



25th

WICAL

Warwick International Conference in Applied Linguistics

27 - 29 June 2023 | HYBRID

**OUR WORDS
AND WORLDS**

SINCE 1997

27TH JUNE

DAY 1

OUR WORDS AND WORLDS

25th

WICAL

Warwick International Conference in Applied Linguistics

-  facebook.com/warwickcal
-  wical2023@warwick.ac.uk
-  [@WarwickAppLing](https://twitter.com/WarwickAppLing)

27 - 29 June 2023 | HYBRID



25TH WICAL

OUR WORDS AND WORLDS

DAY 1: 27 June 2023 | Hybrid

9:00	Opening (OC0.02)	<p>Conference opening Prof Ema Ushioda, <i>Professor and Head of Department, Department of Applied Linguistics, University of Warwick</i> Xiaofang Lu & Xinyue Zhou, <i>Co-Chairs of 25th WICAL Organising Committee, University of Warwick</i></p>	Join
9:30	Workshop (OC0.02)	<p>Getting started on research and publications as a research student Dr Anastasia Stavridou, <i>Lecturer in the Centre for Translation and Intercultural Studies (CTIS), University of Manchester</i></p>	Join
10:45	- COFFEE BREAK -		
11:05	Workshop (OC0.02)	<p>The continuum of participation: How to make research socially responsive, socially responsible and socially useful Dr Jason Anderson, <i>Assistant Professor at the Department of Applied Linguistics, University of Warwick</i></p>	Join
12:20	- LUNCH BREAK -		
13:35	Workshop (OC0.02)	<p>'A strange tongue makes my cause more strange' – an interactive approach to Shakespeare in the intercultural language classroom Dr Duncan Lees, <i>Assistant Professor at the Department of Applied Linguistics, University of Warwick</i></p>	Join
14:50	- SHORT BREAK -		

25TH WICAL

OUR WORDS AND WORLDS

DAY 1: 27 June 2023 | Hybrid

<p>15:00</p>	<p>Discourse Analysis (parallel, OC0.02)</p>	<p>Helena Wall (Online) Learning spaces: How children are socialised into negotiating oracy norms of/through the spatial environment of the classroom Vincent Wai Sum Tse (Online) Making it relevant: Enacting examination-oriented teaching in shadow education Layal Alahmadi Exploring professional communication in the context of a Saudi hospital</p>	<p>Join</p>
	<p>Intercultural Communication (parallel, OC1.01)</p>	<p>Haiyan Zhang Ethnolinguistic vitality in relation with its using and cultural identification: A case study of Xi Jiang Miao ethnic minority community in China Gaowei Li & Xinyi Guo (Online) Develop cultural empathy among "Z Generation" in virtual ethnographic intercultural communication Simin Li (Online) Identity negotiation and perceptions of interculturality among Chinese students majoring in English at a Chinese university</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.02)</p>	<p>Zhen Bao (Online) Evaluating college English Test-Band 6 wordlist against contextual diversity, lexical age-of-acquisition, and concreteness Yahui Du (Online) An Investigation into the Status Quo of the Integration of Ideology and Politics Elements into College English Culture Course Chunsong Cheng The impact of professional learning communities on pre-service EFL teachers' professional commitment</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.07)</p>	<p>Yue Zhang (Online) Negotiating L2 selves in English as a foreign language learning motivational dialogues: The story of an English major in China Ravindi Perera, Samudi Dissanayake & Omali Wijekoon (Online) A study about issues and recommended solutions for GCE A/L English textbook in Sri Lanka Hong Song Teachers' perceptions and practices of using picture books in teaching English to Chinese young learners</p>	<p>Join</p>
<p>- COFFEE BREAK -</p>			
<p>16:50</p>	<p>Discourse Analysis (parallel, OC0.02)</p>	<p>Ksenija Bogetic (Online) A metaphorical approach to investigating crisis discourse: historization, 'coronationalism' and fuzzy metaphors in covid-19 discourses of the post-Yugoslav area Ari Ofengenden The populist construction of the "People" in Europe: A discourse Analysis Maria Ovens Achieving mutual understanding across the boundaries of a Community of Practice</p>	<p>Join</p>
	<p>Discourse Analysis (parallel, OC1.01)</p>	<p>Gabriel Frazer-McKee (Online) Abstract preparation guidelines help graduate students prepare better structured, more informative conference abstracts: An on-going case study of a Canadian graduate student conference in language related fields Rosie Thuong Le Reading the world precedes reading the word: Integrating critical literacy aspects in multimodal narrative discourse research Yanyan Li Shared laughter to manage relationship work in interactional troubles during multiparty peer interaction</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.02)</p>	<p>Morad Kasmi (Online) The correlation between Chronotype and second language vocabulary acquisition Eman Alsolami (Online) Disrupting monolingualism through enabling translanguaging in the EAP classroom in Saudi Arabia Girindra Reswari Mediating the development of ESP communicative competence through service-learning approach in Indonesia</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.07)</p>	<p>Hadiseh Fallahpour & Vahid Goudarzi (Online) Human-Computer interaction in computer-mediated corrective feedback on L2 writing Xuan Zhao (Online) Engaged Use of Technology for Vocabulary Learning in University Learners of English Linghui Diao The comprehension and production of pronouns in English as second language</p>	<p>Join</p>
<p>18:20</p>			

DAY 1: 27 JUNE 2023

9:30-10:45 | WORKSHOP | OC0.02

“Getting Started on Research and Publications as a research student”

Getting a job in academia requires a set of achievements and skills with one's publications and research portfolio being two that are frequently highly valued. Because of the competitive nature of the academic job market, research students are keen on publishing during their doctoral studies. Hence, it comes as no surprise why many research students often wonder at which stage of their doctoral studies they should start thinking about publications and even, how many publications they should have by the time they graduate, although quality matters over quantity. Building a strong research profile, which may include publications or policy work amongst others, without one compromising the progress of their thesis can therefore be a stressful and challenging process. This one-hour workshop will provide practical advice for doctoral students who wish to start with the development of their research agenda. Participants will find out more about

- (i) developing their own research ideas,
- (ii) managing effectively the research and publication process and (iii) dealing with the publication outcomes

Moreover, participants will be given the opportunity to engage in group discussion and think of ideas that can be developed into potential research projects. Lastly, the speaker will share examples of her own experience and reflect on lessons learnt.



Anastasia Stavridou is a Lecturer in Intercultural Communication in the Centre for Translation and Intercultural Studies (CTIS) at the University of Manchester where she teaches on the MA in Intercultural Communication. Before joining CTIS, she was an Early Career Fellow (post-doc) in the Institute of Advanced Studies (IAS) [Link opens in a new window](#) at the University of Warwick, where she also spent four rewarding years in the Department of Applied Linguistics [Link opens in a new window](#) as a postgraduate student (MSc and PhD). In the past, she had also been an Associate Lecturer at Goldsmiths, University of London. She obtained her BA in English Language & Literature [Link opens in a new window](#) from the University of Athens, Greece.

Her research interests lie in the fields of Sociolinguistics, Discourse Analysis and Intercultural Communication more broadly, and in leadership - followership, sports communication and identity construction more specifically. More recently, she started undertaking research in the intersections of linguistics and politics in the media.

DAY 1: 27 JUNE 2023

11:05-12:20 | WORKSHOP | OC0.02

The continuum of participation: How to make research socially responsive, socially responsible and socially useful

Participatory approaches in research are often associated with action research, in which participants (e.g., teachers or learners) are empowered to conduct their own studies to better understand their contexts and develop their practice. However, as the community development literature reveals, participatory research does not have to be an all or nothing affair in which control, responsibility and workload are either handed over to participants or retained by researchers. Participation can be a collaborative affair, drawing on the strengths, knowledges and skills of both participants and researchers to varying degrees, exploring our (shared and separate) needs and interests explicitly together and working towards aims and goals that can be useful to all. In this workshop we will explore ways in which both experienced researchers and research students (PhD, graduate and undergraduate) can make a wide range of designs (e.g., ethnography, case study, narrative enquiry, survey research) participatory to varying degrees, and consider why we may want to do so. I hope to convince participants that qualitative, mixed methods and even quantitative designs can benefit from consultation, co-planning, collaboration and co-researching with key stakeholders to produce outputs that are more likely to be impactful as a result.



Jason Anderson (University of Warwick) is a multiple-award-winning teacher educator, writer and researcher, who works in both language teaching and mainstream teacher education. He has supported teachers in over 30 countries worldwide, both pre-service and in-service, for national ministries of education and development partners including UNICEF and the British Council. He has published research on aspects of language teaching, teacher expertise, teacher reflection, teacher education, participatory research and translanguaging. His diverse interests include lesson planning, curriculum design, teaching methodology, multilingualism and the contextual challenges and innovations of teachers working in the low-income countries, as discussed in his latest book, *Teacher expertise in the global South: Theory, research and evidence*, published in the Cambridge Education Research series. His website (www.jasonanderson.org.uk) shares free links to many of his publications, talks and resources for teachers and teacher educators.

DAY 1: 27 JUNE 2023

13:35-14:50 | WORKSHOP | OC0.02

'A strange tongue makes my cause more strange' – an interactive approach to Shakespeare in the intercultural language classroom

Using dramatic literature written more than four hundred years ago might seem like a strange choice in a twenty-first century English as a Foreign Language classroom. Indeed, despite its relative closeness in linguistic terms, Shakespeare's early modern English is often seen as "foreign" or "alien", even to those who speak English as a first language. With dominant modes of foreign language education emphasising instrumental goals relating to communicative efficiency and employability, texts that are supposedly so removed from English as it is used on a daily basis might seem impractical or even counterproductive. However, this workshop will attempt to show that if Shakespeare's language is "strange" – in the current sense of being unfamiliar, and the early modern senses of being both foreign and remarkable – then this can actually be a benefit for teachers and learners in the English language classroom.

The workshop will employ a pedagogy (as outlined in Lees 2022) that combines active / rehearsal room approaches to Shakespeare with an intercultural perspective on language teaching and learning. Workshop attendees will be invited to take part in a series of creative, collaborative activities designed to allow them to experience the drama, excitement and strangeness of Shakespeare's language as they play with, (re)interpret and enact the texts in interaction. Attendees will at the same time be encouraged to reflect on their own linguistic and cultural assumptions and identities as they mediate and (de)familiarise themselves with Shakespeare's words.

No prior knowledge of Shakespeare is needed, but comfortable clothes that you can move around in are recommended!



Duncan Lees is an Assistant Professor in the Department of Applied Linguistics at Warwick. His research and teaching combine insights from drama pedagogy and intercultural language education with an ethnomethodological perspective that makes use of Conversation Analysis (CA) and Membership Categorisation Analysis (MCA). At Warwick, he leads modules including Intercultural Pragmatics, Understanding Culture and Intercultural Coaching and Development, and is the convenor of the new Drama and Language Education Research Group (DaLE). He previously spent more than a decade working at Guangdong University of Foreign Studies in China, teaching various aspects of English-language drama and literature. His ESRC-funded PhD was an ethnomethodological study of intercultural Shakespeare workshops at a Chinese university, and employed a pedagogical approach outlined in his recent chapter for Shaules and McConachy's *Transformation, Embodiment, and Wellbeing in Foreign Language Pedagogy* (2022).

DISCOURSE ANALYSIS

DAY 1: 15:00-16:30 | OCO.02

15:00-15:30

Helena Wall **(Online)** | Learning spaces: How children are socialised into negotiating oracy norms of/through the spatial environment of the classroom

Oracy (skills in speaking and listening) is conceptualised in education research, policy, and practice as a set of skills in language production and comprehension, social awareness, and nonverbal and paralinguistic features of communication. This study introduces interactional sociolinguistics into oracy research in order to reconceptualise oracy as language socialisation, where children are socialised by their teachers and peers into enacting and negotiating classroom oracy norms. In this presentation, I focus on how teachers and children utilise the spatial environment of the classroom to co-construct the norms of the class culture. I utilise observations of classroom discourse between teachers and pupils aged 4-6 to explore their negotiation of interactional norms. I utilise embodiment analysis to explore how teachers and peers encourage and sanction children's oracy behaviours, in order to identify classroom oracy norms. Hence, I explore how children negotiate these norms by dynamically enacting the contextualisation cues of the class culture. In this presentation, I discuss three excerpts, focusing on the negotiation of spatial norms. I frame my analysis with reference to learning goals and content across disciplines in the relevant curricula (Department for Education, 2013; 2021). My findings indicate the enactment of distinct zones associated with the roles of teacher, learner, and researcher; and that the interactants manipulate and span the boundaries of these zones in order to achieve specific interactional goals. Finally, I discuss the need to approach oracy provision with a greater focus on how children negotiate the spatial environment of the classroom as part of oracy socialisation.

DISCOURSE ANALYSIS

DAY 1: 15:00-16:30 | OCO.02

15:30-16:00

Vincent Wai Sum Tse (Online) | Making it relevant: Enacting examination-oriented teaching in shadow education

In Hong Kong, “celebrity tutors” are individuals who gained fame by teaching in shadow education, defined by Bray (2010) as the fee-paying, supplementary tutoring of school subjects outside school hours. Some discourse-analytic studies (e.g., Koh, 2016; Yung & Yuan, 2020) have examined the promotional discourse of celebrity tutors. However, beyond this, little research in applied and sociolinguistics has scrutinized the highly institutionalized and profitable practice of these professional social actors. Addressing this gap, this paper presents findings from a larger project that investigates how knowledge and expertise are managed by tutors. I draw on a 17-episode YouTube tutoring talent show as data. The show contains more than 50 teaching demonstrations by tutors. All 17 episodes are transcribed following studies like Feng and Wignell (2011) and Jaworski (2017), showing content in the verbal as well as visual tracks of the show. Employing critical discourse studies as a broad conceptual framework, I examine how celebrity tutors make their teaching relevant to the public exam in commodified shadow education. Given the interactional data, I also take inspiration from micro-analytic notions of framing (Tannen, 1993) and epistemics (Heritage, 2012a, 2012b). Preliminary findings indicate that the tutors project their examination-oriented expertise by establishing that such knowledge and subject-related knowledge (e.g., knowledge of Chemistry) are different domains or territories of knowledge. Despite the importance of grasping subject-related knowledge, the tutors frame their teaching as examination-oriented by referring to marks and skills. The reason for students to master subject-related knowledge, as portrayed by the tutors, is that students need to sit for the exam and obtain good grades for university entrance. I conclude the paper by considering what counts as “valuable” teaching in Hong Kong’s meritocratic education system and in commodified shadow education.

DISCOURSE ANALYSIS

DAY 1: 15:00-16:30 | OC0.02

16:00-16:30

Layal Alahmadi | Exploring professional communication in the context of a Saudi hospital

In Saudi Arabia, hospitals have become diverse workplaces (Alhamami, 2020). As a result, English has joined (and in some places replaced) Arabic as the language of professional medical communication. When medical graduates begin their training in hospitals, they may even have to communicate with colleagues exclusively in English, which can cause communication problems, affect professional relationships, and possibly adverse impacts on patients. This has led to this study which investigates communication in English as a lingua franca (ELF) between medical professionals in a Saudi hospital. This study adopted a qualitative ethnographic approach for data collection, followed by discourse analysis. Data collected included a background information questionnaire, field notes, and audio recordings of naturally occurring conversations (doctors' meetings). The participants were Saudi and non-Saudi female and male medical professionals (doctors and nurses) working in a Saudi hospital. By drawing on an interactional sociolinguist framework to analyse audio recorded data of doctors' meeting, this study identified discourse resources that medical professionals utilized as they communicate in an ELF context. The results showed that humour, power, and code-switching were the prominent discourse resources used by medical professionals in the meetings. Saudi medical professionals need to be aware and prepared for English communicative demands of hospitals as early as possible. So, based on the results of this study, we provide recommendations on additions to the English for medical purposes curriculum in terms of the discourse resources that can help Saudi students meet pre-final targets in spoken English communication prior to graduation. The results also will contribute to the field of medical professional communication and discourse analysis and will add new insights into the existing body of knowledge.

INTERCULTURAL COMMUNICATION

DAY 1: 15:00-16:30 | OC1.01

15:00-15:30

Haiyan Zhang (In person) | Ethnolinguistic Vitality in Relation with Its Using and Cultural Identification: A Case Study of Xi Jiang Miao Ethnic Minority Community in China

Ethnolinguistic vitality is essential to predict the prospect of one ethnic language and its culture. As the ethnic languages increasingly expose to urbanization and globalization, this paper endeavors to examine the vitality of an ethnic language when being used and identified, so as to explore what factors contribute significantly to its survival via a case study of Xi Jiang Miao Ethnic Minority Community, the largest Miao minority residence in China. This research was undertaken in 2022 through a questionnaire survey of 263 subjects randomly selected among the 5,600 inhabitants in the Community. Questionnaire was designed based on the UNESCO Model (2003) and the Ethnolinguistic Vitality theory proposed by Giles, Bourhis and Taylor including the status variables of economic, social, social-historical, language status, etc, the demographic factors and institutional variables. Statistic tools such SPSSAU were adopted to analyze the acquired data. Findings: 1) The younger generations demonstrate poorer performances in their Miao language speaking and writing than the older ones although they claim a stronger identification of their ethnicity and cultural identity; 2) More younger subjects disagree that ethnolinguistic acquisition is an essential mean of their ethnic cultural identification; 3) Subjects admit that language shift to mandarin benefits them in the economic status improving, social network building, and personal development; 4) Miao language is dominantly used within families and communities although policies are made in the institutional domains to encourage and promote it.

Conclusion: Miao language experiences a lower ethnolinguistic vitality, and the economic factors resulting from urbanization and modernization nationally are the crucial threats to this ethnolinguistic survival, which drives the language users to turn to the widely-used official language possessed with capitals, resources and power, consequently shaking the inherent tie between the ethnolinguistic acquisition and the ethnicity and cultural identification.

INTERCULTURAL COMMUNICATION

DAY 1: 15:00-16:30 | OC1.01

15:30-16:00

Gaowei Li & Xinyi Guo (Online) | Develop Cultural Empathy among "Z Generation" in Virtual Ethnographic Intercultural Communication

Conceptualizations of empathy have been most fully developed in the fields of psychology, counseling, and psychotherapy. Many approaches to empathy dwell on the cognitive, affective, and behavioral aspects of empathy, the intrapsychic processes that cause one to feel emotions more similar to those of another, rather than the interpersonal functions of empathy, which may be influenced by the variables during the communication process. This paper seeks to add how cultural empathy, which refers to the ability to cognitively, affectively, and behaviorally participate in the reality, or world, of cultural "others", can be developed from understanding about cultural differences to seeking similarities, and then to creating a third culture by engaging students in a substantial and dynamic natural and interactive setting. The whole process will be achieved by designing and implementing a virtual ethnographic intercultural project between Chinese and American university students, who are all Z Generation. This project used virtual ethnography, a variation of more traditional ethnomethodological methods which use a range of observational and other qualitative methods such as observation, questionnaires, interviews, conversation analysis, the researchers' field notes etc., to study how meaning is constructed in online spaces. Put it specifically, this two-semester intercultural project mainly used observation with a small level of ethnographic participation. Data collection was via fieldwork diary, interviews, screenshots, and downloading of material. The conversation analysis is adopted to examine the temporal unfolding of empathy during conversation, which involves dynamic emotional attunement and a communicative dialogue between people in real time.

The research questions related to the development of relational empathy in intercultural communication centre around the following aspects: 1) How to seek empathy based on commonality by constructing contextual cultural tasks? 2) How to create a "third culture" when facing tensions and conflicts through interactive and continuous intercultural dialogues? Generally speaking, the cultural empathy in Z Generation develops in three phases: exploring the unique cultural experiences of Chinese and American students, seeking an empathy based on commonality and seeking a cultural empathy, a form of harmonization and integration through interactive and continuous intercultural dialogues. During the process to build cultural empathy, not all students experienced the three phases of communication because some of them didn't know how to handle the sensitive topics safely in phase three, and therefore, didn't dare or failed to form the "third culture". To develop relational empathy from phase two to phase three, an important rule to bear in mind is when one is about to disagree with another person, especially with someone from another culture. It might be profitable, all things considered, to think of thoughtful words to use.

INTERCULTURAL COMMUNICATION

DAY 1: 15:00-16:30 | OC1.01

16:00-16:30

Simin Li (Online) | Identity negotiation and perceptions of interculturality among Chinese students majoring in English at a Chinese university

This study explores the intercultural experiences of English-language major students at a Chinese university. Specifically, it focuses on the students' identity negotiations and how their perceptions of Self and Other impact their understanding of interculturality. The study also sets out to explore the local and individual sense of interculturality in a university context, thus encouraging treating interculturality beyond nationality, and as a response to and an echo of sociality in general that is embedded in individuals' interactions and daily conversations, both in and outside the classroom context. The research's participants are six students from a Chinese university who are majoring in English and were recruited through personal social networks. The study utilizes semi-structured interviews, during which the questions are devised with regard to the participants' reflections of their names, cultural backgrounds, and university experiences. The interview questions also aimed to inquire about the participants' perceptions of people from unfamiliar countries and cultures. The data are analyzed using a qualitative and thematic method. As emerged from the data, Self and Other are discursively and reflexively constructed by the participants through daily interactions in the university context. Further, the analysis suggests that the students consider interculturality to have two layers. In a broad sense, nations are still treated as carriers of different cultures. The ideas of 'one-nation-one-culture' and 'cultural others' are embedded in the participants' conceptualizations of interculturality. However, they also conceive of interculturality as situated in their personal lives as they interact with people around them. In addition, the study proposes a dialogical approach to intercultural communication education, and encourages inviting different 'voices' in university classrooms.

LANGUAGE TEACHING AND LEARNING

DAY 1: 15:00-16:30 | OC1.02

15:00-15:30

Zhen Bao **(Online)** | Evaluating College English Test-Band 6 Wordlist against contextual diversity, lexical age-of-acquisition, and concreteness

The College English Test-Band 6 Wordlist (CET-6 Wordlist) serves as a guiding material for the academic vocabulary learning of Chinese college students. Assisted with this specifically designed wordlist, college students are expected to acquire these target words more effectively. Therefore, if compiled according to reasonable criteria, the CET-6 Wordlist can be instrumental to students' academic vocabulary development; if not, the CET-6 Wordlist may hinder students from learning truly useful words required for academic purposes such as journal article reading, professional conference presentation, and academic paper writing. To comprehensively evaluate the CET-6 Wordlist, a comparison with the Academic Vocabulary List [AVL, an internationally utilized wordlist designed by Gardner & Davies (2014) for L2 academic vocabulary learning] against contextual diversity (the number of texts in which a word appears), concreteness (the degree to which a word denotes a perceptible entity), and lexical age of acquisition (the age at which a word is acquired by native speakers) was conducted. Correlation analysis indicated that the three dimensions were significantly correlated with one another. ANCOVA demonstrated that the words unique to the CET-6 Wordlist displayed significantly higher contextual diversity, greater concreteness and lower lexical AoA than the words unique to the AVL, indicating that the words unique to the CET-6 Wordlist were less complex in conceptual representations, and acquired earlier in life. Without the knowledge of sophisticated words denoting more complex concepts, it would be a great challenge for Chinese college students to successfully take part in academic activities. The CET-6 Wordlist should therefore include words with higher lexical AoA and higher conceptual abstractness. The study attests to the efficacy of the three criteria in effectively distinguishing wordlists of similar levels. Furthermore, the study highlights the necessity of taking into account cognitive factors (concreteness and lexical AoA) when compiling wordlists and other L2 learning materials.

