challenges of applying linguistic knowledge in the legal setting

Authors:

Eilika Fobbe [1] [*] [^] Forensic Science Institute, Wiesbaden, Germany

Abstract Topics:

Abstract Summary:
This is the recorded version of Fobbe's plenary

Abstract ID: AILA1477

The researcher as listening subject

Authors:

Angela Creese [1] [*] [^] University of Stirling

Abstract Topics:

Abstract Summary:
This is Creese's recorded plenary

Linguistics Applied ? Controversies and Dilemmas

Authors:

Alexandre Duchêne [1] [*] [^] University of Fribourg

Abstract Topics:

Abstract Summary:
This is Duchêne's recorded plenary

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