LANGUAGE TEACHING AND LEARNING

DAY 1: 15:00-16:30 | OC1.02

15:30-16:00

Yahui Du (Online) | An Investigation into the Status Quo of the Integration of Ideology and Politics Elements into College English Culture Course

In 2016, China has put forward that ideological work in colleges should be integrated into the entire education process to realize the role of invisible moral education. English culture courses, which combine the cultivation of language skills and cultural knowledge, play an important role in improving the cultural and moral literacy of college students, but have received little attention. Exploring the development and practice of Ideological and Political Education resources in such courses can form a valuable teaching model and strike a balance between foreign language teaching and moral education. This study will take Chinese college students who are from different categories of schools and of different majors as the survey subject, and study the status quo of the integration of ideological and political elements in college English cultural courses through questionnaires and interviews, including achievements and problems. Students' cognition and attitude towards the elements and their learning effects will be inquired as well. Research findings are expected to be acquired as follows: the richness and equality of the theme of ideological and political elements; the diversity and novelty of presentation methods; the practicability and effectiveness of evaluation and feedback mechanism. Additionally, this study will discuss implications for the development of the resources to improve college students' initiative and consciousness in foreign cultural learning and to enhance the quality of moral education in college English culture teaching. Therefore, some feasible teaching suggestions will be given to the three dimensions respectively, so as to ensure that foreign language teaching performs its well-round fostering virtue.

LANGUAGE TEACHING AND LEARNING

DAY 1: 15:00-16:30 | OC1.02

16:00-16:30

Chunsong Cheng | The Impact of Professional Learning Communities on Pre-service EFL Teachers' Professional Commitment

The concept of professional learning communities (PLCs) has been one of the most widely discussed research topics in the last 30 years. Numerous studies have suggested that well-implemented PLCs can significantly contribute to student learning outcomes, teacher professional development, and school reform, however, research on PLCs for pre-service teachers' development is still insufficient, particularly with regard to the impact that professional learning communities play on pre-service teachers' professional commitment. In view of the research gap, the current study attempts to explore the effect of PLCs on pre-service EFL pre-service teachers' professional commitment in China. A case study was conducted on workshops for English teaching competitions (WETCs) as a PLC in four-year undergraduate EFL teacher education programs in Zhejiang Province, China and attempted to answer the following two questions: (1) Do WETCs as a professional learning community improve pre-service EFL teachers' professional commitment? (2) How do WETCs practices affect pre-service EFL teachers' professional commitment? A mix-method approach was adopted in the study. The first question was addressed through a quantitative study, in which a questionnaire survey was conducted to examine the effect of WETCs on pre-service EFL teachers' professional commitment. The second question was answered by an explanatory qualitative research, in which semi-structured interviews were conducted after the questionnaire survey to explain how the effects identified from the questionnaire survey occurred as perceived by the pre-service teachers. Altogether 43 respondents in the experimental group attended the WETC and agreed to complete the questionnaire survey on a voluntary base. Their classmates who did not participate in the workshop were invited to be respondents in the control group. Finally, 98 respondents were included in the control group and completed the questionnaire survey. The quantitative findings showed that pre-service EFL teachers who had WETC experiences were more interested in professional development and more willing to invest personal time on teaching activities than their counterparts who had no WETC experiences. The biggest difference was those with WETC experiences were more likely to take EFL teaching as their career. Therefore, WETCs had significant and positive effects on pre-service EFL teachers' professional commitment. The qualitative findings indicated that shared vision, collaborative efforts and reflective dialogue were the three characteristics of PLCs that influenced pre-service EFL teachers' professional commitment significantly. Both the quantitative and qualitative findings indicated that WETC experiences are beneficial to pre-service EFL teachers in many ways. The experiences improved their professional competence, helped them experience the right way for their future professional development, and enhanced their professional commitment. The most important is that pre-service teachers gained confidence from the experiences. They were far more confident than their classmates with no WETC experiences that they could be good enough to be recruited by state schools when they graduated.

LANGUAGE TEACHING AND LEARNING

DAY 1: 15:00-16:30 | OC1.07

15:00-15:30

Yue Zhang (Online) | Negotiating L2 selves in English as a foreign language learning motivational dialogues: The story of an English major in China

This study aims to demonstrate how the model of motivational dialogue can be adopted to explore an English as a foreign language (EFL) learner's English language learning motivation using real-time data collected in the Chinese context. Highlighting the role of language used by the learner and her lecturer as central to the circulation of discourses, this study adopts a method that is personal, embodied, located, and lived in her own learning contexts. It is a six-month critical ethnography that focuses on how an English major negotiated her ideal and ought-to L2 selves while attending an English language learning course in a B.A. program. The participant's interindividual dialogues were obtained through classroom observation, with fieldnotes, audio recordings, and photos of lectures as data. In contrast, her intraindividual dialogues were collected through her weekly online diaries and narratives. Results indicate that the English lecturer adopted a technological approach to English language teaching, with passing a national standardized test of English as a predetermined goal set by the lecturer. This endpoint shaped how the participant negotiated her ideal L2 self as a diligent, legitimate learner of English and her ought-to L2 self as a successful test taker. The conflicts occurring between the lecturer and the participant added to the negative emotions triggered by her own inner conflicts between her ideal and ought-to L2 self due to her resentment of the traditional teaching method and exam-oriented pedagogy adopted by the lecturer.

LANGUAGE TEACHING AND LEARNING

DAY 1: 15:00-16:30 | OC1.07

15:30-16:00

Ravindi Perera, Samudi Dissanayake & Omali Wijekoon (Online) | A study about issues and recommended solutions for GCE A/L English textbook in Sri Lanka

English Language textbooks published by the National Institute of Education (NIE) play an instrumental role in the teaching and learning of English Language in Sri Lanka. The present study primarily concerned with the shortcomings of the GCE A/L English textbook in Sri Lanka as A/L open pathways to university entrance, vocational and diploma courses. The data for the study was collected by analyzing the GCE A/L English textbook and was evaluated using the standard criteria listed below. These include integration of skills & the application of the competency levels, the authentic and interactive listening & speaking activities, adequate relevant grammar exercises with explicit explanation of the format of form, use and meaning with a fair amount of controlled practices, and the pedagogical content should be authentic and should be consisted of real life written and spoken discourse that the students confront in the real-life context, and the relevancy of the themes stipulated for each course unit for the content and age group. The analysis claims that the absence of proper speaking tasks and an acceptable way to start activities in the textbook is a major drawback. Reading and writing tasks have been combined without any logic or reason, and majority of the writing activities lack productivity and centered on grammatical errors. Thus, it could be recommended to provide authentic input for the learners as they learn English as second language, and there must be some activities which help to develop speaking skills.

LANGUAGE TEACHING AND LEARNING

DAY 1: 15:00-16:30 | OC1.07

16:00-16:30

Hong Song | Teachers' Perceptions and Practices of Using Picture Books in Teaching English to Chinese Young Learners

There has been a growing interest in using picture books to teach English to Chinese young learners in recent years. Despite numerous studies highlighting the benefits of picture books, they are not widely used in state-funded or private schools, and their potential to develop language skills and educate the whole child is often underestimated. While EFL teachers use texts like stories and picture books for developing discrete language systems such as vocabulary and grammar, they seldom use them to cultivate students' literacy, broaden children's horizons, develop their multicultural understanding, or encourage independent reading. This study aims to investigate teachers' perceptions and practices of using picture books to teach English to Chinese young learners. A mixed-methods research design will be employed, using surveys, observations, and interviews to understand teachers' views on the role of picture books in their teaching, how they use them to teach language, and potential factors that may constrain their use. The findings are expected to contribute to a better understanding of the current use of picture books in preschool English teaching in certain Chinese cities, aid teachers in understanding the role of picture books in preschool English teaching, provide direction for pre-service and in-service teacher training related to storytelling skills, and offer insights to inform policy and practice in the field of early childhood education.

DISCOURSE ANALYSIS

DAY 1: 16:50-18:20 | OC0.02

16:50-17:20

Ksenija Bogetic (Online) | A metaphorical approach to investigating crisis discourse: historization, 'coronationalism' and fuzzy metaphors in covid-19 discourses of the post-Yugoslav area

Soon upon the outbreak of the COVID-19 pandemic, it became clear that society was faced with not only a health crisis, but also a crisis in communication. Research by now suggests that the pandemic has highlighted notions of collectivity and national belonging in a new key, where metaphor and figurative language play a central conceptual role. This paper investigates the use of metaphor in framing the pandemic crisis, specifically in areas with previous crisis experience. The work presents an integrative approach to metaphor in public discourse, focusing specifically on media discourses of the early covid pandemic in the area of former Yugoslavia. The work draws on a specialized corpus of news articles from the early pandemic period across three former Yugoslav states (Serbia, Croatia and Slovenia), compiled for the purposes of the analysis and the broader project. The analysis primarily draws on the framework of Critical Metaphor Analysis (Charteris-Black, 2012), putting an emphasis both on the metaphorical mappings, specific lexical realizations, as well as the discourses and ideologies indexed thereby. The analysis reveals a pronounced historization of the crisis experience via the WAR metaphor in particular, where discourses of the past play a central role in framing present-day hardships and the directions of collective response, via specific forms of metaphor extension. The findings are used to argue that the metaphor requires more nuanced attention as offering a malleable tool for political responses, which in the case area observed worked to relate representations of fear and threat to dominant instrumentalizations of historical memory, 'othering' and ongoing nationalist discourses. Beyond this particular context, the processes will be highlighted as important both for the theorising of adversarial metaphors in public discourse, and for more nuanced analyses of the discourses of crisis.

DISCOURSE ANALYSIS

DAY 1: 16:50-18:20 | OCO.02

17:20-17:50

Ari Ofengenden | The Populist Construction of the "People" in Europe: A Discourse Analysis

This study aims to critically analyze the construction of the people in European populism, examining the relationship between ideology, discourse, and the representation of the people. Drawing on the works of Ernesto Laclau and Chantal Mouffe this research will argue that populist parties construct the people as a homogenous group that is distinct from a globally mobile elite. They portray the elite as an enemy of the people and use the concept of the people to legitimize their political program and gain support. They tap into the grievances of many working-class people who feel left behind by the political and economic establishment. In using qualitative content analysis, I will begin by selecting a sample of texts from a range of European populist parties, ensuring a diversity of political orientations, cultural contexts, and levels of political success. The sample size and composition will depend on the specific research questions and the availability of data, but I will aim for a sufficiently large and representative sample to provide a rich and nuanced understanding of the construction of the people in European populism. Next, I will develop a coding scheme to guide the analysis of the texts. The coding scheme will be informed by the research questions and the theoretical framework, which will draw on the works of Ernesto Laclau and Chantal Mouffe. The coding scheme will identify key themes and patterns in the construction of the people, such as the use of dichotomies (e.g., the people vs. the elite), the portrayal of the elite (e.g., as corrupt or disconnected), and the mobilization of grievances (e.g., around economic insecurity, cultural change, or national identity). The coding scheme will also take into account the context and genre of the texts, as well as the intended audience and the rhetorical strategies employed. Once the coding scheme is established, I will begin the process of coding the texts. This will involve reading the texts carefully, identifying relevant sections, and applying the relevant codes. As I progress through the coding process, I will continually refine the coding scheme to ensure that it captures the nuances and complexities of the texts. Once the coding is complete, I will use software such as NVivo or Atlas.ti to analyze the data, identifying patterns and themes that emerge from the coding. I will use these patterns and themes to develop a critical analysis of the construction of the people in European populism, drawing on the works of Ernesto Laclau and Chantal Mouffe to contextualize and interpret the findings. In summary, qualitative content analysis is a rigorous and systematic method that will enable me to critically analyze the construction of the people in European populism. By using this method, I will be able to provide a nuanced and insightful analysis of the relationship between ideology, discourse, and the representation of the people, which will contribute to a more nuanced and complex understanding of the concept of the people in European politics.

DISCOURSE ANALYSIS

DAY 1: 16:50-18:20 | OC0.02

17:50-18:20

Maria Ovens | Achieving mutual understanding across the boundaries of a Community of Practice

UK public inquiries are increasingly common inquisitorial processes, set up by the government following events of major public concern, to establish the facts and make recommendations to prevent a recurrence (Beer et al., 2011, Institute for Government 2018). For public inquiries to function, witnesses must understand the questions put to them in oral hearings, and their answers must be understood. There is reason to believe this does not always work perfectly. My study explores the interactional achievement of mutual understanding in this setting. I will argue that the questioners form part of a Community of Practice (Wenger 1998) to which the witnesses do not belong and whose discursive resources they are unlikely to share. I argue that insider/outsider roles are negotiated in the moment, but arise from the event and are constrained by it. I am developing a framework for examining how mutual understanding is achieved, viewing 'understanding' as constituted in the co-ordination of action between speakers, manifested at the micro-linguistic level through interactional and affiliative alignment. The dataset used was generated by the Grenfell Tower Inquiry and includes audiovisual recordings and contextualising documents. I hope that the results will contribute to an improved functioning of inquiries, and a better understanding of 'outsider' roles in institutions more generally, addressing fundamental questions about how we "translate meanings between worlds" (Simpson and Carroll, 2008). In this presentation I will share some preliminary observations of alignment and affiliation in questioning, and the uptake of witnesses' answers, demonstrating understanding or the lack of it.

DISCOURSE ANALYSIS

DAY 1: 16:50-18:20 | OC1.01

16:50-17:20

Gabriel Frazer-McKee (Online) | Abstract preparation guidelines help graduate students prepare better structured, more informative conference abstracts: An on-going case study of a Canadian graduate student conference in language related fields

INTRODUCTION: Considering graduate students' (GS) difficulties with academic writing broadly (Ondrusek, 2012) and the scientific abstract specifically (Smiskova Gustafsson et al., 2022), Frazer-McKee and Vogh (2022) recently recommended that conference organizers provide GS with abstract preparation guidelines. Following this recommendation, the Journées de Linguistique (JDL) –an international student conference held annually at Université Laval (Canada)— adopted semi-mandatory conference abstract submission guidelines to help GS prepare more informationally- and structurally-normative conference abstracts (CAs) (e.g. Borko & Chatman, 1963; American National Standards Institute, 1996; Hyland, 2004).

METHODS: 133 French-language GSCAs published in the JDL's publicly-available online conference booklets (2011-2023) were coded for Hyland's (2004) rhetorical moves (i.e. Background-Objectives-Methods-Results-Conclusions). Abstracts were classified as either "normative" or "non-normative"; BAMRC-like abstracts (i.e. BAMC; BAMR; BAMRC) were considered to be "normative" (cf. BABAR; BAM, ABA, etc). An exact Fisher test ($\alpha=.05$) was then conducted to compare the (non-)normativity of GSCAs prepared either with (2023; n=26) or without guidelines (2011-2022; n=107), and the odds ratio was computed with a 95% confidence interval.

CONCLUSIONS: Most GS adhered to the abstract preparation guidelines, and thereby prepared better structured, more informative GSCAs compared to those published prior to 2023 (cf. Smiskova Gustafsson et al., 2022).

DISCOURSE ANALYSIS

DAY 1: 16:50-18:20 | OC1.01

17:20-17:50

Rosie Thuong Le | Reading the world precedes reading the word: Integrating critical literacy aspects in multimodal narrative discourse research

The increasing use of multimodal discourse narrative in qualitative research has been shown to be a helpful method to capture the data in the form of opinions, experiences and feelings. This method is commonly used among children and vulnerable groups. In this research I put forward an idea of integrating critical literacy in multimodal narrative research as a tool for exploring and analysing academic identity construction among PhD international students in the UK higher education. Paulo Freire, one of the founding figures of critical literacy, affirms that lived experiences set up the basis of anyone acquiring reading and writing. This is the key to understand the PhD students' agency and their motivations in creating research impacts. This study employs multiple means of expressing stories, which contain three main methods: analysis of participants' academic writing, participants' digital solicited diaries and research diary interviews. This research utilises 3 types of narrative texts (written, spoken and visual) to assist the researcher in exploring and understanding the way that participants experience, live and talk about their world. Incorporating critical literacy framework into research design help me to investigate the different layers of the complicated process of comprehending the importance of language in the workings of power and developing identity positions among international PhD students. The pilot study indicated that this method does not only help the researcher make sense of the participants' intrinsic and extrinsic motivations in reading and writing research but also encourages these PhD students to think actively about their role and responsibility as a research author who exercises consequential agency and intentionality in creating texts.

DISCOURSE ANALYSIS

DAY 1: 16:50-18:20 | OC1.01

17:50-18:20

Yanyan Li | Shared Laughter to Manage Relationship Work in Interactional Troubles During Multiparty Peer Interaction

Laughter is a shared behaviour. As it can display affiliation (Stivers et al., 2011), shared laughter may help establish group unity to handle relationships (Glenn, 2003). Occasions where laughter falls between affiliation and disaffiliation (e.g. Romaniuk, 2013) indicates that shared laughter potentially relates to serious treatments and delicate relationship work. Few research studied how relationship is performed in moment-by-moment interaction, neither did it explore relationships in classroom peer interaction. Thereby, via multimodal conversation analysis, this study explores the interactional processes where peers share laughter to do relationship work in multiparty interactions. This study uses multimodal conversation analysis (CA). Video and audio recordings of six groups of four Chinese 17-year-old Senior Two students who learned English as a second language in a China's high school were collected. With silence timed by the software ELAN, data was transcribed according to Jefferson's (2004) transcription convention with Goodwin's (1984) transcribing methods for gaze. Despite that this study conducts conversation analysis, it is unmotivated to look at what is happening in the data while starting with a motivation to look at relationship work. Preliminary findings illuminate that shared laughter breaches, restores, maintains and reinforces positive relationships against interactional troubles including negative self-assessments, face-threatening acts (Brown and Levinson, 1987) and group non-collaboration. Recipients can share laughter in a delayed manner or with downgraded and silent laugh to manipulate a transitional place from affiliation to disaffiliation to attend to relationships without overtly resisting speakers' actions. This research also shows different group members' orientations of tasks and relationships while doing group activities in second language classrooms.

LANGUAGE TEACHING AND LEARNING

DAY 1: 16:50-18:20 | OC1.02

16:50-17:20

Morad Kasmi (Online) | The Correlation between Chronotype and Second Language Vocabulary Acquisition

The effectiveness of vocabulary learning and retention for language learners is investigated in relation to their chronotype. Based on the students' chronotypes, the Morning Evening Questionnaire (MEQ) is used to categorize them as "earlywakers" or "late-wakers," and this study seeks to establish when kids learn vocabulary the most effectively. The goal of the study is to close the knowledge gap on the role of chronotype in vocabulary learning and to enhance understanding of the ideal time each learner should dedicate to language acquisition. The main aims of this study are to categorize language learners into two groups, "morning learners" and "evening learners" based on their chronotype, to teach them new vocabulary words during those times when they are most productive, and to assess how well they learned and remembered those words. The study intends to offer insights into the function of chronotype in second language acquisition and highlight the need for additional research in this area by analyzing the association between chronotype and vocabulary learning efficacy. By determining the best times for vocabulary learning based on a person's chronotype, the study also aims to offer practical consequences for language educators and students. Ultimately, the goal of this study is to advance knowledge of the connection between chronotype and the efficiency of language learning, particularly in terms of vocabulary learning and retention. By examining how a person's chronotype impacts their capacity to learn vocabulary, this study seeks to address a gap in the literature and offer insightful information that can help teachers improve the results of language acquisition. The study may also aid in a better understanding of individual variations in language learning and the necessity of taking these variations into account in language teaching. The research methodology of this study involves several steps: *Recruitment of participants and data gathering: The Morning Evening Questionnaire will be used to determine the chronotypes of language learners recruited from a language high school (MEQ). Participants' chronotype scores will be used to classify them as "morning learners" or "evening learners" according to their chronotype scores. *Vocabulary learning and testing: At the most effective times (CT), participants will be taught a new language and tested to see how well they learned and retained it. Data on how well "morning learners" and "evening learners" perform on vocabulary tasks will be gathered and compared. *Data Analysis: To determine whether there are statistically significant differences in vocabulary learning results between people who prefer to learn in the morning and those who prefer to learn in the evening, the study data will be statistically analyzed. The study will also examine whether a person's chronotype and their ability to absorb and retain vocabulary as language learners are related in any way. *Interpretation and discussion of findings: The research questions and hypotheses will be taken into consideration when we interpret and debate the study's findings. The findings' consequences for methods in language teaching will be examined, and both language educators and students will receive advice. To collect empirical data for this study, the quantitative research methodology uses vocabulary exercises and a survey instrument (MEQ). The purpose of the study is to determine whether there is a connection between chronotype and vocabulary learning outcomes and how it might be explained. The approach is suitable for addressing the study questions and hypotheses, and the data gathered will undergo thorough analysis to guarantee the validity and reliability of the results. The methodology can help shed light on the function of chronotype in language learning and guide language teaching strategies.

LANGUAGE TEACHING AND LEARNING

DAY 1: 16:50-18:20 | OC1.02

17:20-17:50

Eman Alsolami (Online) | Disrupting Monolingualism Through Enabling Translanguaging in the EAP Classroom in Saudi Arabia

In the field of higher education, there is still a gap between translanguaging as a theory and translanguaging as a practice. This could be attributed to the monolingual tradition which perceives L1 exclusion as a norm and associates L1 use with negative perceptions such as impeding foreign language learning. Another factor that interacts with L1 use is the ideology of native speakerism that idealizes the native speaker model and ignores the need to develop bilingual/multilingual competencies. The study's goal is to explore teachers' and learners' perceptions of monolingualism and native speakerism and the extent to which their belief systems interact with their practice and attitudes toward using L1 in the EAP classroom. To move the theory of translanguaging into practice, the study introduces and implements pedagogical translanguaging through a design-based approach of teacher-researcher collaboration. Finally, it explores teachers' and learners' reflections on pedagogical translanguaging. A pilot study was conducted at a university in Saudi Arabia where English is spoken as a foreign language. A qualitative research approach was adopted in the tools of audio recordings of two classroom observations, two interviews with non-native English language teachers, and two focus groups with students. The preliminary findings show that learners favor the use of L1 and have positive attitudes toward their non-native English-speaking teachers (NNESTs). On the other hand, the (NNESTs) teachers have a positive self-image and admit the pedagogical benefits of L1. However, sometimes they associate its use with feelings of guilt and fear of embedding target language learning. Teachers' and learners' reflections on pedagogical translanguaging assert its positive impact on reducing foreign language anxiety and increasing classroom participation. Finally, teachers are more willing to adopt pedagogical translanguaging in their future classrooms.

LANGUAGE TEACHING AND LEARNING

DAY 1: 16:50-18:20 | OC1.02

17:50-18:20

Girindra Reswari | Mediating The Development of ESP Communicative Competence Through Service-Learning Approach in Indonesia

This study aims to understand how and to what extent the implementation of the Service-Learning approach in an English specific purposes class at university level in Indonesia helps students to develop and improve their ESP communicative competence. In addition, it aims to address the question of what activities of mediation framed within a sociocultural theory perspective might happen during the S-L activities: what the impact of those mediation mechanisms for the ESP communicative competence development are, and what the participants' and other stakeholders' views and perceptions regarding S-L for the development of communicative competence are. Using a case study mix-methods as the research design, pre-test and post-test, observation, document analysis, and questionnaire were used to gather the data. The data collected from an Applied English study program at a university in Indonesia consisted of 59 third-year students in an English for tour guiding class, a module lecture, and ten community partners. The data collected was then analysed as one entity by employing the second version of the Activity Theory analytical framework. This pilot study found that S-L mediates ESP communicative competence as shown by the pre- and post-test score improvement. S-L also addressed other ESP competency such as intercultural and professional competence. Three mediations were used to mediate the development of ESP competencies: material tools, psychological mediation, and human mediation. Two contradictions were found in the AT analysis, one between the rules and divisions of labour and another about the duration of the S-L approach. All participants had positive views on S-L and appeared to have mediated students' motivation by giving them a chance to use their knowledge to help the surrounding community solving real problems.

LANGUAGE TEACHING AND LEARNING

DAY 1: 16:50-18:20 | OC1.07

16:50-17:20

Hadiseh Fallahpour & Vahid Goudarzi (Online) | Human-Computer Interaction in Computer-Mediated Corrective Feedback on L2 Writing

This study highlights computer-mediated feedback on writings in which IELTS candidates must be engaged, and has proven to develop significant interaction with IELTS learners. Infusing computer-mediated feedback into writings can be an ease-of-use and effective factor on candidates' writings who lack attending writing classes or were not educated by a tutor or an institute. IELTS candidates taking an IELTS exam, requiring them to write a fully developed response and use a wide range of structures with full flexibility and accuracy and cover all requirements of the writing task sufficiently. To meet the requirements, during a course of preparation for IELTS exam, candidates should receive corrective feedback of their writing online via website on a daily basis which is beneficial to L2 writing skill as it enables IELTS learners to acquire grammatical features, punctuation, lexical resources that would otherwise be lost due to the fact they do not have continued access to learning process (Ellis, 2009). During 6-week course, 22 upper-intermediate learners participated in a Writing IELTS course. Each of the learners wrote 5 four-paragraph writing assignments and received corrective feedback online via website during their IELTS course. The analysis and scrutinizing of learners' writings indicated that computer-mediated corrective feedback seemed to be influential in enhancing the grammatical accuracy, punctuation and lexical resources of the participants' writing. The Finding of this study revealed that in line with previous studies, receiving corrective feedback online via website allows humans to interact with computers during their IELTS course and a majority of IELTS learners were performing well on the outcome of their writings and for online learning with computer/internet and they were confident with their ability to write sufficiently on the internet after a course of 6 weeks. The finding is discussed drawing on relevant theoretical and practical features, and implications for second language (L2) writing instructors and researchers are suggested.

LANGUAGE TEACHING AND LEARNING

DAY 1: 16:30-18:20 | OC1.07

17:20-17:50

Xuan Zhao **(Online)** | Engaged Use of Technology for Vocabulary Learning in University Learners of English

Technology, particularly computer-based technologies with the advent of the Internet in the 1990s, has been widely used for language learning and teaching purposes. When second language (L2) learners use technology for different vocabulary-related purposes, they may have different goals and levels of engagement. There has been little effort in the literature, however, to explore their engagement in the context of technology use and vocabulary learning. My thesis aims to understand how students engage or “interact” with the use of technology to learn vocabulary and resolve gaps in English use (where vocabulary is unavoidable).

Engagement has been a focus of psychological and educational research for many years, but it is only recently that SLA and the second language community have begun to understand engagement (Mercer, 2019 Hiver et al., 2020). This study will offer a new way to understand and conceptualize engagement in domain-specific field and provide implications on practice.

LANGUAGE TEACHING AND LEARNING

DAY 1: 16:30-18:20 | OC1.07

17:50-18:20

Linghui Diao | The Comprehension and Production of Pronouns in English as Second Language

Pronoun comprehension and production can be challenging for second language (L2) speakers, especially in contexts where the reference of the pronoun is ambiguous (e.g., Roberts et al., 2008). However, few studies have examined L2 speakers from a pro-drop first language (L1) background, where pronouns are not obligatory, in a non-pro-drop L2, and the results have been inconclusive. The aim of the study is twofold: 1. Investigating the cross-linguistic interference on the comprehension and production of English pronouns (e.g., he/she) by L2 speakers with Mandarin Chinese as their L1. 2. Exploring the similarities and discrepancies in their preferred referents for pronouns in comprehension and production. The study will adopt a visual world eye-tracking paradigm and an elicited production task. Participants include 44 English monolingual speakers and 44 L1 Mandarin-L2 English speakers with varying proficiency levels. The study manipulates discourse structure and pronoun antecedent recency in 24 sets of experimental sentences adapted from Contemori et al. (2019) for each task. This research predicts that intermediate L2 speakers with a pro-drop L1 may struggle to comprehend and produce pronouns in a non-pro-drop L2 like English in ambiguous contexts, in a manner that distinguishes them from native speakers. However, advanced L2 speakers may exhibit native-like underlying processes while comprehending ambiguous pronouns. Regardless of proficiency level, L2 speakers are expected to display inconsistencies in their preferences for ambiguous pronouns between comprehension and production. Overall, this research will contribute to our understanding of L2 speakers' acquisition mechanisms and their learning process, thereby informing English language teaching and learning methods.

28TH JUNE

DAY 2

OUR WORDS AND WORLDS

25th

WICAL

Warwick International Conference in Applied Linguistics

-  facebook.com/warwickcal
-  wical2023@warwick.ac.uk
-  [@WarwickAppLing](https://twitter.com/WarwickAppLing)

27 - 29 June 2023 | HYBRID



25TH WICAL

OUR WORDS AND WORLDS

DAY 2: 28 June 2023 | Hybrid

<p>9:00</p> <p>10:05</p>	<p>Keynote (OC0.02)</p>	<p>Reticence in the Classroom and Communicative Competence Prof Amy Tsui, <i>Emeritus Professor in the Faculty of Education of The University of Hong Kong and Visiting Chair Professor of National Taiwan Normal University</i></p> <p style="text-align: right;">Join</p>
- COFFEE BREAK -		
<p>10:25</p>	<p>Discourse Analysis (parallel, OC0.02)</p>	<p>Chilmeg Elden (Online) Self-deprecating humour in Japanese initial interactions Ran Yi (Online) We are One but We are Many: Analysing Manner of Speech in Interpreter-Mediated Australian Court Discourses Chuanlin Liao (Online) Interdiscursivity and online posthumous discourse: A genre analysis of online tributes to the death of the academic celebrity</p> <p style="text-align: right;">Join</p>
	<p>Discourse Analysis (parallel, OC1.01)</p>	<p>Huanying Gong (Online) Victorians in business: Corpus-assisted discourse analysis of the 19th century British realistic novels from the socio-economic perspective Yunbo Mei (Online) Native-speakerism and the professional identity of Chinese English language teachers: A discourse analysis Huihui Jiang A critical discourse analysis of sexism and gender stereotyping in college English teaching materials</p> <p style="text-align: right;">Join</p>
	<p>Language Teaching and Learning (parallel, OC1.02)</p>	<p>Jia Liu (Online) Teaching Mandarin Chinese polite expressions to foreign language learners: An action research Takeshi Onodera (Online) Cogwheels of enjoyment and motivation among Japanese teachers of English from a Positive Psychology perspective Tingting Zhao (Online) Identifications of differences in perceptions and experiences of machine translation use for EFL writing in the Chinese context</p> <p style="text-align: right;">Join</p>
	<p>Language Teaching and Learning (parallel, OC1.07)</p>	<p>Qi Jia (Online) An empirical study on Chinese rural senior high school EFL teachers' identity and its implications Yingying Chen Teacher agency in materials use: A case study of senior high school English teachers in Shanghai Thi Hong Ha Nguyen (Online) Reflecting on critical incidents of teaching and learning in an MA TESOL Program: Would the reflections on our words of the world be worthy to explore?</p> <p style="text-align: right;">Join</p>
<p>11:55</p>	<p>Intercultural Communication (parallel, OC1.08)</p>	<p>Keying Gu (Online) Speech acts in EFL learning: A cross-cultural and cross-linguistic perspective Junlong Li (Online) Chinese university students' translanguaging hybrids on WeChat: Creativity nurtured language play in the context of Chinese digital social media Thi Tuyet Hanh Nguyen, Kim Tuan Hoang, & Xuan Hong Nguyen (Online) Application cultural linguistics to two female characteristics in "The Tale of Kieu" by Nguyen Du</p> <p style="text-align: right;">Join</p>
- LUNCH BREAK -		
<p>12:55</p>	<p>Discourse Analysis (parallel, OC0.02)</p>	<p>Khoa Do (Online) Our words in the world of Zoom: A study of the nature of Video-mediated multiparty discourse in teacher professional development meetings Özlem Özbakış & Hale Işık Güler Unveiling the dynamics of leadership in online meetings: Insights from Türkiye Lou Zhang Using turn initial 'okay so' as a resource for resolving silence in online group work</p> <p style="text-align: right;">Join</p>
	<p>Discourse Analysis (parallel, OC1.01)</p>	<p>Yu Xiang (Online) Unpacking semiotic choices in Alzheimer's awareness-raising campaign posters: Implications for viewers' perceptions of caregiving Ran Liao (Online) A discourse analysis of graffiti on Chinese medical staff's protective gear Kainan Zhao (Online) Multi-modal Construction of Government Image in Public Health Emergencies: An analysis of government WeChat "Shanghai Publishing" during the 2022 Shanghai COVID-19 outbreak</p> <p style="text-align: right;">Join</p>
	<p>Language Teaching and Learning (parallel, OC1.02)</p>	<p>Sutong Duan (Online) Factors that influence the acquisition of productive knowledge of chunks Yining Kong (Online) Exploring the correlation between starting age and language proficiency of children's second language acquisition Shayan Aqdas & Ayyaz Ahmed Improving reading comprehension by contextualization of English language teaching curriculum</p> <p style="text-align: right;">Join</p>
<p>14:25</p>	<p>Language Teaching and Learning (parallel, OC1.07)</p>	<p>Qizhang Shi (Online) Syntactic priming is sensitive to both constituent structure and argument structure Wanxin Wang (Online) A scientometric analysis of multiword sequence research: Uncovering emerging trends and hot topics DianZhang Liu (Online) Mapping the research trends and hotspots on language teachers' language assessment literacy from 1992-2022: A bibliometric analysis</p> <p style="text-align: right;">Join</p>
- SHORT BREAK -		

25TH WICAL

OUR WORDS AND WORLDS

DAY 2: 28 June 2023 | Hybrid

14:35	Discourse Analysis (parallel, OC0.02)	<p>Elina Pallichuk (Online) "Predator-Prey" profiling in human trafficking media discourse</p> <p>Yimei Mi (Online) A critical discourse analysis of the BBC documentary "Are our kids tough enough? Chinese school"</p> <p>Qianyu Yang An exploration of the relationships between multilingual identity construction and translanguaging writing practices in higher education</p>	Join
	Discourse Analysis (parallel, OC1.01)	<p>Jasper Zhao Zhen Wu (Online) "Can language be planned?": Language policy and the discourse of indeterminacy</p> <p>Huimin Xu (Online) Digital resistance against Mandarinization: A multimodal critical discourse analysis of the Pro-Cantonese protest on China's short video platform Douyin</p> <p>Eden Palmer, Hannah Smith & Ellen Vereniaks The Use of Social Media to Tackle Misogyny in Football: A Corpus Analysis of the #BeTheInspiration Campaign and Its Implications for the Aston Villa Football Club</p>	Join
	Language Teaching and Learning (parallel, OC1.02)	<p>Hetian Yu (Online) EFL learners' engagement with online teacher feedback in academic writing</p> <p>Matthew Rosario (Online) Perception of the English present perfect by Polish learners of English and British native speakers</p> <p>Gyanu Dahal (Online) Efficacy of e-mentoring for in-service private schools' English teachers in Nepal</p>	Join
	Language Teaching and Learning (parallel, OC1.07)	<p>Letong Jin (Online) The effects of multimodal affordances on Chinese EFL learners' classroom willingness to communicate: evidence from (non-)native English-speaking teachers</p> <p>Kadir Kaderoğlu (Online) Incidental vocabulary learning from multimodal input: the case of Turkish EFL learners</p> <p>Yingsheng Liu & Yu Mao A comparison of linguistic complexity in Chinese textbooks for primary school students across different grades</p>	Join
	Intercultural Communication (parallel, OC1.08)	<p>Tan Tran-Thanh & Tran Thi Ngoc Chau (Online) Intercultural communication competence in the borderless classroom for young learners: What ESL teachers think and practice</p> <p>Linh Dang My (Online) A comparative study: English and Vietnamese anti-proverbs</p>	Join
- COFFEE BREAK -			
16:25	Lightning Talks (parallel, OC0.02)	<p>Guiqiong Chen (Online) A critical analysis of "WE" for leadership construction in 2020 US campaign speeches</p> <p>Guorong Hao (Online) Invented languages in a virtual world: A case of a Chinese video game</p> <p>Siliang Luo (Online) English-Chinese translation approaches to CSIs translation in New Zealand tourism context</p> <p>Nancy Boahemaa Nkansah (Online) Identity construction of the complainant and the accused in the Ghanaian courtroom</p>	Join
	Lightning Talks (parallel, OC1.01)	<p>Yiwen Wu (Online) English learning among migrant children: do NGOs help this group get out of dilemma</p> <p>Jingzhu Chen (Online) The application of English micro-lectures in interdisciplinary education</p> <p>Veronika Derecskey (Online) The effects of teacher burnout disengagement in the EFL classroom in Hungary - A qualitative study</p> <p>Sofia Popova (Online) Celtic and Germanic linguistic and cultural resemblance</p>	Join
	Lightning Talks (parallel, OC1.02)	<p>Yu Tazaki (Online) 'Passive' Unaccusative in L2 English Acquisition</p> <p>Shuting Liao (Online) Identifying significant indicators to predict learning performance : A learner profile study in blended EFL learning</p> <p>Yupei Wei (Online) How do primary teachers use fairy tales in English textbooks to raise students' intercultural awareness in EFL classrooms in China</p> <p>Huichao Bi (Online) A systematic error analysis of Chinese EFL young learners' English language connected speech perception</p>	Join
- SHORT BREAK -			
17:10	Keynote (OC0.02)	<p>Applied conversation analysis: CA research into language and interaction in medicine</p> <p>Prof Paul Drew, Professor in the Department of Language & Linguistic Science, University of York</p>	Join
18:15			

DAY 2: 28 JUNE 2023

9:00-10:05 | KEYNOTE | OC0.02

Reticence in the Classroom and Communicative Competence

“Staunchness, stamina, simplicity, reticence are close to humanity.” The Analects, Zi Lu, 13.27

「剛、毅、木、訥，近仁。」《論語·子路》

Recent decades have seen a plethora of studies which characterized Asian learners as Confucian Heritage Culture (CHC) learners on the basis that CHC values are consistently reflected in their social behaviours and learning approaches in the classroom. One key attribute often associated with Asian learners is reticence, which is frequently viewed as passivity and non-participation, leading to a perceived hindrance in the development of communicative competence in language learning. This presentation aims to challenge such widely shared interpretation of Asian learners' reticence by reporting on a longitudinal investigation of Japanese university learners' oral participation in an L1 classroom and their lived experiences. The findings of this study demonstrate that learners' reticence in the classroom is a highly complex phenomenon which involves a dynamic interplay of contexts and values. Rather than being a result of passivity or disinterest in participation, it can be motivated by communicative needs and can serve to achieve, rather than undermine, communicative ends. This presentation argues for a crucial need to gain a more nuanced understanding of learners' reticence, and to define communicative competence in different social and cultural contexts.



Amy B.M. Tsui is Emeritus Professor in the Faculty of Education of The University of Hong Kong (HKU), and Visiting Chair Professor of National Taiwan Normal University. She was Vice-President and Pro-Vice-Chancellor (Teaching and Learning) of HKU (2007-2014) during which she led the historical undergraduate education reform from a three-year to a four-year degree. Tsui's research areas cover classroom discourse analysis, conversational analysis, teacher expertise and professional development, language policy, medium of instruction and corpus linguistics. She has published 11 authored and edited books and over 100 journal papers and book chapters. She has given keynotes in 21 countries in Europe, North America, Africa, Australia and Asia. In recognition of her outstanding contribution to higher education and her research excellence, she was awarded an Honorary Doctorate in Education by the University of Edinburgh in 2015. Her most recent publication is *English Language Teaching and Teacher Education in East Asia: Global challenges and Local Responses* (2020), published by Cambridge University Press. She is currently working on an edited volume in language issues in disciplinary teaching in higher education.

DISCOURSE ANALYSIS

DAY 2: 10:25-11:55 | OC0.02

10:25-10:55

Chilmeg Elden (Online) | Self-deprecating humour in Japanese initial interactions

To date, a limited body of research has identified the significant roles of conversational humour in initial interactions between interactants who are not previously acquainted. However, no previous studies have investigated the use of humour in Japanese initial interactions, perhaps because it is commonly assumed that humour is a restricted activity in Japanese cultural contexts. Through examining how jocular self-deprecation, a form of self-directed humour, is locally situated, co-constructed, and sequentially accomplished in Japanese initial interactions, this study aims to contribute to the understanding of cross-linguistic variability of conversational humour in initial interactional settings. A collection of instances of jocular self-deprecation was drawn from a dataset of twenty face-to-face initial interactions between previously unacquainted Japanese university students (approximately 6.5 hours of audio recordings), retrieved from BTSJ-Japanese Natural Conversation Corpus with Transcripts and Recordings (Usami, 2022). Drawing on the framework of interactional pragmatics, the analysis focuses on the design features, sequential features, as well as response features of jocular self-deprecation in Japanese initial interactions. The results indicate a relatively frequent occurrence of self-deprecating humour during Japanese initial interactions, where participants cut themselves down as the target of humour within various sequential environments. Interactants orient to various (sometimes conflicting) preference principles through employing jocular self-deprecation, including avoiding self-praise, presenting oneself as a 'humble' person, as well as dealing with disalignment.

DISCOURSE ANALYSIS

DAY 2: 10:25-11:55 | OC0.02

10:55-11:25

Ran Yi **(Online)** | We are One but We are Many: Analysing Manner of Speech in Interpreter-Mediated Australian Court Discourses

Much has been written and researched about globalisation and mass migration. According to the United Nations World Migration Report 2022, there are 281 million migrations worldwide, and Oceania has become the host country for the highest proportion of international immigrants. In Australia, nearly half of Australia's population was born overseas, with more than 300 languages spoken at home, including the Indigenous languages, which justifies the growing demand for community interpreters to guarantee new arrivals' access to public services in housing, welfare, medicare, schooling, and court. In court interpreting, the manner in which the lawyers question the witness, and the witness responds to questioning that (re) presented and (re)produced through interpreters remains under-explored, particularly in videoconferencing technology-enabled remote settings (Yi, 2022, 2023). This study examines the less-investigated aspect of the interpretations of the Manner of Speech represented by the use of acknowledgement and politeness markers and speech style features in courtroom discourses. Drawing on the Discourse Analysis method, three patterns were identified (1) gendered additions of politeness markers, (2) moderations of the force of confrontational questions, and (3) deletions of strong emotional language, including swearing in interpreted courtroom examinations. The contributions are mainly three-fold: (1) increasing the awareness of the impact of linguistic manner on the evaluation of evidence in high-stake criminal proceedings, (2) improving inter-professional understanding, and (3) compassing future court interpreter education and practice.

DISCOURSE ANALYSIS

DAY 2: 10:25-11:55 | OC0.02

11:25-11:55

Chuanlin Liao (Online) | Interdiscursivity and online posthumous discourse: A genre analysis of online tributes to the death of the academic celebrity

Prior research has examined various posthumous texts such as death notices, obituaries, and condolence messages, treating them as a particular genre, consisting of a sequence of moves or involving recurrent patterns (e.g., Afful, 2012; Askildson, 2007; Behnam, 2015; Ondimu, 2014; Elekaei, Faramarzi, & Tabrizi, 2015). However, few studies investigated the posthumous discourse as an emerging hybridized genre (Moore, 2002), and little attention has been paid to tributes. This study aims to explore the generic and interdiscursive characteristics of the online tributes written by the academic community to the death of M.A.K. Halliday and to see how these characteristics are related to the construction of his posthumous reputation. The corpus in this study consists of 83 online tributes to the death of Halliday, including 78 personal tributes from individuals and 5 official tributes from institutions. For the structural analysis, A corpus-based move analysis (Upton & Cohen, 2009) was adopted to investigate the generic structure of the target tributes, which consists of 4 steps: 1) Develop Communicative/Functional Categories; 2) Segmentation and Classification; 3) Modification; and 4) Text structure and Discourse organizational tendency. For the micro-linguistic analysis, appraisal analysis (Martin & White, 2005; Bednark, 2008) was adopted to explore the (re)construction of the posthumous reputation of Halliday. In the present study, the analysis of Appraisal resources was restricted to the Attitude system and Graduation system. The result shows that these tributes present as a hybrid genre with interdiscursive features of recounting, promotion, and mourning. While the feature of mourning shows the grief expressed by the academic community, the features of recounting and promotion construct Halliday's reputation as a scholar in terms of his academic and personality reputation and as a teacher with patience, generosity, and support, which is amplified by the frequent use of up-scaled positive attitudinal resources.

DISCOURSE ANALYSIS

DAY 2: 10:25-11:55 | OC1.01

10:25-10:55

Huanying Gong **(Online)** | Victorians in business: Corpus-assisted discourse analysis of the 19th century British realistic novels from the socio-economic perspective

It has been a widespread consensus that literature can, to a larger or lesser extent, represent different aspects of our social life. The contact between literature and economics is developing an expanding field of research, and reading classic literature from a socio-economic perspective has become an interdisciplinary attempt for mutually supportive development of both economic and literary studies. This research followed a corpus-assisted discourse analysis approach to view the economic aspect of the Victorian Britain based on classic fiction texts. British realistic novels during the 19th century were selected to build a special corpus, which consists of 146 novels from nine Victorian novelists, amounting to over 21 million words in total. Apparently, the flourishing of Victorian novels was deeply rooted in the economic prosperity of the era, a prime time not only for novelists but also many roles in business. The authors conducted an investigation into language use around a set of business-related keywords (business, allocate, distribute, consume, produce, profit) and their derivatives in the custom-built corpus. Upon analysis of frequency, dispersion, collocation and concordances, together with plotting, it can be seen that Victorian Britain had become a mature commercial society, and many topics in modern business studies can also be found in the novels (e.g. guilty consumers). Unlike highly qualitative literary studies, this paper combines the quantitative methods from corpus linguistics with qualitative discourse analysis, shedding light on future research avenues on interdisciplinary research between economics and literature.

DISCOURSE ANALYSIS

DAY 2: 10:25-11:55 | OC1.01

10:55-11:25

Yunbo Mei (Online) | Native-speakerism and the professional identity of Chinese English language teachers: A discourse analysis

In this study, I analyzed Chinese English language teachers' (CELTs) overt statements and evaluations of the so-called native English pronunciation and China-accented pronunciation obtained through ethnographic interviews, in order to explore how prevailing native-speakerist ideologies have characterized CELTs' perceptions of the relationship between teaching expertise and native English pronunciation. This study employs qualitative discourse analysis to provide an overview of the extent to which CELT can disassociate nativeness with teaching expertise, and illustrate the process of CELTs' fluid self-conceptions as professional teachers relating to value-laden native-speakerist discourses and practices. Findings showed that CELTs could distinguish between native-like English pronunciation and L2 learning success, but they strongly associate native pronunciation with their professional identity. Some even regarded being evaluated for speaking China-accented English as an accusation of their teaching qualifications. Moreover, most CELTs believed that native English speaker teachers (NESTs) were more authoritative and qualified to teach oracy-related skills due to their first language and culture advantage. Nevertheless, while discussing the disadvantages posed by their non-native speaker identity, CELTs then emphasized their expertise in teaching literacy skills regarding their higher level of metalinguistic awareness gained through similar English learning experiences with Chinese English learners. Drawing upon Pavlenko and Blackledge's (2004) identity framework, to claim their linguistic competence and expertise in language teaching, CELTs negotiated their self-representations as experts in teaching literacy skills to assert their linguistic competence and expertise in language teaching, after being positioned as comparatively 'unauthoritative' in teaching speaking/pronunciation.

DISCOURSE ANALYSIS

DAY 2: 10:25-11:55 | OC1.01

11:25-11:55

Huihui Jiang | A critical discourse analysis of sexism and gender stereotyping in college English teaching materials

Mainstream language materials studies rarely draw on critical studies for a meticulous exploration of sexism, gender stereotyping and gender in materials exploration and development. Pennycook (1999) called for the need for the reconsideration of social, cultural, and political aspects of language acquisition, with a focus on gender, power, race, as well as multiplicity and situatedness of the subject. Similarly, Widdowson (2000) argued for a criticality within applied linguistics. All the same, language materials developers have mostly drawn on dominant approaches to materials development (Tomlinson, 2011, 2013; Norton & Buchanan, 2022), leaving out critical approaches to language materials development. Given this gap in the literature, this study attempts to investigate four widely used college English teaching materials in China's mainland to uncover sexism and gender representation from the perspective of critical discourse analysis. Both quantitative and qualitative methods have been employed. This research applied the Appraisal Theory developed by Martine and White and socialcultural studies related to critical discourse analysis (CDA) to explore how sexism and gender stereotypes are discursively negotiated in college English teaching materials and how female characters represented. In addition, this study intends to explain the strategies and mechanisms of gender stereotypes from a socialcultural context. Through carefully examination, this study identified different types of sexism and stereotypes reflected in the college English teaching materials of gender stereotyping. The results show that gender representation in the chosen materials is not balanced. And it is advised that textbook compilers and teachers should pay attention to sexism and gender stereotyping.

LANGUAGE TEACHING AND LEARNING

DAY 2: 10:25-11:55 | OC1.02

10:25-10:55

Jia Liu (Online) | Teaching Mandarin Chinese Polite Expressions to Foreign Language Learners: an Action Research

Socialization aims to teach individuals to behave politely, both linguistically and in other ways (Kasper, 1990). In cross-cultural communications, awareness of politeness is crucial. Chinese linguistic politeness is primarily expressed through lexical choices, falling into four major categories: honorifics, humble language, courteous speech, and euphemisms (Lee, 2020). However, students learning Chinese as a foreign language (CFL) may struggle to understand Chinese politeness culture, posing a challenge to their learning (Li, 2018). It is necessary to study how to effectively teach polite expressions to CFL learners in a classroom setting, which is the research goal of this study. This study adopts an action research approach to explore the use of scenario-based tasks to help advanced-level CFL students to learn linguistic politeness expressions. Explicit explanations of the target polite expressions are provided to students at first, and then students are invited to use the target forms in the communicative-based scenarios. Post-task corrective feedback is provided to students on whether they use the target form appropriately and accurately. Students' self-reflections are collected to observe their cross-cultural communicative competence, understanding of cross-cultural differences, and perceptions of their learning experiences. The preliminary results show that students tend to prefer communicative scenarios to understand how target politeness expressions are used in authentic situations, to practice the target expressions in communicative tasks, and to have teachers' post-task corrective feedback to understand the accuracy and appropriateness of their language use. The study aims to explore the effective pedagogical practices of teaching and learning linguistic politeness in CFL classrooms.

LANGUAGE TEACHING AND LEARNING

DAY 2: 10:25-11:55 | OC1.02

10:55-11:25

Takeshi Onodera **(Online)** | Cogwheels of Enjoyment and Motivation Among Japanese Teachers of English From a Positive Psychology Perspective

Positive psychology (PP) plays a crucial role in second/foreign language (L2) education. L2 teachers' positivity allows for enhancing not only L2 instruction quality but also personal well-being in life. A novel notion of foreign language teaching enjoyment (FLTE) has received a growing interest in L2 PP research. Yet the current understanding of FLTE is incomplete, especially concerning its relationships with other psychological variables and the ways teachers experience enjoyment under challenging situations. This study aimed to explore L2 teachers' enjoyment and motivation through the lens of PP. The study investigated 63 Japanese teachers of English in secondary schools regarding their FLTE and self-determined motivation, employing a mixed-methods approach. A questionnaire survey was conducted; later, seven teachers volunteered to participate in semi-structured interviews to share their PP experiences. Their FLTE, different types of motivation, and socio-demographic factors in the survey were analyzed through correlation analysis, independent t-test, and one-way ANOVA, while thematic analysis was employed for the transcribed interview data. The survey results showed that FLTE was positively correlated with autonomous motivation—a self-driven type of motivation—and negatively with amotivation—no motivation. Furthermore, FLTE and motivation were influenced by socio-demographic variables (e.g., teaching experience). The teachers' voices in the interviews also provided further insights into how various teacher-internal and -external factors caused their enjoyment and motivation at different career stages. The study concluded that these L2 teachers' psychological cogwheels were dynamic and complex, with the important implications of teachers experiencing PP. Limitations and suggestions for future research are also discussed.

LANGUAGE TEACHING AND LEARNING

DAY 2: 10:25-11:55 | OC1.02

11:25-11:55

Tingting Zhao (Online) | Identifications of differences in perceptions and experiences of machine translation use for EFL writing in the Chinese context

Since machine translation (MT) has permeated foreign language learning and teaching. Language learners are used to consulting translation technologies for various academic purposes, though their instructors are against MT use. In addition, the literature points that depending on their English proficiency, language learners view the roles of MT differently and consequently diversely use it for foreign language learning. To depict a thorough picture of MT use in English writing activities in the Chinese context, the research targeted non-English major students in Year 1 respectively from EMI (English as a medium of instructions) and CMI (Chinese as a medium of instructions) universities. A mixed-method design was deemed to be an appropriate mode of inquiry for this study. The research has collected 365 pieces of questionnaires and invited 17 EFL learners to semi-structured interviews. The research identified the discrepancies between learners from EMI and CMI universities. For instance, students at CMI universities tended to consult other tools or revise input for refining MT output, while students at EMI universities tended to revise MT output based on their English knowledge. Moreover, students in the CMI group identified the effectiveness in English learning, especially on the aspect of linguistic accuracy, whereas EMI students viewed MT as a problem-solving tool rather than a learning assistant. From the perspective of English proficiency, intermediate learners perceived the highest level of usefulness of MT in English writing. Thus, they consulted MT at the widest and most frequent level. Furthermore, low-achieving learners are more likely to rely on MT in English writing. They try to execute strategies to refine MT output rather than writing from scratch. The results reveal that daily English exposure and English proficiency can influence learners' knowledge accumulation regarding translation technologies as well as perceptions and actual usage of them for English language learning.

LANGUAGE TEACHING AND LEARNING

DAY 2: 10:25-11:55 | OC1.07

10:25-10:55

Qi Jia **(Online)** | An Empirical Study on Chinese Rural Senior High School EFL Teachers' Identity and Its Implications

In recent years, a series of curriculum reforms have brought big challenges to Chinese EFL teachers in senior high schools especially in rural areas. EFL teachers' identity directly affects their teaching beliefs and attitudes which in turn affects their class decision-making and ultimately determines the implementation effectiveness of English teaching principles. Therefore, in order to ensure the success of education reforms, EFL teachers' identity construction must be put more emphasis. However, researchers mainly target college EFL teachers and only very few of them investigate secondary or high school teachers. As for China's rural senior high school English teachers' identity, relative research is even less. In this study, to investigate status quo of rural senior high school EFL teachers' identity and influencing factors, rural EFL teachers (n=208) in an eastern city of China were surveyed through a mixed method including questionnaires and semi-structured interviews. There comes a conclusion that the overall condition of EFL teacher identity in rural senior high schools in China is not very ideal. However, there are significant differences in identity among rural EFL teachers with different features. In summary, factors influencing rural EFL teachers' identity include individual, school and social ones. Subsequently, several constructive measures were taken to develop EFL teachers' identity in Chinese rural senior high schools. Teachers should establish clear career motivation and correct professional faith. In addition, schools should optimize the working environment in which people-oriented management and reasonable evaluation system can be valued. Finally, educational administrations should increase investment in rural education to create a friendly social environment for their identity construction.

LANGUAGE TEACHING AND LEARNING

DAY 2: 10:25-11:55 | OC1.07

10:55-11:25

Yingying Chen | Teacher Agency in Materials Use: A Case Study of Senior High School English Teachers in Shanghai

With global educational reforms underway, one critical knowledge gap related to sustainable change is teacher agency which is key to facilitating not only student learning, but also teacher development (Toom, Pyhältö, & Rust, 2015). Although different conceptualizations and characteristics of teacher agency have been introduced, there is scant empirical research on teacher agency, especially those on language teachers. Guided by ecological perspective on teacher agency (Aspbury-Miyanishi, 2022; Priestley, Biesta, & Robinson, 2015; van Lier, 2008) and participatory perspective on teacher-materials relations (Remillard, 2005), this qualitative case study aims to explore how four senior high school English teachers in Shanghai demonstrate agency in using the newly mandated materials, and what factors influence their agency in the materials use. This qualitative study, utilizing case study design, will adopt diversified methods to collect data across two semesters: semi-structured interviews gaining focused insights into individuals' lived experiences, sense-making, and reflection on these experiences, teachers' lesson plans allowing for a detailed study of their understanding of the materials, classroom observations of the actual materials use, pre- and post-observation interviews. In addition, artefacts and netnographic data collection are to be applied as supplementary approaches. Participants will be invited based on purposeful sampling and convenience sampling (Creswell & Poth, 2018), as well as the principle of maximal variation. The study will contribute to the field in the following aspects. First, investigating language teacher agency in using materials extends the research scope of teacher agency to the use of ubiquitous materials, rather than teacher agency in educational changes in general such as curricular reforms (Tao & Gao, 2017) or online teaching during COVID-19 (Chen, 2022). Second, conceptualizing teacher agency from the ecological perspective as action potential, rather than "doing or achievement" (Priestley, Biesta, & Robinson, 2015), enriches the conceptualization of agency. Third, exploring teacher agency through language materials use could bridge teachers' response to changes as well as teacher development, since the language materials are featured as educative (Ball & Cohen, 1999; Xu, Wang & He, 2021).

LANGUAGE TEACHING AND LEARNING

DAY 2: 10:25-11:55 | OC1.07

11:25-11:55

Thi Hong Ha Nguyen (Online) | Reflecting on critical incidents of teaching and learning in an MA TESOL Program: Would the reflections on our words of the world be worthy to explore?

Reflective practice theories are common in teacher education. However, L2 teacher-learners' voices and their perspectives on their academic and social experiences while enrolled in an MA TESOL programme have received little attention from researchers. The current case study tries to articulate their words by examining how L2 TLs contemplate critical incidents and whether the happenings inside and outside the formal curriculum provide them with opportunities for learning. In-depth interviews were implemented to investigate how participants viewed the seemingly trivial yet meaningful events occurring both within and outside an MA TESOL programme in the UK. Importantly, the participants' reflections were examined in greater detail using Farrell's (2015) framework for reflecting on practice. The findings showed that while critical instances of the tutor's behaviour inside the classroom encouraged participants to consider their classroom management and teacher-student empathy, communication breakdowns and language variations experienced outside the classroom prompted them to think about their experiences of teaching and learning English. These reflections ranged from the individual (gaining new information and challenging their own preconceived notions) through the interpersonal (a class discussion) to the experiential/action level (applying theory learned to a planned project referring to a local context). The results may encourage educators to invite reflection on critical incidents that involve incidental learning, i.e., to adopt a more holistic view of the MA experience and include more reflection-embedded activities utilising critical incidents as materials for reflection in a teacher training programme.

INTERCULTURAL COMMUNICATION

DAY 2: 10:25-11:55 | OC1.08

10:25-10:55

Keying Gu (Online) | Speech Acts in EFL Learning: A Cross-Cultural and Cross-Linguistic Perspective

Speech act is an important tool for language learners to learn the cultural differences and successfully engage themselves in cross-cultural communications. The majority of speech acts such as requests and apologies are paradigms of basic human use of language in everyday life and are deemed to be universal across cultures. There also exist culturally unique situations where speech acts may not be realized in another culture or may be hard to translate into another language, hence awareness of cultural interference at this level is crucial for successful communication (Reimann, 2011). The present paper offers further evidence for the need to emphasize the significant role of speech act in developing Chinese EFL learners' awareness of cross-cultural differences and cross-linguistic nuances in learning English. A cross-cultural and cross-linguistic perspective is adopted in analysing language learners' speech act behaviours, and it is suggested that deep cultural values have to be learned and taught in order to communicate effectively. A cross-cultural and cross-linguistic perspective is adopted in analysing language learners' speech act behaviours, and it is suggested that deep cultural values have to be learned and taught in order to communicate effectively. Using politeness as an example, the influence of L1 Culture on native speakers' speech act performance is examined, and two examples of culturally distinctive speech act in Chinese are provided and explicated. It is insightful for studies in this area to focus on Chinese EFL learners' interpretation and production of these culturally distinctive speech acts in crosscultural communications. Further research could be conducted to gain more evidence and extract some general guidelines for EFL learners in China as well as for all EFL learners at large.

INTERCULTURAL COMMUNICATION

DAY 2: 10:25-11:55 | OC1.08

10:55-11:25

Junlong Li (Online) | Chinese university students' translanguaging hybrids on WeChat: Creativity nurtured language play in the context of Chinese digital social media

This paper explored how translanguaging hybrids, as a form of language play, are coined, blended, and concocted by Chinese bilingual students of the tertiary level on the global-local interface of social media WeChat. The author aimed to address two research questions. (1) How are the creative uses of Romanised hybrids incorporated into the translanguaging play in WeChat? (2) What are the roles that translanguaging hybrids perform in the sampled data in WeChat? This study adopted homogeneous sampling to select 20 English major students from a university in China as research participants. Based on the netnography approach, raw data were screen-collected from five WeChat groups established by the participants. Nine hybrids with high frequency and meaning potentials were selected and analysed from the perspective of translanguaging. This research found that by drawing on various strategic uses of intercultural bilingual resources, Chinese university WeChatizens creatively resorted to translanguaging practices to generate semantic, phono-semantic, lettered and numerical hybrids for communication, playfulness, and a variety of effects. By negotiating and constructing a new identity in the increasingly globalised social media, Chinese university English as a foreign language (EFL) learners are challenging, and even overwhelming the ideology of linguistic purism in mainland China. The study appealed to the EFL teachers for an open-minded attitude toward learners' language hybridity in the virtual and digital contexts.

INTERCULTURAL COMMUNICATION

DAY 2: 10:25-11:55 | OC1.08

11:25-11:55

Thi Tuyet Hanh Nguyen, Kim Tuan Hoang, Xuan Hong Nguyen (Online) |

Application cultural linguistics to two female characteristics in “The Tale of Kieu” by Nguyen Du

Starting with the characteristics of females in famous Vietnamese literature, "The Tale of Kieu" by Nguyen Du is the most famous story in Vietnam with three central characters: Kim Trong, Thuy Kieu, and Thuy Van, including Thuy Kieu, who is beautiful and well educated, but her family needs money, so she sells herself and serves as a singer, servant, and concubine. She is a talented woman, but her destiny is an extremely bad one. The author, Nguyen Du, describes Thuy Kieu as the destiny of Vietnamese women through the Vietnamese feudal system under the Le dynasty. The article uses cultural linguistics, which consists of languages in morphosyntax, semantics, pragmatics, culture, and conceptualizations in cultural schemas, cultural categories, and cultural metaphors. Academic studies are considered key points in the reform viewpoint of Vietnamese women in the twentieth century. The paper discusses two characteristics of females: women, the embodiment of beauty, and women, the embodiment of tragic fates, through one hundred students reading and choosing the reading text to emphasize the purpose of the study based on an analysis of practices related to Vietnamese characteristics of women. Data collected from the reflective notebooks of students on the 5-hour semester course through qualitative research. This topic focuses on selecting, reading, and choosing the sentences in texts, comparing them to other sentences, and offering the best sentences in order to illustrate the data. According to the research results, two characteristics of women—women as the embodiment and women as the embodiment of tragic fate—are evident in the sentences in "The Tale of Kieu", as the paper shows. Therefore, it is suggested that sympathy, respect, and admiration be shown for Nguyen Du, who denounces the unjust and brutal feudal society that deprives people of the females' right to live and tramples on them. Therefore, it is suggested that Vietnamese women nowadays are promoting an institutional commitment to improving the desire of women to be equal to men and to achieve a beautiful and happy life.

DISCOURSE ANALYSIS

DAY 2: 12:55-14:25 | OC0.02

12:55-13:25

Khoa Do (Online) | Our words in the world of Zoom: a study of the nature of Video-mediated multiparty discourse in teacher professional development meetings

This study investigates the nature of video-mediated multiparty discourse in a series of teacher professional development meetings called Group Development (GD), a technique in which teachers, as Speakers and Understanders, engage in the process of self-exploration through dialogic reflection (see Edge (2002)). This is a qualitative case study, and the data encompasses recordings of the GD sessions, recordings of the interviews, recordings of the online lessons, and the participants' drawings. The GD recordings are analysed using Conversation Analysis (CA) techniques, coded and thematized. The other kinds of data are also coded and thematized, and the use of six strands of data provide different layers of triangulation. Overall, the nature of discourse in video-mediated GD meetings is similar to that of multiparty face-to-face GD meetings with Attending suffering the most due to problems such as the annulment of eye gaze, fractured ecologies and the unique re-arrangement of turn-taking. Additionally, despite difficulties as Understanders, participants enjoyed the video-mediated GD sessions for their novelty, relevance, and sense of community. The results have implications for the possible modifications of future versions of video-mediated GD, and also make humble contributions to the understanding of video-mediated multiparty interaction through the prism of Conversation Analysis.

DISCOURSE ANALYSIS

DAY 2: 12:55-14:25 | OC0.02

13:25-13:55

Özlem Özbakiş & Hale Işık Güler | Unveiling the Dynamics of Leadership in Online Meetings: Insights from Türkiye

Investigating workplace interactions has attracted its deserved attention, particularly in the last two decades (Angouri, 2018) by making use of various theoretical approaches and methodologies. In this regard, this study discusses the importance of exploring language use and workplace practices, particularly in the context of leadership from a linguistic perspective. The study aims to investigate how leadership is established and maintained in online meetings, where virtual communication has become increasingly prevalent due to the COVID-19 pandemic. By answering the call for further research in the field of leadership from a linguistic perspective (Clifton et al., 2020; Schnurr, 2017; Schnurr & Schroeder, 2018), the study aims to address the gaps in the literature by focusing on leadership discourse in virtual teams in a non-English speaking workplace, Turkey. The study in hand will employ a multimodal analysis to examine the construction of leadership in online meetings to gain a comprehensive understanding of how leadership is established and maintained in virtual communication, and the data include 59 online meetings from different teams in a software engineering company. The findings are expected to generate new insights into the discussions about both global and local conceptualizations of leadership. Additionally, the study is expected to contribute to the development of practices in leadership communication in virtual teams, especially in the software engineering context. Finally, the findings of this research will be useful for practitioners in software engineering and other industries that have shifted to virtual communication due to the COVID-19 pandemic, as well as linguistic researchers interested in leadership and workplace communication.

DISCOURSE ANALYSIS

DAY 2: 12:55-14:25 | OC0.02

13:55-14:25

Lou Zhang | Using turn initial 'okay so' as a resource for resolving silence in online group work

Research on interaction in online classes reports a lack of student engagement and interaction, highlighting silence among students as one of the major challenges for online teaching. Yet, there have not been substantial studies examining how silence works in classroom interaction and particularly in online environments. This presentation is concerned with a linguistic token employed after silence in online interaction between students. As a part of a PhD project exploring the practice of silence among students, this talk aims to describe and elucidate how a turn-initial particle 'okay so' is used by speakers as a remedy for silence at possible completions of actions (i.e. after second-pair parts). The study follows the tradition of Conversation Analysis (CA) as a primary approach to data collection and analysis. The main data set consists of video recordings of group discussion on Microsoft Teams. The analysis shows that by prefacing turns with 'okay so', the speaker marks the prior action as closed while launching a new action relevant to the incipient agenda. Findings suggest that silences can be places where speakers collaboratively orient to the closure of actions, and 'okay so' is not only a transition marker but can also be used to acknowledge the boundary between interactional units and signal progress as the group navigate through an ongoing task. This study contributes to the investigation into language use in the digital age and highlights the significance of using naturalistic spoken data in understanding communicative practices.

DISCOURSE ANALYSIS

DAY 2: 12:55-14:25 | OC1.01

12:55-13:25

Yu Xiang **(Online)** | Unpacking Semiotic Choices in Alzheimer's Awareness-Raising Campaign Posters: Implications for Viewers' Perceptions of Caregiving

This paper examines the semiotic choices made in awareness-raising campaign posters designed by two Alzheimer's agencies, and their potential influence on viewers' perceptions of Alzheimer's patients, caregivers, and caregiving as a broader social topic. The discourse analysis is led with the objectives of exploring how patients, caregivers and the relationship between participants are portrayed and differentiated between the two agencies. Furthermore, the analysis also reveals how semiotic choices across three metafunctional meanings work together to express the broader ideas about caregiving in society. The study analyzes posters from two Alzheimer's agencies of provincial and international level: the Federation of Quebec Alzheimer Societies and Alzheimer's Disease International. Using a social semiotic approach developed by Kress and van Leeuwen (2006), the paper analyzes semiotic choices in the visual presentation of the posters across three metafunctional meanings: representational, interactive, and compositional. The analysis of posters followed a parallel pattern in each metafunction, aiming to showcase contrasts in two agencies utilizing different semiotics to engage with their intended audience. The analysis under social semiotic approach reveals that the two agencies utilized and organized different semiotic choices to effectively convey their intended messages in a social context. The findings indicate that the two campaign posters present contrasting depictions of Alzheimer's patients and caregivers, with one reinforcing stereotypes and the other promoting a positive and harmonious caregiving relationship. The results suggest that semiotic choices made in healthcare posters or campaigns can potentially reinforce biases and shape public perceptions of this important health-promotion issue.

DISCOURSE ANALYSIS

DAY 2: 12:55-14:25 | OC1.01

13:25-13:55

Ran Liao **(Online)** | A discourse analysis of graffiti on Chinese medical staff's protective gear

Graffiti, as a powerful form of communication, always conveys the sentiments of the social communities. During the Covid-19 prevention movement in China, the front-line medical staffs often handwrite their names on their protective gear in order to be easily identified by others. But interestingly, a wide variety of colorful graffiti is noticed on the protective gear as well. The current research aims to explore the social implications and graffiti production motivations underlying the colorful graffiti on the Chinese medical staff's protective gear during China's Covid-19 epidemic prevention. The data corpus consists of approximately 300 graffiti photographs collected from the two largest Chinese social media platforms (i.e., Sina Weibo and WeChat moments) and outdoors between January 2020 and December 2022. The analysis of the graffiti is conducted from the perspective of Thematic Analysis and Discourse Analysis. All collected graffiti are firstly classified into different thematic categories based on their contents. Secondly, the linguistic strategies and visual elements associated with each semantic category are identified. In my preliminary findings, a range of thematic categories is discovered including encouragement, love, solidarity, patriotism, faith, wish, festival greetings, etc. The analysis also explores the use of linguistic strategies like imperatives, poetry and lyrics, colloquialism, intertextuality, humor, as well as visual elements such as heart, cartoonish medical staffs, personified coronavirus, raised fist, anime characters, Chinese national flag, food, smiling face, etc. Graffiti seemingly serves as a resilience strategy and emotional support to help the Chinese medical staffs go through their tough times.

DISCOURSE ANALYSIS

DAY 2: 12:55-14:25 | OC1.01

13:55-14:25

Kainan Zhao (Online) | Multi-modal Construction of Government Image in Public Health Emergencies: An Analysis of Government WeChat “Shanghai Publishing” during the 2022 Shanghai COVID-19 outbreak

While new government media, such as official account online, plays an increasingly significant role in political communication, it remains less explored as to how the new media helps construct government image under public health emergencies, especially from a multi-modal perspective. The study aims to explore how government new media involves in the multi-modal construction of government image under public health emergencies. In a practical sense, we try to explore how multi-modality contributes to the effect of media's discourse, and the resulting difference in shaping the government image. On the theoretical level, the paper also aims to extend the framework of intersemiotic complementarity by employing content analysis and visual grammar. This study examines the multi-modal discursive strategies employed in 24 posts on the government WeChat Account “Shanghai Publishing” during the 2022 Shanghai COVID-19 outbreak. Under the framework of intersemiotic complementarity, the study follows three procedures in data analysis. Firstly, content analysis of the text is carried out, with the rules for coding based on the three metafunctions of language. Secondly, images and photos of the data are analyzed with visual grammar. Thirdly, based on the results of the former two steps, the interactive relationship between the text and visual information are analyzed under the framework of intersemiotic complementarity. The study discovers that the functions of multi-modal media has been far from being fully exploited. The analysis reveals three major discursive strategies—high modality, active voice, and first-person subject, with non-text elements reinforcing the effect, which contributes to the construction of an authoritative and credible image for the government. However, results also find two other features, namely, hedges and semantic emptiness in discourse, which are characteristic with traditional discourse of Chinese government but might jeopardize the government image in the new-media era. In addition, this study is the first attempt to analyze GIFs using visual grammar and to integrate postings on WeChat accounts within the context of intersemiotic complementarity analysis.

LANGUAGE TEACHING AND LEARNING

DAY 2: 12:55-14:25 | OC1.02

12:55-13:25

Sutong Duan (Online) | Factors that Influence the Acquisition of Productive Knowledge of Chunks

Chunks are very important in second language acquisition, and they are closely related to second language expression, reading, and writing. However, research has shown that second language learners still face significant challenges in acquiring chunks. Therefore, it is necessary to understand the factors that influence the acquisition of chunks by second language learners. Existing articles on this issue mainly focus on the statistical information, semantic features, teaching factors, and cross-linguistic influences of chunks acquisition. However, as research on chunk acquisition increases, these factors are still not comprehensive enough. This article aims to systematically review the relevant research in the field of "chunks acquisition" and summarize the factors that influence the acquisition of productive knowledge of chunks by second language learners. On the one hand, this article can help understand the difficulties of second language learners in acquiring chunks, which is helpful for scholars to further explore the mechanism of chunk acquisition; on the other hand, it can also provide reference significance for teaching and stimulate more thinking about teaching methods for chunks. This article systematically reviewed the relevant research in the field of "chunks acquisition" and summarize the factors that influence the acquisition of productive knowledge of chunks by second language learners. The factors that affect chunk acquisition can be divided into linguistic factors, individual factors, and external factors. In terms of linguistic factors, the phonetic features of chunks help with their form recall; the statistical information of chunks, such as frequency and co-occurrence strength, is still controversial regarding their effect on the acquisition of productive knowledge of chunks; the difficulty of chunk acquisition varies for different types of chunks and for learners with different language levels and backgrounds. In terms of semantic features, the higher the transparency and concreteness of the words that make up a chunk, the better they promote the acquisition of productive knowledge of chunks. In addition, semantic consistency between languages also promotes chunk acquisition. Context can weaken the obstacles to acquisition caused by cross-linguistic differences and promote acquisition. In terms of individual factors, the higher the language level, the greater the facilitation effect on the acquisition of productive knowledge of chunks. However, there is still insufficient research on other individual differences, such as "age of acquisition," "learning strategies," and "linguistic competence." External factors mainly consist of teaching and environmental factors. Regarding teaching factors, productive tasks have an obvious promoting effect on productive knowledge acquisition, and they also play an important role in the acquisition of receptive knowledge. Explicit teaching methods and corpus-based teaching methods have positive effects on chunk acquisition, but adjustments need to be made based on specific teaching content and learners. From the perspective of post-class practice, when language exercises ensure the completeness of chunks and provide correct usage examples, they help in the acquisition of productive knowledge of chunks. From the perspective of adjusting language input, visual salience can increase learners' attention to chunks and promote acquisition. However, the promoting effect of multimodal teaching still needs to be demonstrated. Finally, the target language environment helps second language learners to be native-like in production, and using the second language for entertainment activities also promotes chunk acquisition.

LANGUAGE TEACHING AND LEARNING

DAY 2: 12:55-14:25 | OC1.02

13:25-13:55

Yining Kong (Online) | Exploring the Correlation between Starting Age and Language Proficiency of Children's Second Language Acquisition

Starting age is an important factor that may greatly influence the outcome of children's second language acquisition (SLA). In China, nearly all primary schools have English class, but their start time of the class remains different. In recent decades, most primary schools choose to start compulsory English class from the third grade for 6 or 7 years old students, but some schools choose to start from the first grade for 8 or 9 years old students. In society, it's a controversial issue and many parents are confused about these two different teaching schedules. The study aims to discover whether and how starting age would affect the language proficiency of children's second language learning, by making comparison and evaluation between these two different starting age of English learning. The study made an evaluation and analysis on the English language proficiency of 160 students from two Chinese primary schools (in the same city) who had all received compulsory English class in school for one year. Among them, 80 children started English class from the first grade, ageing 6 or 7 years old, and the other 80 started from the third grade, ageing 8 or 9 years old. Their language proficiency would be tested from three aspects: pronunciation, vocabulary and communication, by having both time-limited paper test and oral test. Their performance would be evaluated and scored by three Chinese university teachers in English major and one foreign university teacher who was also a native English speaker. Finally, made calculation, comparison and analysis of the divisional and overall scores of all subjects. From the result, we found that 58.75% of students who started English class in their third grade (8 or 9 years old) performed better in the evaluation of pronunciation than students started in their first grade (6 or 7 years old), and 68.75% in vocabulary, 52.5% in communication and 64.1% in overall score. The result shows that starting age would truly affect the language proficiency of SLA learners. At the age stage of 6 to 9, the older children start learning their second language, the better their overall language proficiency would be. But the younger age learners tend to have relatively better communication skills and pronunciation than their vocabulary. The finding would have implications for the starting age choosing for SLA learners and the teaching schedule designing of primary schools.

LANGUAGE TEACHING AND LEARNING

DAY 2: 12:55-14:25 | OC1.02

13:55-14:25

Shayan Aqdas & Ayyaz Ahmed | Improving Reading Comprehension by Contextualization of English Language Teaching Curriculum

Language development does not happen in a vacuum; it is influenced by a number of factors. Previous studies have revealed that contextualization of the language learning material can facilitate the low-skilled learners to improve their performance. One of the most crucial language skills is reading, the English language textbooks in Pakistan have not been studied enough, this exploratory study explores whether using culturally familiar academic content improves the reading comprehension skills of English language learners. A sample of forty 11th grade students, enrolled in an English language class, was selected with purposive sampling, and the research was conducted with survey methodology. The students were provided with two different excerpts, an authentic text based in their local setting while the other one was taken from their textbook and was based in foreign setting; the close-ended questions of the survey inquired participants about the impact of contextualization on their performance and the responses were examined according to Likert scale. The open ended questions were studied via a rubric criterion and assessed students' language, evaluation, and inferential skills. The questions were formulated and analyzed according to Frederic Bartlett's Schema Theory, which states that an individual constructs psychological material when he comes across things, he utilizes this knowledge to interact with new information. The results suggested that students perform better by employing their language, content, and formal schema when the academic content is contextualized. Students' comprehensions skills were significantly better when familiar cues were provided, they demonstrated high language skills and utilized variety of expressions to answer questions from the authentic text as compared to the nonauthentic one. The study offers suggestions to re-evaluate textbooks to improve students' interest in the text to engage them in the language learning process by using culturally relatable and appropriate material. The target audience of this research is not just limited to Pakistan, the study helps the educators across the world to realize the impact of employing familiar cues to improve the students' performance.

LANGUAGE TEACHING AND LEARNING

DAY 2: 12:55-14:25 | OC1.07

12:55-13:25

Qizhang Shi (Online) | Syntactic Priming is Sensitive to Both Constituent Structure and Argument Structure

Syntactic priming is a phenomenon in which the processing of a sentence can speed up the comprehension or production of another sentence with similar or identical syntax. Findings of Bock and Loebell (1990) show that English speakers are equally more likely to describe a picture with a passive sentence after being primed with a passive or a locative sentence than an active sentence. However, it should be noted that the target pictures used by Bock and Loebell presented transitive events, and the intended patient argument was always human while the agent argument was inanimate. According to the Argument Prominence Hierarchy theory (APH) (Titov, 2012), the relative interpretative position of the arguments, which is determined by a number of characteristics including animacy, determines the linear order of arguments in a sentence. Accordingly, the research design in Bock and Loebell (1990) may lead to unequal prominence in the arguments of the target sentence, which potentially biases the use of passives and offers a natural license for the passive independent of the priming sentence. Thus, Bock and Loebell's findings could have been influenced by an unequal animacy distribution in the targets rather than by surface constituent structure repetition as they claim. The present study is therefore a replication study of Bock and Loebell (1990) aiming to test whether syntactic priming is sensitive to argument structure or whether it is only triggered by surface constituent structure. This study (N = 100 English native speakers) refines the experimental design using adjusted stimuli - balancing the position of agents and patients in equal animacy targets and unequal animacy targets. Findings show that more passive targets are produced in passive primes than in locative primes. This study suggests that syntactic priming is sensitive to argument structure, supporting the Argument Structure Priming Hypothesis.

LANGUAGE TEACHING AND LEARNING

DAY 2: 12:55-14:25 | OC1.07

13:25-13:55

Wanxin Wang (Online) | A Scientometric Analysis of Multiword Sequence Research: Uncovering Emerging Trends and Hot Topics

Multiword sequences have a significant impact on language acquisition and processing. Despite extensive research on various aspects of multiword sequences, such as formulaic expressions, lexical bundles, and collocations, a comprehensive integration of these subcategories has not been achieved. This paper aims to provide an overview of the current status, highlight the hot topics, and identify emerging trends in this area by conducting a thorough analysis of the existing literature. Our goal is to present a clear and concise synthesis of the existing knowledge, identify gaps and limitations, and offer recommendations for future research. By utilizing a combination of topic research and manual screening, the researchers were able to identify and select 3,730 documents related to multiword sequences from the core collection of Web of Science. Subsequently, the research team utilized CiteSpace to conduct scientometric analysis on the academic papers and their references. The analysis included the creation of a scientific knowledge mapping, as well as calculations such as betweenness centrality and citation burstness. These methods allowed for a comprehensive inspection of the multi-word sequences research within the field of linguistics. The present study highlights the influential countries, journals, research institutions, and seminal research in the field of multiword sequences. Additionally, it provides an overview of the research landscape and developmental stages of this field. Our findings indicate that the study of idiomatic and figurative language served as the initial impetus for research in this area, drawing from early work in cognitive psychology and neuroscience. Later investigations shifted towards exploring multiword sequences in the context of second language learning. Drawing upon the structural theory of scientific revolutions proposed by Preston and Kuhn (2008), our analysis suggests that the field is currently in a stage of paradigm accumulation, with ongoing expansion of research. Moving forward, future research should focus on collocations and lexical bundles in second language learning, with potential for continued development in the area of implicit learning.

LANGUAGE TEACHING AND LEARNING

DAY 2: 12:55-14:25 | OC1.07

13:55-14:25

DianZhang Liu **(Online)** | Mapping the Research Trends and Hotspots on Language Teachers' Language Assessment Literacy from 1992-2022: a Bibliometric Analysis

Language assessment literacy (LAL), an important ability of language teachers, has drawn much attention from various researchers in recent decades. However, current studies on the subject are largely reviewed manually with few quantities. This study is guided by the following goals and serves as an attempt to explore a new and effective method: (1) the most productive publications and countries and institutions, (2) the research hotspots and fronts in language teachers' LAL, and their progression pattern, (3) the most highly cited documents and the frontier researchers' references, and (4) the major research topics and the structural holes. This present study employs visualization software CiteSpace and VOSviewer and takes data from Web of Science (WoS) to conduct bibliometric visualization to mapping the knowledge structure in the field of language teachers' LAL. Using bibliometric methods and visualization software makes it possible to systematically review certain knowledge domains. The study found that (1) studies on the language teachers' LAL have experienced a rising trend, and important publications and institutions are also identified, and countries are evaluated with H-index, (2) keywords progression pattern and promising keywords representing research front are identified, and (3) document co-citation analysis (DCA) revealed the highly cited documents and frontier researcher's reference and identified topic clusters with structural holes. The identification of structural holes provides scope and new research opportunities for future researchers.

DISCOURSE ANALYSIS

DAY 2: 14:35-16:05 | OC0.02

14:35-15:05

Elina Paliichuk (Online) | "Predator-Prey" Profiling in Human Trafficking Media Discourse

Human trafficking (HT) is a spiderweb of global criminal activity, in which anyone can become a passive object at hands of traffickers who profit from victims' vulnerability and act as spiders catching their prey in the HT web, e.g. As a spider spins its web, catches its prey, wraps it, and waits for it to die, a trafficker lures and catches its' victim, spins a mental and physical trap around them, waiting for their spirit to break so they can take full advantage of their bodies. This metaphor encourages research aimed at tracing the trafficker-victim interactions in media representations. The objectives are to identify the verbal manifestations of the trafficker-victim interactions; analyse respective semantic roles; and assess the preventive impact of presenting HT through predator-prey concepts on the audience. The methods of cognitive linguistics are used: Zhabotynska's technique (Zhabotynska, 2010) Fillmore's case grammar (Fillmore 1987), cognitive grammar (Langacker, 2008), and CMT by G. Lakoff and M. Johnson's (Lakoff and Johnson, 2003) in the analysis of 700 publications 2000-2023. The results reveal the prevalence of active voice (organise, supply, profit) in characteristics of the trafficker, while the victim is seen as a passive being (tortured, deceived, sold, physically abused, lured, trapped, enslaved, etc.). It can be assumed that the profiling of the trafficker-victim interactions in terms of predator-prey metaphor in media could be used in exercising the emotional influence on vulnerable audiences, which, in its turn, should be verified in a prospective empirical study.

DISCOURSE ANALYSIS

DAY 2: 14:35-16:05 | OC0.02

15:05-15:35

Yimei Mi [\(Online\)](#) | A critical discourse analysis of the BBC documentary “Are our kids tough enough? Chinese school”

This paper applies the Critical Discourse Analysis to analyze the BBC documentary “Are Our Kids Tough Enough? Chinese School”, which was delivered in 2015 on the official channels of the British Broadcasting Corporation (BBC). The documentary illustrates the story of five Chinese teachers conducting a four-week Chinese-style teaching experiment in a middle school in Hampshire, southern England. In this documentary, the differentiations between the Chinese and British education systems are shown directly in the conflict between Chinese teachers and British secondary school students. In this research, the language used in the interactions between Chinese teachers and British students is the focus of this study to investigate the reasons behind the conflicts and the underlying logic. Through discourse analysis, the words frequency, the themes, and socio-cultural theories embedded in the interactions and communications within the documentary are discussed and compared. The finding indicates that British education is unique in its innovative teaching and independent learning skill, while Chinese education is more focused on rule awareness and repeated practice of memorization. There is indeed a need for innovation and diversity, rather than taking conflicts for granted. However, educational reform should be more rooted in national contexts rather than copying and comparing them entirely.

DISCOURSE ANALYSIS

DAY 2: 14:35-16:05 | OC0.02

15:35-16:05

Qianyu Yang | An exploration of the relationships between multilingual identity construction and translanguaging writing practices in higher education

Given the two research gaps in the study of translanguaging and multilingual identity: (1) Translanguaging writing practices appear to be less explored than translanguaging in verbal communication (2) Limited studies have examined the relationship between translanguaging writing practices and multilingual identity construction. This research aims to understand the multi-directional relations between translanguaging writing practices and multilingual identity construction and how these two in relation to academic writing. Research questions: What are multilingual students' translanguaging writing practices in multilingual study-abroad contexts? In what ways do translanguaging writing practices and multilingual identity influence each other? How do multilingual students perceive their academic writing in relation to translanguaging writing practices and multilingual identity? Drawing on the 3E model: experience, evaluation, and emotion (Forbes et al., 2021), this research will employ a mixed-methods multiple case-study. The participants will be multilingual postgraduate students studying in the UK. I will approach the research questions by first conducting a pilot study for landscaping purposes: survey, informal interviews and translanguaging writing practices collection. This will be followed by a main study: classroom observations, questionnaire, semi-structured interviews and translanguaging writing practices collection. The data analysis methods will be critical discourse analysis, multimodal analysis and ANOVA analysis. To summarize, the expected results will quadruple: A clear understanding of (1) multilingual postgraduate students' multilingual identity construction. (2) how translanguaging writing practice and multilingual identity influence each other (3) students' perceptions of multilingual identity and translanguaging writing practices in relation to academic writing (4) a new theoretical framework for multilingual identity construction.

DISCOURSE ANALYSIS

DAY 2: 14:35-16:05 | OC1.01

14:35-15:05

Jasper Zhao Zhen Wu (Online) | “Can language be planned?”: Language policy and the discourse of indeterminacy

Growing geopolitical tensions and the COVID pandemic have led to an emerging discourse of de-globalisation. In parallel to this trend is the rapid development of regional socio-economic blocs. Language practices are both enabling and delimited by this fractionalisation of the global space. Given the emphasis on semiotic fluidity established in the past two decades of research on globalisation, how could indeterminacy be re-theorised in sociolinguistics to explain the creative yet restrictive processes of regionalisation? This paper addresses the question within the field of language policy and through the study of business language practices developing in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) – a city cluster forming in southern China. The paper offers an analysis of business language practices in the GBA through the ‘onion’ model and multi-domain model. The analysis takes a discourse analytic approach in showing how cultural differences across the border between Hong Kong and mainland China are synthesised under the GBA’s territorial reframing. Through this, it explicates the tensions between macrosocial policies (and ideologies) and local practices of business incubators (platforms training startup businesses). Illustrative examples will be drawn from ethnographic data obtained from an on-going fieldwork (2022-2023), including company websites, landscape photographs, participant observations and interview accounts. The analysis will illuminate on limitations of the two models employed, specifically their presupposition of a hierarchical and referential relation between policy and practice. Proposing the Deleuzian rhizome as an alternative model, the paper affirms that ‘language can be planned’ though with ‘planning’ conceptualised in a different sense.

DISCOURSE ANALYSIS

DAY 2: 14:35-16:05 | OC1.01

15:05-15:35

Huimin Xu **(Online)** | Digital resistance against Mandarinization: A multimodal critical discourse analysis of the Pro-Cantonese protest on China's short video platform Douyin

The emergence of the wanghong economy that millions of ordinary social media users participating in the commercial and market-driven platform economy for fame and fortune may have further complicated the discourse of contestation in China's digital sphere. The recent Pro-Cantonese protest on Douyin can be a good entry point to explore the contradiction that marginalized wanghong are confronted with. This study will examine the discourse of the recent Pro-Cantonese protest between October and November 2022 on Douyin, the most popular short video-sharing platform in China. Drawing on a multimodal critical discourse analysis approach, this study seeks to unpack how the Cantonese wanghong discursively utilize various technological and semiotic affordances to represent Cantonese language and culture and protest against Douyin's platform policy and uncover the ideologies underlying Douyin's platform governance by situating them in a broader sociocultural, political-economic context of China. Through a systematic analysis of how various embodied (e.g., gestures, gaze, speech), visual (e.g., emojis, color), and auditory modes (e.g., music, sound memes) are orchestrated with the techniques of filming (frame, angles, proximity) and editing (filters, transitions, speed) in Pro-Cantonese wanghong's videos, this study hopes to shed some light on new forms of creative and playful activism enabled by new technological affordances, and it hopes to contribute to the existing literature on China's digital movement with a critical semiotic perspective. Importantly, this empirical study may provide some new insights into how everyday linguistic and cultural activism might be intertwined with the dual logics of market/commercialism and state/platform governance in contemporary China.

DISCOURSE ANALYSIS

DAY 2: 14:35-16:05 | OC1.01

15:35-16:05

Eden Palmer, Hannah Smith & Ellen Vereniaks | The Use of Social Media to Tackle Misogyny in Football: A Corpus Analysis of the #BeTheInspiration Campaign and Its Implications for the Aston Villa Football Club

Aston Villa FC launched the 'Be The Inspiration' Twitter campaign in September 2022 to combat misogyny in women's football, and encourage women and girls to participate. Our study assesses the campaign's effectiveness in addressing and countering misogynistic language in women's football discourse. We identify areas for improvement for future social media campaigns. Counter-tactics, including hashtag campaigns, can effectively transform discourse, and therefore there is a need for official organisations to effectively build on this. The study used two datasets of tweets, one before and one after the launch of the #BeTheInspiration campaign. The data was analysed using three frameworks. Framework 1 identified word frequency and concordance in misogynistic language in 20k tweets, using a bank of 20 misogynistic words and 4 gender disparity words. Framework 2 analysed 4 campaign-related lemmas in tweets 'to' the accounts using corpus analysis. Framework 3 evaluated the effectiveness of campaign materials' rhetoric in terms of engagement with the four accounts. Framework 1 findings suggest that few tweets among the 20k analysed contained misogyny, mostly targeting men's teams/players. The #BeTheInspiration campaign did not significantly affect tweets. Aston Villa posted only four tweets about the campaign. Framework 2 findings show that Twitter users rarely used AV's campaign key words, indicating a lack of resonance with the audience and an ineffective campaign. Framework 3 findings suggest the #BeTheInspiration hashtag comprised only 1% of total tweets from official accounts, with no fan engagement. Additionally, the Villa website had inconsistencies in the language used for men's and women's football.

LANGUAGE TEACHING AND LEARNING

DAY 2: 14:35-16:05 | OC1.02

14:35-15:05

Hetian Yu (Online) | EFL learners' engagement with online teacher feedback in academic writing

Research on feedback in second language writing (L2) has proliferated in the last decade, including the impacts of feedback on learners' writing and learners' perceptions of different types of feedback. Studies about EFL learners' engagement with feedback are relatively scarce. To address this gap, the present study aims to explore how two undergraduate students engaged with online teacher feedback in thesis writing cognitively, behaviorally, and affectively, as well as whether and how learners' engagement with teacher feedback change during the thesis writing process. We conducted a 18-week case study drawing on multiple sources, including semi-structured interviews and learners' written texts. Data analysis consisted of two parts, including qualitative analysis of the interviews and textual analysis of learners' written drafts. The findings revealed a dynamic engagement of learners with online teacher feedback. Overall, learners showed positive affective and behavioral engagement with teacher feedback, while a tendency of low cognitive engagement. Additionally, learners' engagement with teacher feedback changed at different writing stages. The study further found a complex and nonlinear relationship across the three dimensions of student engagement. Specifically, learners' affective engagement promoted their behavioral and cognitive engagement. However, the findings also suggested that learners' superficial cognitive engagement impeded their behavioral engagement. The implications for practitioners of providing corrective feedback to enhance learners engagement in academic writing are discussed.

LANGUAGE TEACHING AND LEARNING

DAY 2: 14:35-16:05 | OC1.02

15:05-15:35

Matthew Rosario (Online) | Perception of the English present perfect by Polish learners of English and British native speakers

This presentation discusses research which took the linguistic descriptions of the English present perfect by McCawley (1971), Comrie (1976), Iatridou et al. (2003) Leech (2004), and measured if the qualities expressed in these descriptions are perceived by Polish learners of English (n=119) and British native speakers (n=30). The aim of the research was to gain an understanding of if and how the qualities expressed by the present perfect are perceived and use the data to develop a perception-based pedagogy. It was hypothesised that British native speakers would have the highest levels of perception and that this level would decrease in line with English proficiency. The present perfect was treated as having three prototypical uses and each use had two qualities which could be measured: the universal ('continuability' and 'incompleteness'), experiential ('indefiniteness in time', and 'number'), resultative ('recency' and 'resultativeness'). Two additional qualities were measured: 'current relevancy' and 'temporal connection'. A questionnaire placed the qualities on bipolar scales., e.g., the quality of continuability had the scale of 'non-continuable' and 'continuable'. All scales had hypothesised perceptions. Participants were presented with the same 12 sentences: three universal, three experiential, three resultative, and three past simple. Participants were asked to rate the degree to which they perceive the qualities represented in the bipolar scales. The results show that, for Polish learners of English, the ability to perceive the qualities expressed by the prototypical uses of the present perfect corresponds to the level of English language proficiency. However, advanced and proficient Polish participants often performed at higher levels than British native speakers did. Although most qualities expressed by a prototypical use of the present perfect were perceived at higher rates in comparison to the other uses and the past simple, the qualities expressed by the experiential (indefiniteness in times, and number) were not perceived as being distinct from the other uses. For example, the universal was perceived as being more indefinite in time and number by upper-intermediate Polish participants.

LANGUAGE TEACHING AND LEARNING

DAY 2: 14:35-16:05 | OC1.02

15:35-16:05

Gyanu Dahal (Online) | Efficacy of E-mentoring for In-service Private Schools' English Teachers in Nepal

Teaching is a challenging job for teachers. The challenge may stem from difficult working conditions. To address these challenges, teachers need to develop collaborative relationships with other teachers and engage in self-reflection activities. E-mentoring can be an opportunity for developing these collaborative relationships and reflective practice. This study aims to explore the effectiveness of e-mentoring for emotional and mental wellbeing of English teachers in the private sector. A review of selected literature examines e-mentoring as useful for teacher' wellbeing as it enables teachers to reflect on their practice, provide and receive support and feedback from their colleagues. The researcher used a qualitative research paradigm to study the impact of e-mentoring on the emotional and mental wellbeing of six English language teachers in Nepal. The data drawn from teachers' reflective journals, semi-structured interviews and mentoring sessions' notes were collected data and triangulated to produce fair results. The results seem to indicate e-mentoring is useful for teachers' mental and emotional well-being and professional development if certain factors are considered. These factors include the mentor's skills, the mentee teachers' attitude toward sharing and learning and their abilities to use technology efficiently. This study has implications for teachers, teacher training institutes and learners.

LANGUAGE TEACHING AND LEARNING

DAY 2: 14:35-16:05 | OC1.07

14:35-15:05

Letong Jin (Online) | The Effects of Multimodal Affordances on Chinese EFL Learners' Classroom Willingness to Communicate: Evidence from (Non-)Native English-Speaking Teachers

Willingness to communicate (WTC) in L2 class has been reported to be not enduring but transient and context-dependent, influenced by the classroom environment multimodally afforded by teachers. However, foreign Native English-Speaking Teachers (NESTs) and local Non-Native English-Speaking Teachers (NNESTs) tend to differ in pedagogical practices and afford different classroom environments. Nonetheless, previous studies of L2WTC seldom report teacher nativeness as an influencing factor, nor the other way around. In this light, the present study was conducted in four English debate classes, aiming to investigate the dynamics of L2WTC in EFL class and the differing roles of NESTs and NNESTs in their multimodally affording students' L2WTC state changes. The present study adopted a mixed-method design. A two-part survey questionnaire was administered to elicit students' self-reported L2WTC on the one hand and collect their perception of classroom environments afforded by the teacher on the other, including teacher support, task orientation, etc. Microgenetic analyses were conducted based on eight-hour recordings of English debate classes, among which four hours were videotaped from a foreign NEST's classes and four from a local NNEST's classes. Critical incidents featuring L2WTC changes were singled out, transcribed, and annotated to identify and compare the two teachers' usage of semiotic resources, such as language, gaze, and gesture. Results manifested a discrepancy between students' self-reported L2WTC and their actual in-class L2WTC, revealed significant correlations between L2WTC and classroom environments (especially teacher support and task orientation), and found a great difference between NEST and NNEST in their deploying multimodal resources to afford students' L2WTC changes. These findings provide evidence for the effect of multimodal affordances on L2WTC changes and indicate the importance of investigating the influence of the teacher's (non)nativeness when studying L2WTC and vice versa.

LANGUAGE TEACHING AND LEARNING

DAY 2: 14:35-16:05 | OC1.07

15:05-15:35

Kadir Kaderoğlu (Online) | Incidental vocabulary learning from multimodal input: the case of Turkish EFL learners

Multimodal input has drawn great interest from scholars in the wake of the accessibility of the Internet and the ubiquity of streaming services. There is a vast amount of research suggesting that language learning from such audiovisual resources is possible (see Reynolds et al., 2022 for a meta-analysis). Despite the plethora of studies, few have recruited Turkish L1 speakers (Yuksel & Tanriverdi, 2009). This study, therefore, investigates whether multimodal input is conducive to learning vocabulary for Turkish learners of English. Thirty-nine low-intermediate university students were recruited for the study. They first took a vocabulary levels test (Webb et al., 2017) and a pre-test. 7 weeks after, one group watched the 5-minute video documentary about volcanoes without captions while the other group watched it with captions. Immediately after viewing, both groups took an unannounced form recognition and meaning recall test. Wilcoxon Signed Rank tests showed that vocabulary learning is possible through multimodal input with and without captions as both groups significantly improved from pre- to post-tests in form recognition and meaning recall. However, Mann-Whitney U tests yielded inconclusive results. Although the difference was not significant in the form recognition, it was in the meaning recall test, both in the pre- and post-tests. The results suggest that it might be more beneficial for learners to exploit multimodal input, i.e., video and captions, rather than bimodal input, i.e., video without captions.

LANGUAGE TEACHING AND LEARNING

DAY 2: 14:35-16:05 | OC1.07

15:35-16:05

Yingsheng Liu & Yu Mao **(Online)** | A Comparison of Linguistic Complexity in Chinese Textbooks for Primary School Students across Different Grades

This study aims to examine the progression of linguistic complexity of Chinese textbooks for primary school students across different grades. Textbooks constitute a vital source of reading material, and a deeper understanding of their textual features is imperative for both students and teachers. Despite the plethora of studies on linguistic complexity of English texts, there is a paucity of research investigating the linguistic complexity of Chinese textbooks. Given the significance of textbooks and the paucity of scholarly inquiry into the linguistic complexity of Chinese texts, this study collected a total of 104 texts from Chinese textbooks used by primary school students across various grades and compiled them into a linguistic corpus. The data were first qualitatively analyzed and coded employing a series of indexes of linguistic complexity, including the Topic-Comment-Unit-Based Measures of syntactic complexity and Noun-Phrase Complexity Measures of lexical complexity. Quantitative comparisons were then conducted to explore the potential disparities across different grades. Our findings revealed that textbooks used for primary school students in different grades differed significantly in terms of Noun-Phrase Complexity particularly in phrasal modifier and clausal modifier. However, there were no significant differences in texts across different grades in terms of Topic-Comment-Unit-Based Measures. These findings help further our understanding of how passages in Chinese textbooks become more complex with increasing grades and provides implications for designing better instructional support for young Chinese language learners.

INTERCULTURAL COMMUNICATION

DAY 2: 14:35-16:05 | OC1.08

14:35-15:05

Tan Tran-Thanh & Tran Thi Ngoc Chau (Online) | Intercultural communication competence in the borderless classroom for young learners: What ESL teachers think and practice

COIL, or Collaborative Online International Learning, is an instructional technique that employs technology to link classrooms situated in diverse geographical regions, thereby fostering a supportive learning atmosphere that cultivates intercultural competence (ICC) (Caplow & Kardash, 1995; Esche, 2018).

Regarding practical issues, despite the importance of COIL, teachers have not taken it seriously, especially for the ICC development of the students. Concerning theoretical issues, there has been little research on ICC in borderless classrooms for young learners. This study aimed to fulfill the research gaps and shed a light on teachers' perceptions and unveil their practices in class. To accomplish these aims, there were two research questions were posed:

1. What are the perceptions of ESL teachers towards intercultural communication competence in the borderless classroom?
2. What are their teaching practices in class?

The mixed methods of quantitative and qualitative data were employed. A Likert-scale survey was sent to 15 ESL teachers chosen by purposeful sampling method and semi-structured interviews were conducted 3 in-service teachers.

As regards the first research question, the findings reveal that most of the participants agree that culture should be an integral part of English lessons because it motivates students to study a foreign language better and fosters students' understanding of foreign cultures. The qualitative data revealed that integrating ICC into the borderless classroom can broaden students' horizon and bridge the gap of cultural differences; consequently, students can gain intercultural knowledge because knowing about their selfness and the otherness.

As for the second research question, the findings show that most participants often teach intercultural knowledge through contents to what they have learned and experienced as well as they provide students with appropriate language in different communicative situations. Plus, the interview data revealed teachers' practices including using tasks related to the topic, organizing games, using realia to illustrate artefacts; especially, several teachers consent that videos are extremely helpful and engaging for students to understand and be interested in culture knowledge.

INTERCULTURAL COMMUNICATION

DAY 2: 14:35-16:05 | OC1.08

15:05-15:35

Linh Dang My (Online) | A Comparative Study: English and Vietnamese Anti-proverbs

First established by Mieder (1982, as cited in Litovkina & Mieder, 2006), the concept of “anti-proverb” has made researchers rethink the original nature and features of this type of folklore expression. As a result of its sudden popularity in Vietnam in the last few decades, there is a lack of a widely recognized classification for Vietnamese anti-proverbs, let alone English-Vietnamese comparative analyses. Thus, taking Litovkina et al.’s framework (2021) as the basis, this paper intends to propose a well-founded way to categorize Vietnamese anti-proverbs and give an update on English and Vietnamese variations. With the development of technology, social media plays a crucial role in archiving and spreading anti-proverbs. Mieder (2007) also stated that mass media is the most crucial means to convey anti-proverbs. Therefore, this paper used social media and other Internet sites as the primary collecting sources. Three (3) criteria were considered to choose suitable social network sites: popularity, user group, and platform format. Specifically, 109 English and 117 Vietnamese anti-proverbs were collected from 2020 to the end of 2022. The data was then examined under Zhang & Wildermuth’s qualitative content analysis method (2005), labeled, and interpreted for further discussion. From the data analyzed, a complete Vietnamese anti-proverb classification has been built. Regarding an English-Vietnamese comparison, English has a more sophisticated anti-proverb inventing process than Vietnamese due to its long-established literary history. However, the two languages acquire Substitution as the most used anti-proverb type. They both use the lexical-semantic factor as the method to substitute the elements. Meanwhile, the second highest type in English and Vietnamese is Blending and Addition, respectively. The investigation is likely to raise awareness of Vietnamese linguists when it comes to antiproverbs, as well as introduce ways of teaching languages with cultural references.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC0.02

16:25-16:33

Guiqiong Chen **(Online)** | A Critical Analysis of “WE” for Leadership Construction in 2020 US Campaign Speeches

Discourse is an important approach to constructing leadership in political elections. Prior studies have researched and affirmed the linguistic function of “WE”, however, few studies have been carried out intensively on assessing the constructive capability and effectiveness of “WE” from the perspective of linguistics. Integrating the framework of Fairclough’s Three-Dimensional Model with Implicit Leadership Theories and Speech Act Theories, this study conducts a critical discourse analysis (CDA) on the 2020 US campaign speeches, aiming to investigate the quantitative and qualitative relationship between politicians’ use of “WE” in campaign speeches and the effectiveness of leadership construction. It turns out that both presidential candidates consciously used “WE” in campaign speeches, which is characterized by high frequency and broad referent. With higher referent radius and effectiveness of “WE”, Biden performed more competitive leadership abilities than Trump. In all, “WE” as a linguistic indicator in campaign speeches can be applied to reveal the relative leadership scale of candidates.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC0.02

16:33-16:41

Guorong Hao **(Online)** | Invented Languages in a Virtual World: A Case of a Chinese Video Game

Video games contain semiotic potential for expanding the scope of sociolinguistic inquiry. Invented languages in a digital era emerge as a new arena for exploring linguistic and cultural diversity. In the shifting paradigm of global gaming industry, China has shifted from the largest consumption market to one of the game exporting countries. The study aims to explore how could invented languages in video games facilitate intercultural communication and protect language diversity. Drawing on the theoretical lens of linguistic diversity (Piller 2016) and incorporating semiotic assemblages (Pennycook 2017) into video game analysis, this study examines the representations of invented languages in Genshin Impact, the biggest global launch of a Chinese video game. The data were collected from the uses and distributions of languages (forms) and auditory and visual modes like image, text, music, sound effects. The findings reveal complex semiotic processes that link various types and forms of invented languages to indexical associations of social persona and political ideology. The study sheds lights on a larger cultural, social and economic context mediated in the global-oriented video games. The study is closed by addressing the importance of underlying language ideologies and power structure in the shifting paradigm of digital economy.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC0.02

16:41-16:49

Siliang Luo **(Online)** | English- Chinese Translation Approaches to CSIs Translation in New Zealand Tourism Context

The overall aim of this research was to advance an understanding of CSI translation strategies in New Zealand Tourism settings. The study endeavored to identify what English- Chinese translation strategies are used to convey CSIs in New Zealand tourism-related texts, what translation strategies are seen as the most effective for translating CSIs and why. In this research, after the initial step on building a parallel corpora containing digital CSIs and their Chinese translations, driven by the classic theories on CSI translation strategies from Aixela (1996) and Davies (2003), the researcher reclassified nine translation strategies from “foreignisation” and “domestication” (Venuti), in order to discuss their different functions when translating CSIs in NZ tourism context. 5 professional translators accredited by NAATI and NZSTI have been invited to participate in semi- structured interviews as a group of raters, while the other group consists of 15 lay readers to provide different perspectives as potential tourists to New Zealand. Four- likert system was adopted as the basic rating system in the interviews. By triangular comparative analysis, the researcher was able to identify the benefits and shortcomings of current translation strategies, and provide better ones for the future industry. By examining the distribution and frequency of translation strategies used, the findings were quite different from what proposed by Venuti (2008, p15) and Nida (1995). According to the research outcomes, it is obvious that translation strategies in different categories of Foreignisation and Domestication are usually used in pair in CSI and CSI- related translation. The research framework has been designed with reference to Venuti (2017)’s theories on foreignisation and domestication. By primarily analyzing the translation strategies used in CSI translation in New Zealand Tourism Settings, it is found that although foreignisation are preferable too, the frequency of the both almost remain the same. Regarding Venuti (2017)’s review on history of translation studies, the circumstances is a bit similar to tourism translation, but the contents covered are a lot more general. So in such a specific general context, the evaluation on effectiveness of translation strategies usually leans to one side. Translation strategies in different categories of Foreignisation and Domestication are usually used in pair in CSI and CSI- related translation. Nida (1981)’s researches into Bible translation were all in the topic of religion. Compared with it, tourism settings contains various aspects in a specific culture. Due to lack of sufficient historical and social basis, the complexity on cultural factors in tourism translation decides that simply adopting one kind of translation strategy is not practicable. Multiple translation strategies both in foreignisation and domestication therefore are applied quite frequently. Various translation strategies may impact the CSI translation quality. This can be analyzed from the ratings by two groups of raters. The research findings on various strategies are divided as three categories, “both recognized”, “dispute” and “repel to each other” . Due to the word limit, the complete research outcomes can not be fully listed here.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC0.02

16:49-16:57

Nancy Boahemaa Nkansah (Online) | Identity construction of the complainant and the accused in the Ghanaian courtroom

Identity construction for both experts and lay participants within the courtroom is central to the activities of the courts since the parties in the interaction always desire to construct a sense of self that is persuasive and acceptable. Studies on identity construction have focused on names as markers of identity, gender and identity, and the discursive process of identity construction. These studies have focused on contexts such as American, and Israeli courts with none in the Ghanaian contexts. Considering the importance of identity construction in the various genres in the courtroom, this study investigates the discursive strategies that are employed to construct the identities of the complainant and the accused in criminal cases in Ghanaian courts. The research design for this study is a qualitative research design. The study investigates how identity is discursively constructed in the courtroom. The research site is the Law Court Complex in Accra which comprises High Courts in Ghana. The data will be written texts specifically, witness statements of some criminal cases collected from selected high courts in Ghana. It is expected that there will be similarities and differences in the linguistic and discursive strategies that are employed in constructing the identities of key participants, specifically the complainant and the accused in criminal cases in Ghanaian High Courts.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.01

16:25-16:33

Yiwen Wu (Online) | English learning among migrant children: do NGOs help this group get out of dilemma

There have been an increasing number of research on left-behind children learning English in mainland China. Nevertheless, it can be noticed that the focuses are insufficient on another group, namely migrant children, who follow their parents to megacities, but lack access to early education resources. Most of them resort to NGOs or charity organizations for resources. Therefore, the present study aims to explore the degree of English study among Chinese migrant children in resourceful cities and further figure out whether relevant NGOs value English guidance for kids. Starting with a preliminary analysis of previous statistics, the study seeks to explore the situation of English learning among migrant children. In addition, field trips and semi-structured interviews would be carried out to analyse the role of NGOs in helping children learn English and areas of improvement. A preliminary analysis revealed a considerable gap between migrant and local children in terms of English proficiency. It is predicted that, after the whole research is finished, our findings may help to draw attention to this particular group, and improve the environment and quality of migrant children's English study.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.01

16:33-16:41

Jingzhu Chen **(Online)** | The Application of English Micro-lectures in Interdisciplinary Education

This paper aims to explore the feasibility and effectiveness of the application of English micro-lectures in primary school interdisciplinary school-based curriculum. English micro-lectures, as a flexible and effective educational tool, has been widely used in diverse educational practice and classroom teaching. They can be applied as a material-mediated language teaching method to cultivate highly-competent talents by breaking disciplinary boundaries, enriching encyclopedic knowledge and developing critical thinking and language competence. Bibliometric approach and grounded theory analysis. Bibliometric approach will be adopted to analyze the data retrieved from CNKI by the bibliometric tool "CiteSpace". In this paper, a series of English micro-lectures focusing on encyclopedic knowledge will be developed and applied in classroom teaching. Then semi-structured interviews will be employed for data collection and analysis under the framework of the grounded theory. Expected outcomes: (1) To present a systematic analysis of the publication trend, the highly cited publications, issuing institutions, hotspots and research trends of English microlectures. (2) To investigate the effectiveness of applying English micro-lectures in primary school interdisciplinary school-based curriculum for enhancing language competence, encyclopedic knowledge and learning motivation. (3) To offer some suggestions for developing and applying English micro-lectures in primary school interdisciplinary school-based curriculum.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.01

16:41-16:49

Veronika Derecskey **(Online)** | The effects of teacher burnout disengagement in the EFL classroom in Hungary- A qualitative study

Teacher engagement plays a very significant role in education, however, it is somewhat different from student engagement, as different factors in learning and work affect engagement and motivation. While teachers leaving the career is getting to be a growing concern in many countries (Goddhard & Goddhard, 2006; Tye & O'Brien, 2002; Amitai & Van Houtte, 2022), research on this problem has still not received enough attention in education or SLA. Some previously conducted studies confirmed that engaged teachers are less likely to leave the profession (Klassen et al., 2012), however, lack of engagement does not necessarily force teachers to leave their jobs. Disengaged teachers might continue teaching and, as having concluded that the teacher plays a decisive role in education and in the lives of students (Darling-Hammond & Youngs, 2002), this can sometimes have serious consequences and problems. This qualitative study focused on teacher disengagement, involving interviews with Hungarian secondary school teachers teaching English as a foreign language, exploring the causes of teacher disengagement, its effects on teaching and teachers' well-being. The data collection was followed by thematic analysis, emerging factors affecting different aspects of teacher engagement and ways teachers choose to cope with disengagement and burnout.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.01

16:49-16:57

Sofia Popova (Online) | Celtic and Germanic linguistic and cultural resemblance

While Celtic civilization seems to have quite a lot in common with the Romance one, the kinship between the Celtic and Germanic civilizations and languages is in fact a great deal stronger as proved by a considerable vocabulary common to Celtic and Germanic languages, but also the influence of Celtic culture on the Germanic one. The research aims to highlight the similarities and differences between Celtic and Germanic linguistic and cultural backgrounds, discover the influence of these civilizations on each other throughout history and predict the development of Celtic and Germanic languages in future. The methodological base for this research consists of systemic analysis of the theoretical sources, data collection method, descriptive research, comparison method, generalization. The expected outcomes of the research will be the identified linguistic resemblance between Germanic and Celtic groups based on the detected similarities and differences. The research will also define the extent of the influence of these two cultures on each other.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.02

16:25-16:33

Yu Tazaki **(Online)** | 'Passive' Unaccusative in L2 English Acquisition

This study investigates 'passive' unaccusative errors (e.g., Miki was disappeared) by critically reviewing two major accounts, namely, the conceptualizable agent and overt marking of syntactic NP movement. The former holds that L2 English learners are more likely to passivize unaccusatives in externally caused events (the causer or cause of the event is apparent) than in internally caused events (the causer or cause of the event is not apparent) whereas the latter states that the resemblance between unaccusatives and passives at the underlying structure overgeneralize the passive morphosyntax to unaccusative verbs. In this study, Japanese learners were asked to take a grammaticality judgment task that includes unaccusatives, unergatives, and non-alternating transitives. The findings in this study show that learners accepted transitivity errors with unaccusatives and non-alternating transitive verbs. This result is taken as an indication that the conceptualizable agent is the most plausible account of the passivization phenomenon because it predicts that learners transitivize unaccusatives before passivizing them. The data also indicate that the transitivization occurs due to an overgeneralization of the lexical semantic representation of causative alternation verbs (e.g., break, sink) to unaccusatives. Furthermore, contrary to the findings in the literature, a U-shaped development was observed in the acquisition of L2 English unergatives.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.02

16:33-16:41

Shuting Liao (Online) | Identifying significant indicators to predict learning performance : A learner profile study in blended EFL learning

The increasing role technology is playing in education has transformed the way instruction is delivered. With a growing number of universities worldwide incorporating blended instruction, it is important to investigate student learning patterns, and the association between learning behaviors and academic performance using rich data resources. Learning analytics provides new insights into monitoring students' learning and allows holistic evaluations of learning processes. However, most previous studies were conducted in fully online environment. Blended learning is still insufficiently explored. This study aims to identify the significant behavioral indicators regarding learning performance in blended English as a Foreign Language (EFL) course in China. We employed K-means clustering to classify similar learners based on their online and offline learning behaviors. Pearson Correlation Coefficient and regression analysis were used to examine the impact of learning behaviors on academic performance to different degrees. The results revealed four types of learner profiles, highlighting the significance of online learning frequency, online resource learning and offline interaction during learning processes. Our study also showed the interesting dynamic change of learning behaviors within the course. The findings provide implications for instructors to adopt personalized teaching that can support student learning, so as to promote student learning performance and optimize teaching effects for blended EFL learning.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.02

16:41-16:49

Yupei Wei (Online) | How do primary teachers use fairy tales in English textbooks to raise students' intercultural awareness in EFL classrooms in China

Intercultural competence has been paid attention to in EFL education in the Global English context. Many innovative materials for cultivating children's intercultural awareness have been proposed, and fairy tales are one of them. However, most research provided theoretical proposals about using fairy tales in classrooms but did not practice them. Thus, this research provides empirical data for the research using fairy tales for developing intercultural awareness in teaching practice and then supports more theoretical studies. Content analysis for cultural content, especially fairy tales, in English textbooks in primary schools in China. Classroom observation for how teachers practice the fairy tales in textbooks in EFL classrooms and students' reactions. Interview teachers about their perspectives on students' intercultural awareness. Collect empirical data about how fairy tales are practised in textbooks and classrooms in Chinese primary schools. Understand teachers' real understanding about cultivating students' intercultural awareness in primary school. Students' intercultural interactions with fairy tales in English textbooks.

LIGHTNING TALKS

DAY 2: 16:25-17:00 | OC1.02

16:49-16:57

Huichao Bi **(Online)** | A Systematic Error Analysis of Chinese EFL Young Learners' English Language Connected Speech Perception

Phonological variations in native speakers' daily conversations can bring comprehension difficulties to foreign language learners. However, there is a lack of studies on young EFL learners' connected speech perception performance. Therefore, this study was designed to classify and analyse young Chinese EFL learners' common types of connected speech perceptual errors. A total of 144 9-to-12-year-old Chinese EFL young learners participated in an English connected speech dictation task. Their written answers were coded for quantitative and qualitative analyses. The results present that: (1) Although random errors decreased with age, the number of lexicon and syntax errors gradually increased; (2) The common error types for Chinese EFL young learners included consonant errors, vowel and consonant errors, grammatical errors, morphology errors in contracted forms, loss of one syllable, misperceiving the shape of words at word boundaries, and functional word substitution errors. The findings of this study have pedagogical implications for improving young EFL learners' connected speech perceptual skills and developing targeted teaching materials.

DAY 2: 28 JUNE 2023

17:10-18:15 | KEYNOTE | OC0.02

Applied conversation analysis: CA research into language and interaction in medicine

“The NHS has a fantastic technology available that they don’t use: conversation”

James Sanderson, Director of Personalised Care, NHS England (referring to patient focused interaction, he promoted better conversations with patients to ‘treat the person not the problem’)

In recent years, conversation analysis has been applied particularly successfully to research into medical interaction and communication. I will explain more fully what I mean by ‘applied’ research, in a talk focusing on and reviewing the kinds of research we’ve been doing in recent years, and on its success. I’ll review a number of studies ranging across a diversity of medical settings (e.g. primary care, oncology, neurology, and neonatal intensive care), which together illustrate how we work – our methodology (more than method) – and how our work is applied to improve the effectiveness of language-in-interaction in medical settings, to diagnosis, and to decision-making (explaining why so little progress has been made in understanding shared decision making, Gulbrandsen wrote, *Medicine has ignored insights from conversation analysis and sociolinguistics* [Pål Gulbrandsen *BMJ* 2020:368 doi: 10.1136/bmj.m97]). I will also explain what I mean by ‘success’, for instance in a study of the differential diagnosis of epilepsy vs. non-epileptic seizures (in the seizure clinic), a study which resulted in a CA diagnostic tool that was almost twice as accurate as clinicians’ diagnoses. I will also talk about the application of the results of some of these studies to (evidence based) training, and the variety of approaches to training that might be considered.



Paul Drew (PhD 1977) is a professor in the Department of Language & Linguistic Science, University of York, UK, where he has taught for almost 50 years. His research in conversation analysis has focused on some of the basic practices underlying talk-in-interaction, including those associated with correction and repair, social action (e.g. complaining, requesting, and recruiting assistance) and the organisation of topics in conversation. He has also pioneered research into, and published extensively on, institutional interactions, notably criminal court and particularly medical interactions. His most recent projects include studies of the language of medical records (with John Hopkins University), the telephone delivery of the UK’s NHS psychological therapies (IAPT), and conversations between doctors and parents in neonatal intensive care. He has lectured and led workshops in CA internationally. He has a visiting position at Ocean University of China (Qingdao) and was awarded an honorary doctorate by the University of Helsinki.

29TH JUNE

DAY 3

OUR WORDS AND WORLDS

25th

WICAL

Warwick International Conference in Applied Linguistics

-  facebook.com/warwickcal
-  wical2023@warwick.ac.uk
-  [@WarwickAppLing](https://twitter.com/WarwickAppLing)

27 - 29 June 2023 | HYBRID



25TH WICAL

OUR WORDS AND WORLDS

DAY 3: 29 June 2023 | Hybrid

<p>9:00</p> <p>10:05</p>	<p>Keynote (OC0.02)</p>	<p>The politics of small culture formation on the go: Researching and living varicultural hybridity Prof Adrian Holliday, <i>Professor of Applied Linguistics & Intercultural Education at Canterbury Christ Church University</i></p>	<p>Join</p>
- COFFEE BREAK -			
<p>10:25</p>	<p>Discourse Analysis (parallel, OC0.02)</p>	<p>Rizwan Sulehry & Miriam Malthusc (Online & In-Person) Lawyers' Movement, Movement for Real Freedom, and Pakistan's changing political culture – tracing the discursive links using a systematic discourse theoretical framework Amna Azam & Fareeha Aazam (Online) Representation of Fall of Kabul (2021): A Multimodal Analysis of Political Cartoon Wenshuai Gao (Online) A Critical Discourse Analysis of Female Discourse Strategies in Chinese Stand-up Comedy</p>	<p>Join</p>
	<p>Discourse Analysis (parallel, OC1.01)</p>	<p>Zhiqiang Zhao (Online) Global ambitions constrained: Unraveling competitive discourse strategies surrounding Tiktok's ban Yilin You (Online) Ideology and emotionality in English/French/Chinese live commentaries of FIFA World Cup: A critical discourse analysis Yanni Sun (Online) Revival of populist rhetoric in contemporary China</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.02)</p>	<p>Shurui Yin (Online) Capital, identity and ideology: An investigation of Chinese students' English language investment in EMI transnational universities in mainland China Panpan Zhang "What do I feel? Who am I?": Secondary school EFL student teachers' emotion labor in identity construction from a post-structuralist perspective Juan Dong Once a student and now a teacher: a case study of a Bengali foreign teacher's multilingual entrepreneurship in Southwest China</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.07)</p>	<p>Joshua Augustine Lim & Norhaida Bte Aman (Online) Teachers' beliefs about the role and utility of Singlish in the English Language classroom Franklin Chen (Online) An investigation of academic-oriented masters of foreign languages' motivational dynamics in the post-pandemic era: A retrodictive and tracing approach Fatemeh Azimtaraghdari ESOL teacher's motivation for continuing professional development</p>	<p>Join</p>
<p>11:55</p>	<p>Language Teaching and Learning (parallel, OC1.08)</p>	<p>Xuesong Li (Online) The effects of the reading-to-write approach on senior high school students' writing proficiency Yanyun Zhou (Online) Dynamic low attainment in foreign language learning: Challenges and agency in learning activities Zhihui Zhang (Online) Effects of the Artificial Intelligence Chatbot on EFL's writing skills</p>	<p>Join</p>
- LUNCH BREAK -			
<p>12:55</p>	<p>Discourse Analysis (parallel, OC0.02)</p>	<p>Shufen Ou (Online) A multimodal discourse analysis of the naming practices of urban renewal projects in Hong Kong Roumaissa Nora Sayoud (Online) Legitimizing a "humanitarian" military intervention: a critical discourse analysis of the political discourse of David Cameron (the 2011 Libyan Arab Spring rebellion as a case study) Patamasiri Hoonthong Discursive representations of being 'young' in Thai politics: delegitimation of Future Forward Party (FFP)</p>	<p>Join</p>
	<p>Discourse Analysis (parallel, OC1.01)</p>	<p>Ming Cheng (Online) Sensing sustainable energy issues in China and the US: Topic modelling and sentiment analysis of social media discourse Chenxiao Zhang (Online) A discourse analysis on intersubjectivity in scientific speeches: A bidimensional perspective of factuality and modality Ruixin Xiang (Online) Analysis of interactive metadiscourse use among intermediate and advanced Chinese language learners with English background</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.02)</p>	<p>Minh Hoang Tran (Online) Adopting gamified online quizzes on vocabulary learning in asynchronous mode Pawel Andrejczuk (Online) Telecollaboration: A 21st century language teaching approach? Phyo Wai Tun Context-appropriate TPACK features: A case study of exemplary online English teachers in difficult circumstances</p>	<p>Join</p>
	<p>Language Teaching and Learning (parallel, OC1.07)</p>	<p>Huixin Wang Directed Motivational Currents (DMCs) in L2 teaching: Exploring the effects on identity and self-efficacy Zeynep Önder & Seren Özgür Exploring video-recorded speaking tasks: A multimodal conversation analysis study Ning An (Online) Alphabetic teaching and learning in an Arabic classroom as a translanguaging space: An analysis from the spatial orientation</p>	<p>Join</p>
<p>14:25</p>	- SHORT BREAK -		

25TH WICAL

OUR WORDS AND WORLDS

DAY 3: 29 June 2023 | Hybrid

14:35	Discourse Analysis (parallel, OC0.02)	<p>Shenyang Zhou (Online) Critical discourse analysis of the representations of foreign domestic workers in South China morning post during the COVID-19 pandemic</p> <p>Jiajie Chen Negotiating scales and agency: Identity construction of skilled internal migrants in Shanghai</p> <p>Marianna Patrick Constructing 'place' in narratives of serial migration</p>	Join
	Discourse Analysis (parallel, OC1.01)	<p>Xinyi Guo & Gaowei Li (Online) Other — shape the image of China in ecological discourse analysis with LDA theme model</p> <p>Huimin Mi (Online) A comparative study of national image construction in news titles — A case study of China's spaceflight news titles from Chinese state media</p> <p>Holly Warner 'The stereotypical way that "rape happens"': Upholding perfect victim ideologies in victims' sexual violence narratives</p>	Join
	Discourse Analysis (parallel, OC1.02)	<p>Valeria Russo (Online) A corpus-assisted discourse study on Brexit and environment in British online newspapers</p> <p>Fareeha Aazam, Ang Pei Soo & Noor Aqsa Nabila Binti Mat Isa (Online) The role of language in shaping university identities on Twitter: A corpus-assisted discourse analysis</p> <p>Yating Li (Online) A corpus-based study on the construction of trust relation in recruitment discourses</p>	Join
16:05	Intercultural Communication (parallel, OC1.07)	<p>Yoko Matsumoto (Online) Fostering intercultural competence through virtual exchange in Japanese higher education</p> <p>Wenyun Jia (Online) Academic identities construction and language investment in joint PhD programmes: A case study of Chinese doctoral students moving from Chinese-medium to English-medium universities</p> <p>Yuyao Xiao (Online) "We are just boring Chinese." Diversity in identity, environment, and social networks among Chinese study abroad students</p>	Join
- COFFEE BREAK -			
16:25	Lightning Talks (parallel, OC0.02)	<p>Yiyang Song (Online) An exploration of teaching strategies for teaching Chinese culture to overseas children in the classroom: A reference of language and children: A guide to teaching foreign language in American elementary and secondary schools</p> <p>Yangmei Yue (Online) Navigating cultural divides: Challenges and insights in Chinese-English interpreter mediation at diplomatic press conferences</p> <p>Fatimah Fagehi (Online) Corpus-assisted discourse analysis of visionary leadership discourse in the Saudi context</p>	Join
	Lightning Talks (parallel, OC1.01)	<p>Yilun Yang (Online) A study on the functions of hedges of modal verbs in Chinese and western learners' English academic discourse : A local grammar perspective</p> <p>Wanyue Wang & Haomiao Li (Online) Analysis of acquisition errors and teaching suggestions from the perspective of contrastive study of Chinese and English — A case study of "sòng" and "sòng gěi"</p> <p>Linh Nguyen Assisting interaction during online learning environments: Teachers' professional feedback practices</p>	Join
17:00	Lightning Talks (parallel, OC1.02)	<p>Xingyu Quan (Online) Taking comprehensibility as the key to pronunciation teaching, how should international Chinese teachers practice it when teaching Non-Chinese speakers? - Take Beijing Sport University as an example</p> <p>Lorenzo Dumalina (Online) Voices on the ground: Appraising monolingual curriculum in a multilingual setting</p> <p>Thashmira Rajapaksha & Oshadhi Jayakody (Online) Investigating the impact of multilingualism on language learning and exploring ways to promote multilingualism in ELT classroom</p>	Join
- SHORT BREAK -			
17:10	Keynote (Online)	<p>Integrating explicit knowledge into the second language classroom through concept-based language instruction</p> <p>Prof James P. Lantolf, Distinguished Professor at Beijing Language and Culture University / Greer Professor at the Pennsylvania State University</p>	Join
18:15	Closing (OC0.02)	<p>Conference Closing</p> <p>Xiaofang Lu & Xinyue Zhou, Co-Chairs of 25th WICAL Organising Committee, University of Warwick</p>	Join
18:30			

DAY 3: 29 JUNE 2023

9:00-10:05 | KEYNOTE | OC0.02

The politics of small culture formation on the go: Researching and living varicultural hybridity

In looking at the politics of small culture formation on the go, I will first explain why it is important to begin with the small - what we can see around us every day from childhood. The politics is in how we are pulled away from finding threads of experience with those around us by blocks (essentialist grand narratives that are often hard to recognise). The world within which we do this is varicultural and naturally hybrid in that cultural variation extends everywhere. It is the canvas in which our words and worlds can expand and create, and where 'separated cultures' are constructed for multiple reasons from nation to organisation to people interacting. I will exemplify with two instances within this canvas - autoethnographic excerpts from my residence in Iran 50 years ago, and from a recent stay in a British hospital outpatients department. In both cases, threads could be found only when the blocks of grand narrative 'rumours' could be recognised and put aside. There were considerable micro- and lingua-cultural differences in both cases; but these in themselves were not problematic until distorted by native-speakerist and Orientalist narratives. Being both participant and researcher in both instances also laid bare how researching and living the intercultural both share the intersubjective task of sorting out threads from blocks. I will explain why I needed to reject an evocative approach, which focuses on cultural difference, in favour of an analytical approach that sorts out the positionalities of all the parties involved. This is not to do with the interaction between cultures, but with how culture is constructed, imagined and projected.



Adrian Holliday is Professor of Applied Linguistics & Intercultural Education at Canterbury Christ Church University, where he supervises doctoral research in the critical sociology of language and intercultural education. His publications deal with the cultural politics of international English language education, the Western ideologies which inhibit our understanding of non-Western cultural realities, the cultural politics of so-labelled 'native-' vs. 'non-native speaker' teachers, and qualitative research methodology. He spent the early part of his career as a teacher and then curriculum advisor in Iran, Syria and Egypt, and was Head of The Graduate School at CCCU between 2003 and 2018. His most recent books are *Understanding intercultural communication: negotiating a grammar of culture*, 2nd edition, *Making sense of the intercultural: finding deCentred threads*, with Sara Amadasi, Routledge, 2020, and *Contesting grand narratives of the intercultural*, Routledge 2022 His website is at adrianholliday.com.

DISCOURSE ANALYSIS

DAY 3: 10:25-11:55 | OC0.02

10:25-10:55

Rizwan Sulehry & Miriam Malthusc (Online & In-Person) | Lawyers' Movement, Movement for Real Freedom, and Pakistan's changing political culture – tracing the discursive links using a systematic discourse theoretical framework

Political communication scholars have long since called for investigation of a discourse of communication for its temporal, contingent, and ontological functions using a systematic methodological framework (De Cleen et al. 2021; Fawzy 2022). This paper aims to push forward this line of thinking. In conjunction with that aim, this paper demonstrates the application of an eclectic methodology which combines discourse theory with frame analysis (Sulehry and Wallace 2023). It reports on the preliminary analysis of a YouTube speech delivered by a popular Pakistani politician, Senator Azam Swati, as part of his party Pakistan Tehreek-e-Insaf's (PTI) Movement for Real Freedom (MRF). The aim of the movement is to make the country's military establishment accountable before law. The findings point to the speaker's articulation of a set of practices which have their origins in the Lawyers' Movement 2007-09 (LM). An indicative example is his articulation of Pakistan Army as a sneaky "aggressor" acting in defiance of law. After discussing the comparative significance of such articulations circa 2007 and 2022-23, the paper argues that the discourse of a successful social movement gives birth to new social practices. These practices are culturally 'normalized' over time, triggering the process of alteration of social power dynamics (Krzyzanowski 2020). Therefore, we should investigate the origins of these practices with a view to tracing their discursive trajectory. This presentation outlines ways to conduct such an inquiry, and how it might be applicable in other socio-political contexts.

DISCOURSE ANALYSIS

DAY 3: 10:25-11:55 | OC0.02

10:55-11:25

Amna Azam & Fareeha Aazam (Online) | Representation of Fall of Kabul (2021): A Multimodal Analysis of Political Cartoon

This research aims to examine the dominant ideologies and meaning construction in socio-political cartoons in Pakistani and western English newspapers, focusing on political cartoons that give a critical perspective on the issues. The study aims to interpret semiotic and linguistic connotations and ideologies reflected in cartoons and examine how different connotations and constructed ideologies are exercised through media. Data was collected from four English newspapers, including two Pakistani newspapers, namely 'Dawn' and 'The News', and two Western newspapers, namely 'The Guardian' and 'The Washington Post'. The qualitative method was used for data analysis, following Machin (2007) and Ledin and Machin (2020) Multimodal Analysis for semiotic analysis and Machin and Mayr (2012) Critical Discourse Analysis for linguistic analysis of cartoons. The study's analysis uncovers various socio-political ideologies of Pakistani and Western media about the Fall of Kabul in 2021, examining how different connotations and constructed ideologies are exercised through media. The study discusses substantive socio-political themes related to the Fall of Kabul in 2021, and how they are reflected in political cartoons. The findings of the study contribute to our understanding of how political cartoons construct and convey socio-political ideologies, and how these ideologies shape public perspectives on important socio-political issues.

DISCOURSE ANALYSIS

DAY 3: 10:25-11:55 | OC0.02

11:25-11:55

Wenshuai Gao (Online) | A Critical Discourse Analysis of Female Discourse Strategies in Chinese Stand-up Comedy

Despite the extensive study of female discourse strategies in literature, politics and mass media, few have been concerned with that in online stand-up comedies, a new form of art dominated by male performers. This study aims to analyze the strategies that female stand-up comedians have adopted in constructing female discourse in their performances. The study conducts a critical discourse analysis of the transcriptions of the female comedians in a Chinese online stand-up comedy show Rock & Roast, concluding five outstanding strategies that those female comedians adopted in constructing female discourse: tending to select female topics or female perspective as material, constructing diverse female images in stage, hiding irony in particular lexicalization or organization, reducing aggression by self-deprecation, using rhetorical devices to arouse interaction. These results, on one hand, indicate the struggle of those female comedians in surviving a traditionally highly patriarchal society, but on the other, the high agency of those comedians in reaching out to a larger potential audience by reorganizing their discourse to soften their claims of “power”. The study reveals the female’s awareness in establishing their own discourse system in a new media context in a traditional male-priority society. The paper also discusses the implication of this practice in female discourse construction in similar environment.

DISCOURSE ANALYSIS

DAY 3: 10:25-11:55 | OC1.01

10:25-10:55

Zhiqiang Zhao (Online) | Global Ambitions Constrained: Unraveling Competitive Discourse Strategies Surrounding TikTok's Ban

TikTok, as a typical representative of Chinese enterprises expanding globally, possesses significant influence and has long faced suppression by the US government. Understanding the discursive construction of the TikTok ban by mainstream media in China and the United States holds practical significance in revealing the competitive strategies at the discourse level, improving reporting strategies in China's media, and safeguarding the legitimate overseas rights of Chinese companies. Innovatively employing a corpus technology-assisted frame analysis method, this study introduces novel approaches to frame identification in the field of news reporting. By combining machine-based quantitative analysis with manual qualitative confirmation, it effectively addresses subjectivity and systematic limitations in traditional frame identification. The research is based on articles related to the TikTok ban published by China Daily and The New York Times between July 6, 2020, and December 22, 2022. The two corpora contain approximately 120,000 and 100,000 English words, respectively. The study employs keyword lists to identify the focal points of the media coverage for each outlet, and further utilizes index line analysis in conjunction with keyword context to determine the framing of the reports. The findings indicate that China Daily's coverage exhibits frames of government responsibility, industry competition, and risk, while The New York Times' coverage presents frames of government responsibility, corporate responsibility, and the ban as a political tool. Through detailed analysis of each frame and its characteristics, the study concludes that: 1) there are significant differences in the relationships between the framing approaches adopted by the two media outlets; and 2) China Daily lacks a relatively independent reporting perspective. The study provides recommendations for improving reporting strategies in Chinese media: 1) freeing the media from excessive entanglement with the government and focusing on objective reporting; and 2) emphasizing the diversity of information sources in reporting.

DISCOURSE ANALYSIS

DAY 3: 10:25-11:55 | OC1.01

10:55-11:25

Yilin You (Online) | Ideology and emotionality in English/French/Chinese live commentaries of FIFA World Cup: A critical discourse analysis

As one of the most important live TV sports events, the FIFA World Cup attracts large audience and generates discursive and social impact worldwide. Meanwhile, TV commentary, often highly ideological and emotional for political and commercial reasons, constitutes an important part in audience's reception of the games and the (re)construction of ideas in societies. This study aims to explore how ideologies (e.g., nationalism) are embedded and how emotions are expressed in the live commentaries of major international football games, with a comparative perspective among English, French and Chinese commentaries. The current study intends to focus on the live commentary of some of the sensational highlights during the 2022 and 2018 World Cup finals, such as the '97s miracle' in 2022 final (Argentina vs. France), since these moments serve as great opportunity to generate impact among the audience and often contain intense emotion, making them fertile ground for examining ideology and emotionality. Data will be collected through various official broadcasting sources of live commentaries, such as BBC and itv1 (English), TF1 (French), and China Central Television (Chinese). Data will be analyzed on the basis of Fairclough's three-dimensional framework for Critical Discourse Analysis (CDA). The study expects to find and compare the existence and pattern of ideology and characteristics of emotional expression in commentaries of different languages. In particular, the result may reveal the interactive process of how the language of sports commentaries shape our realities and vice versa. In all, the study will provide a critical and comparative perspective into sports discourse in both Europe and Asia.

DISCOURSE ANALYSIS

DAY 3: 10:25-11:55 | OC1.01

11:25-11:55

Yanni Sun (Online) | Revival of populist rhetoric in contemporary China

Populism, once a fringe phenomenon, now became a mainstay of contemporary politics. Many people are curious: Is China facing a populism surge and what is it like? This research examines 乌有之乡 Utopia, a Chinese left-wing website. Considering true/false Chinese Communist Party members is a central theme in the discussions on Utopia, I mainly collected articles regarding CPC and identified populist discourses in them. Using 共产党 the Communist Party as the keyword, I located 1535 articles. Constrained by the research scale, I mainly included the article titles into detailed analysis since they summarise the gist of the whole article and serve as mini slogans to call for attention, providing enough information about the thoughts and language of the leftists. The body texts were examined whenever relevant to the analysis. A corpus of 32105 Chinese words was formed and corpus-assisted critical discourse analysis was conducted. The research detected a nostalgic attitude to the past communist era and a revival of language and ideas in the populist past (e.g. the Cultural Revolution, CR). Current social problems were discussed with the rhetoric and ideas in the past. Vocabularies of CR are re-adopted, the suggestion to re-assess CR and other controversial movements in the past is proposed, and political stances typical of CR re-emerge such as leader cult, anti-capitalism/bourgeoisie, xenophobia of capitalist countries (especially America), arguments based on morality and fear, and support of Maoism, political purging movements and direct mass participation.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.02

10:25-10:55

Shurui Yin (Online) | Capital, identity and ideology: An investigation of Chinese students' English language investment in EMI transnational universities in mainland China

Globalisation has accelerated the internationalisation of Chinese higher education. The increasing number of transnational universities in mainland China with the implementation of the English medium instruction (EMI) policy attracted a large number of Chinese students. Despite growing research on these students' English (L2) learning experience in EMI transnational universities through the sociopsychological lens, studies that consider social dynamics and learners' agency remain scarce. Grounded in the poststructuralist paradigm, this qualitative study draws on Darwin and Norton's (2015) Model of Investment to explore Chinese students' investments in English-mediated practices in the EMI transnational university in mainland China, with particular attention to the mediating role of capital, identity, and ideology. Data were gathered from week-long solicited diaries and follow-up semi-structured interviews with six mainland Chinese students recruited through criterion sampling. Based on thematic analysis, findings showed the complexity and dynamics of students' L2 investments. Their differential levels of investment in varieties of English-mediated practices appeared to be mediated by the capital they possessed and negotiated, shaped by their non-static and imagined identities, and driven by multiple ideologies in relation to the value and role of English. This study holds pedagogical implications for supporting Chinese students' English learning in EMI transnational universities.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.02

10:55-11:25

Panpan Zhang | “What do I feel? Who am I?”: Secondary school EFL student teachers’ emotion labor in identity construction from a post-structuralist perspective

Teaching practicum is considered a highly complex process whereby student teachers attempt to navigate their dual identities and experience a variety of emotions, dilemmas, and tensions. Nevertheless, research on language teacher emotion and identity construction with student teachers as its foci is still scarce. Additionally, there is a dearth of research on China, particularly among secondary schools. The current study thus aims to investigate the emotion labor of Chinese secondary school EFL student teachers and its function in the development of their teacher identities. In this study, considering the complexity, fluidity, and fragmentation of emotion labor, as well as the socio-cultural, hybrid, and multi-faceted nature of language teacher identity, a post-structuralist perspective will be adopted. Additionally, to investigate both external and internal factors bearing on emotion labor and identity construction, Zembylas’ model of three levels of teacher emotions (intrapersonal, interpersonal, intergroup levels) will serve as the analytical framework. The main data will be gathered from semi-structured interviews with five student teachers who worked as an intern for one semester. With the purpose of triangulation, emotional diaries, focus group interviews with students, classroom observations, and relevant materials will also be collected as supplementary data. Findings will be organized and presented in light of Zembylas’ three-dimensional emotional levels. At the intrapersonal level, student teachers’ emotional struggles and identity tensions emerged mostly due to the reality shock between theoretical knowledge and the reality of ELT. At the interpersonal level, these struggles could be attributed to some disturbing students, parents, and even instructors. At the intergroup level, it may derive from the perceived unfair events shaped by institutional particularities. Moreover, student teachers’ efforts to display required emotions resulted in emotion labor, thereby evoking deeper reflexivity. This reflexivity may catalyze emotional growth and student-teacher identity transformation. These findings offer significant implications for stakeholders.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.02

11:25-11:55

Juan Dong | Once a student and now a teacher: a case study of a Bengali foreign teacher's multilingual entrepreneurship in Southwest China

Adopting the notion of linguistic entrepreneurship (De Costa, Park & Wee, 2016, 2019, 2021), this study looks at how a Bangladeshi student progresses from an international student to a Bengali foreign teacher at a Chinese university, and how this Bengali foreign teacher capitalizes on his multilingual repertoires and social resources to maximize his value and display his entrepreneurial personhood in China. Data were collected through long-term participant observation (from the year 2018 to 2023), reflective journals and multiple rounds of interviews. Content analysis was employed to map out relevant themes emerging from the data. The findings unveil that this Bengali foreign teacher utilizes his multilingual competence (Bangla, Arabic, Chinese, English) and social network resources to contribute to teaching, research, student employment, international cooperation between universities and the socio-economic development of both countries. To be more specific, as a “languages other than English” (LOTEs) foreign teacher in China, he works with Chinese companies and the Bangladeshi Consulate in Kunming (the capital city of Yunnan province) to connect students with employment and internship opportunities; collaborates with Chinese colleagues to compile Bengali language textbooks; introduces the educational cooperation and exchanges between universities in Yunnan, China and Bangladesh; as well as interacts with leaders of Chinese government and the Yunnan South Asian Centre to offer suggestions on economic and infrastructure cooperation and development between China and Bangladesh. The study demonstrates that the LOTEs foreign teachers who come from the third-world country exploit their own cultural background, multilingual repertoires, socioeconomic resources and expertise to bridge the intercultural dialogue between China and their home country. The study sheds light on embracing a more inclusive vision of Chinese-mediated multilingualism (Li & Zheng, 2021) to cater to LOTEs foreign teachers from diverse backgrounds. The study also indicates that China's mutually beneficial and reciprocal approach of LOTEs global talent cultivation offers implications to the global higher education system.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.07

10:25-10:55

Joshua Augustine Lim & Norhaida Bte Aman (Online) | Teachers' beliefs about the role and utility of Singlish in the English Language classroom

Singlish, commonly defined as Singapore Colloquial English, has been pervasive since the 1970s. Despite claims about its interference with global intelligibility, this local variety of English has not only continued to be prevalent but also receives approval among Singaporeans. However, its tenability as a tool to be leveraged on in the classroom has received scant discussion. This study therefore explores English Language preservice teachers' attitudes towards Singlish and their beliefs towards the use of contrastive pedagogies in the English Language classroom. Adopting a mixed-methods study involving quantitative and qualitative data, 40 preservice teachers majoring in English from the National Institute of Education were surveyed. The survey employed both closed and open-ended questions to investigate their perceived value of Singlish in the classroom and with reference to a case study, their views on contrastive analysis as a pedagogical tool. 8 participants were subsequently interviewed to further explore their responses. The findings reveal that participants appraise Singlish positively for its affordances in fostering rapport and a healthy classroom culture. While concerns that language classrooms should be distinct spaces for quality input exist, Singlish is unequivocally recognised for its ability to reduce students' affective filter and even increase accessibility to acquiring the standard. Moreover, despite some apprehension over the limited subject content knowledge in the features of standard versus colloquial varieties of Singapore English, participants displayed an overall supportive stance to the use of contrastive pedagogies for reasons associated with its ability to promote students' noticing of language features, its motivational capacity and systematicity facilitating implementation.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.07

10:55-11:25

Franklin Chen **(Online)** | An investigation of academic-oriented masters of foreign languages' motivational dynamics in the post-pandemic era: A retrodictive and tracing approach

In the post-pandemic era, with the ever-accelerating competition in the academic field, language learning motivation (LLM) plays an increasingly crucial role in regulating learners' language learning. Nonetheless, little attention has been previously paid to the interrelationship between the ever-shifting LLM of masters of foreign languages and their academic development, which in the long run shapes their academic career. Hence, in the lens of CDST, this two-year longitudinal study organically combines the strengths of both retrodictive and tracing templates. With 10 academic-oriented masters of foreign languages as participants, this study aims to track the evolution of their motivational signature dynamics in different stages through retrodictive qualitative modelling (RQM), motivational change graphics, in-depth retrospective interviews, Q-methodology as well as motivational network modelling, etc., thus contributing to further investigate the complex and dynamic interrelationships between their LLM and academic performance. So far, findings regarding the participants' motivational trajectories indicate that: 1) by viewing their LMM as a complex dynamic system, the motivational "ergodic ensemble" does exist and the motivational intra-individual differences enables to predict the emergence of the whole motivational pattern; 2) in different stages, constituting motivational factors (i.e., assimilating into the corresponding LOTE community, sense of self-fulfillment, future vision, etc.) harmoniously co-exist in a holistic, dynamic and relational motivational self-system. It is the co-adaptative interaction of learners' cognitive, emotional and motivational resources with the corresponding spatial-temporal contextual conditions that constitutes the coordinative structure.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.07

11:25-11:55

Fatemeh Azimtaraghdari | ESOL teacher's motivation for continuing professional development

Teachers' continuous professional development is important because it impacts on students' learning. A lack of CPD can also negatively impact on teachers' motivation as a result of feeling inadequate or seeing no progression. For professional development to be continuous and productive, there should be motivation for learning. Self-directed CPD is desirable because it is linked with internally-regulated motivation. This research aims to explore language teachers' motivation for self-directed, continuous professional development. Data will be collected in two stages. First, participants, who are all experienced teachers who did CELTA mid-way through their career autonomously, will be asked to write an autobiography of their career journey. Autobiographies will be analysed to find external and internal stimuli including experiences, beliefs, and feelings to professional development. In the second stage, participants will be interviewed to find details of motivational aspects. The interviews will be semi-structured based on findings from the first stage and will be recorded and transcribed. Finally, the data will be merged and narratives will be coded to find categories of elements that influence motivation. As some aspects of teacher identity is revealed in autobiographies, it is expected that the following themes emerge: teachers' background, their previous experiences, feelings and beliefs about teaching and what it takes to be a teacher, ideologies about their mission in the world, beliefs about their competences, their teaching outcomes, and their role as a teacher. In conclusion, findings of this study can help school leaders and teacher trainers to motivate teachers to professionally develop.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.08

10:25-10:55

Xuesong Li (Online) | The effects of the reading-to-write approach on senior high school students' writing proficiency

The purpose of the study aims at exploring whether the reading-to-write approach is effective in enhancing students' writing accuracy, fluency, grammatical complexity and lexical complexity. That is, it attempts to testify whether the combination of reading and writing can enhance senior high school students' abilities of expressing accurate, fluent and sophisticated ideas in their writing from the aspects of content, organization, vocabulary, grammar, language use and mechanics. Quantitative research method was adopted. 90 participants from two parallel classes were enrolled in the 12-week experiment. . The between-subjects design and within-subjects design were employed. The writing accuracy, fluency and grammatical complexity were judged by Wolfe-Quintero's T-units while the lexical complexity was measured by Lexical Frequency Profile. The paired sample T-test aimed at finding whether participants in the experimental group had made significant progress in their writing accuracy, fluency and complexity. The independent sample T-test attempted to further verify the effects of the reading-to-write approach on students' writing accuracy, fluency and complexity compared with the traditional method. The study finds that participants received the reading-to-write approach have improved in the aspects of writing accuracy, fluency and grammatical complexity while it does not fit to the lexical complexity in the short term. The study concludes that the reading-to-write approach is more effective than the traditional approach in promoting students' overall writing proficiency, writing accuracy, fluency and grammatical complexity while it does not in line with the lexical complexity in the short term.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.08

10:55-11:25

Yanyun Zhou (Online) | Dynamic low attainment in foreign language learning: Challenges and agency in learning activities

Low attainment in second language acquisition (SLA) has long been considered an important research area as researchers seek to understand the challenges in language learning activities to improve students' academic performance. However, most studies have focused on individual differences, using quantitative methods to seek generalisation over the cause-effect relationship between defined variables and low attainment, and thus the contextualised and dynamic nature of low attainment is not fully understood. Therefore, this study aims to re-conceptualise low attainment as a contextualised, dynamic and developmental system and reveal how student agency plays a role in it. This study focuses on challenges faced by four Chinese high school students in their English learning activities. Qualitative data were collected using a diary-interview method that consisted of guided journal writing for three months and follow-up online semi-structured interviews as well as asynchronous chat interviews. Interpretative Phenomenological Analysis (IPA) was applied to analyse collected data. Three challenges were discovered, 'difficulties in using strategies to recite English words', 'challenges in understanding the English writing logic' and 'negative washback effect on learning', which were mediated by individual experiences and a test-oriented learning environment. Meanwhile, students used their agencies to solve these challenges and seek academic improvement. Based on the findings, it is argued that low attainment is dynamic and developmental, while students can use their agency to improve performance. The results suggest that more social perspectives are needed for researching low attainment and pedagogical interventions on strategy training can be introduced.

LANGUAGE TEACHING AND LEARNING

DAY 3: 10:25-11:55 | OC1.08

11:25-11:55

Zhihui Zhang (Online) | Effects of the Artificial Intelligence Chatbot on EFL's writing skills

This paper investigates the impact of a chatbot on English as a Foreign Language (EFL) students' writing skills, which have been relatively understudied in the field of computer-assisted language learning. The study aims to assess the effect of chatbot assistance on EFL students' writing skills in terms of sentence structure, grammar, sentence fluency, spelling, organization, and ideas, as well as their level of motivation and engagement. The study's objectives are to: evaluate the effect of chatbot assistance on EFL students' writing skills, compared to a control group without chatbot assistance and determine the impact of chatbot assistance on EFL students' motivation and engagement in writing. The chatbot used in the study was developed based on the RLHF (Reinforced Language Human Feedback) framework from OpenAI. 42 EFL students from an international high school in Hangzhou were randomly assigned to an experimental group (using chatbot) or a control group (no chatbot). After a six-week period, both groups took a post-test writing prompt, and the experimental group was interviewed for motivation. The Six Traits of Writing rubric rated writing quality in areas such as grammar and organization. Data was analyzed with independent samples t-tests. The study found that the experimental group outperformed the control group in areas such as sentence fluency, grammar, and idea/organization, as rated by the Six Traits of Writing rubric. The experimental group also exhibited higher motivation and engagement in using the chatbot for writing assistance. Furthermore, students' investment in chatbot-assisted learning gradually increased over time, with students spending more time on the chatbot as they became more familiar with it. This confirmed their high engagement with the chatbot and its usefulness in assisting with writing skills. These findings suggest that chatbot assistance can have a positive impact on EFL students' writing skills and motivation.

DISCOURSE ANALYSIS

DAY 3: 12:55-14:25 | OC0.02

12:55-13:25

Shufen Ou (Online) | A multimodal discourse analysis of the naming practices of urban renewal projects in Hong Kong

Since the introduction of 'semiotic landscapes' by Jaworski and Thurlow (2010), the field of linguistic landscape (LL) has evolved considerably, manifested by the expansion of scholarly attention from written language(s) displayed in the public domain to different types of semiotic resources and practices. Given that discourse, a mode of semiosis, has been observed to be interwoven with LL (Seargeant & Giaxoglou, 2019), and that the LLs constructed through urban renewal projects have rarely been explored through the lens of discourse analysis, this study seeks to investigate what and how discourse(s) shapes and is shaped by the LL against the backdrop of urban renewal in Hong Kong. This is a mixed-method study, involving field visits to 62 projects undertaken by the Urban Renewal Authority in partnership with developers, photo-taking of building names, and collection of relevant official documents available online. In addition to tallying language choices, this study draws on multimodal discourse analysis (Kress, 2013) to analyse the textual and visual elements utilised in the naming practices, taking into account the contexts in which those signifiers are created and emplaced. The data show that the vast majority of signs are English-Chinese bilingual and index high-priced private residences, with references to nature, affluence, aristocracy, etc., and they are usually made of gold or silver metal materials, sometimes with illumination behind them. It can therefore be said that the LL artifacts derive their meaning from the property-led urban renewal process, while visually and materially enacting discourses of urban gentrification and social hierarchy.

DISCOURSE ANALYSIS

DAY 3: 12:55-14:25 | OC0.02

13:25-13:55

Roumaissa Nora Sayoud **(Online)** | Legitimizing a “humanitarian” military intervention: a critical discourse analysis of the political discourse of David Cameron (the 2011 Libyan Arab Spring rebellion as a case study)

After the outbreak of the Libyan “Arab Spring” rebellion in 2011 to overthrow Gaddafi’s authoritarian regime, Libya witnessed an accelerated motion of conflict and violence escalation. Britain and France coalesced to press the need for a humanitarian intervention to halt the havoc of war. Thereafter, the UN introduced the Responsibility to Protect (R2P) and authorised the deployment of the military machine to Libya in order to halt the gross and systematic violation of human rights. Under the Cameron administration, the UK fully committed to protecting vulnerable civilians. Accordingly, my PhD project attempts to examine How Cameron’s pro-interventionist foreign policy is communicated in his political discourse and how his normative logic in relation to peacebuilding is structured to legitimise Britain’s intervention in the 2011 Libyan crisis. The data of this study consist of a corpus of sixteen speeches delivered by Cameron on the situation in Libya during 2011. A plethora of studies addressed the R2P norm from mainstream International Relations-based theoretical frameworks. This research drifts from the mainstream theoretical directions aiming at contributing to critical discourse studies. Theoretically, the intellectual orthodoxy of CDA seeks to unscramble the ideologies and power relations and to denaturalise the taken-for-grantedness embedded in the discourse. Methodologically, the study applies the discoursehistorical approach and utilises insights from Van Leeuwen’s strategies of legitimation. Preliminary analysis deductively identifies that Cameron legitimises his prointervention rhetoric through authorisation, moral evaluation, altruism, rationalisation, and mythopoesis. Legitimation strategies inductively outline three main discourses exploited by Cameron to communicate his normative logic in relation to peacebuilding: the discourses of security, democratisation, and humanitarianism/ the just cause. This discursive argumentation is thematically discussed in relation to moralisation/legitimation of the use of force, globalisation of threat, dehumanisation/de-legitimation of Gaddafi’s regime, the revival of the British political influence on Libya, globalisation of interests, the fairy tale of the just war, and militarisation of humanitarian language.

DISCOURSE ANALYSIS

DAY 3: 12:55-14:25 | OC0.02

13:55-14:25

Patamasiri Hoonthong | Discursive representations of being 'young' in Thai politics: delegitimation of Future Forward Party (FFP)

The representations of young people are contextually determined. In Thailand, youth struggle to voice themselves in public due to being portrayed as inexperienced and innocent. The portrayal of young people in institutional politics, often dominated by older individuals, has limited their meaningful participation. This study aims to uncover how discourses with references to age and experience delegitimize the youth-focused Future Forward Party (FFP) and undermine their ability to participate meaningfully. I collected data from 2 sources: (i) 390 articles from Nationthailand.com, a conservative Thai-owned English-published newspaper, and (ii) 5 parliamentary debates during the FFP's two-year existence in 2018-2020. I used corpus-assisted discourse studies to analyze a 176,535-word newspaper corpus on Sketch Engine for FFP attributes and implicatures. I also employed the (de)legitimation framework (Van Leeuwen, 2008) for discursive strategy analysis. It is expected that this study will reveal the linguistic features and discursive strategies employed by MPs from the coalition government to delegitimize the FFP while simultaneously legitimizing themselves through references to age and experience. By comparing the two domains, complementary results will be teased out despite having different target audiences: one targeting Thai voters, and the other targeting an international readership.

DISCOURSE ANALYSIS

DAY 3: 12:55-14:25 | OC1.01

12:55-13:25

Ming Cheng (Online) | Sensing sustainable energy issues in China and the US: Topic modelling and sentiment analysis of social media discourse

The sustainable energy industry and its products have rapidly expanded and garnered significant attention on social media platforms, such as Weibo in China and Twitter in the United States. The availability of valuable resources on social media presents a novel opportunity for researchers to examine public perceptions and attitudes towards renewable energy options. This study aims to explore the sentiments and opinions related to energy issues in China and the US. This study employs a multi-dimensional analysis that integrates sentiment analysis, topic modelling, and corpus-based functional discourse analysis to investigate the sentiments and topics of social media discourse. This study collects and analyzes 5213 Weibo and 4809 Twitter messages over a period of two years, using natural language processing (NLP) tools and corpus techniques. Firstly, a lexicon-based sentiment analysis approach is applied to analyze the polarity in the social media discourse of both countries. Further, unsupervised topic modelling is utilized to derive the opinion and topic of the discourse with different polarities. Finally, based on the appraisal system in the theory of systemic functional linguistics, a corpus-based discourse analysis is conducted to investigate the linguistic patterns of appraisal expressions. The results suggest generally positive views of clean energy in both countries, yet with varying degrees of emphasis on specific aspects of this industry. From a linguistic perspective, the sentiments in China are commonly represented through appreciation resources, whereas those in the US are more frequently expressed by emotional and judgmental resources. This study provides a comprehensive and critical view of the principal concerns and feelings about sustainable energy on social media in the two countries. It also demonstrates how the appraisal system theory can complement sentiment analysis for gauging social acceptance and choices, as well as developing relevant policies and communication strategies.

DISCOURSE ANALYSIS

DAY 3: 12:55-14:25 | OC1.01

13:25-13:55

Chenxiao Zhang **(Online)** | A discourse analysis on intersubjectivity in scientific speeches: A bidimensional perspective of factuality and modality

Based on the inherent relationship between intersubjectivity and evidential pragmeme, by virtue of a bidimensional perspective of factuality and modality, this study makes an in-depth exploration on intersubjectivity in spoken texts. A theoretical framework is built so as to elaborate the asymmetrical relationships initiated by intersubjectivity, and to explain how speech givers manage these asymmetries in delivering speeches from the perspective of evidential pragmeme. Based on 150 speeches collected from TED talk website, by means of discourse analysis, present study identifies the intersubjective contexts for speech-delivering, and examines how the speech givers manage the asymmetrical relationships between factuality and modality, with a focus on qualitative analysis supplemented by quantitative analysis. This study makes the following conclusions. In speech-delivering, three intersubjective relationships are detected in terms of factuality and modality, which are immediate intersubjectivity(II), extended intersubjectivity(EI) and interpersonal evidentiality(IE) (adapted from Tantucci, 2021). When II is realized, the speech givers commonly show their awareness of audience, during which modality dominates the asymmetrical relationships. When EI is realized, the speech givers demonstrate circumstantial evidentials, during which factuality dominates the asymmetrical relationships. When IE is realized, default forms of common ground can be detected, during which factuality and modality both functions in the asymmetrical relationships. As such, the intersubjective configuration may be reconfigured in speech delivering.

DISCOURSE ANALYSIS

DAY 3: 12:55-14:25 | OC1.01

13:55-14:25

Ruixin Xiang (Online) | Analysis of interactive metadiscourse use among intermediate and advanced Chinese language learners with English background

The effective use of interactive metadiscourse is crucial for improving learners' Chinese expression and communication abilities, as well as for effective information transmission and emotional communication between authors and readers during writing. By exploring the grammatical features of interactive metadiscourse use among English learners, as well as analyzing the metadiscourse usage and cognitive characteristics of learners at different learning stages, we can discuss teaching and learning strategies for learners at different stages. This research takes the written language corpus of intermediate and advanced Chinese language learners whose mother tongue is English as the research object, adopts the Hyland metadiscourse classification system, then classifies, counts and analyzes the interactive metadiscourse in the daily compositions of 27 intermediate Chinese language learners and 23 advanced Chinese language learners in the intermediate language corpus of foreign students in Sun Yat-sen University, and compares 20 compositions of Chinese native speakers. Thus, we can discover that learners with English backgrounds have shortcomings in the process of interactive metadiscourse learning, as well as the differences between them and native Chinese speakers. This research found that: (1) learners at both levels have their own characteristics in using interactive metadiscourse, and there are differences in the grammatical form, pragmatic function, contextual dependence, and frequency of use of different types of interactive metadiscourse; (2) As learners' Chinese proficiency levels improve, the frequency of using hedges and emphasis markers increases significantly, while the frequency of using self mention markers decreases significantly; (3) Compared with native Chinese speakers, learners at both levels have problems in using interactive meta discourse, such as insufficient variety, insufficient written language, and inadequate mastery of pragmatic functions. At the same time, this research combines specific example sentences to discuss the various subcategory functions of interactive metadiscourse and the reasons for the differences in frequency of use between learners at two levels. It is believed that the differences are mainly influenced by differences in language proficiency, changes in thinking patterns, cultural integration, and the effectiveness of verbal interaction. Finally, combined with Teaching Chinese to speakers as a foreign language, this research proposes some teaching and learning suggestions for interactive meta discourse.

LANGUAGE TEACHING AND LEARNING

DAY 3: 12:55-14:25 | OC1.02

12:55-13:25

Minh Hoang Tran (Online) | Adopting gamified online quizzes on vocabulary learning in asynchronous mode

Gamified online quizzes have gained much scholars' attention as a tool to enhance student learning motivations, create engaging lessons, and improve learning outcomes. Yet, its application in vocabulary learning has been only studied in synchronous learning settings. To address this limitation, this current study investigates the implementation of gamified vocabulary learning in an asynchronous mode where teachers assign vocabulary online quizzes to students at home. The study also examines the impact of gender and students' major knowledge on learning outcomes as they are believed to influence vocabulary acquisition. Participants are three hundred second-year university students, majoring in Nursing and Medical Technology at a Thai university. They are required to study 500 English academic words made into ten vocabulary sets in ten weeks. During vocabulary learning period, ten at-home gamified vocabulary quizzes on Quizizz.com and ten in-class vocabulary tests were assigned to participants. The results revealed that students' vocabulary practice in asynchronous mode had a significant positive correlation ($r = .42$) with their in-class vocabulary results, indicating that it could predict their performance. Female students outperformed male students and there was no significant difference in the scores of vocabulary practice across academic majors. The findings suggest that the use of gamified online quizzes in an asynchronous mode can improve learners' vocabulary learning.

LANGUAGE TEACHING AND LEARNING

DAY 3: 12:55-14:25 | OC1.02

13:25-13:55

Pawel Andrejczuk (Online) | Telecollaboration: A 21st century language teaching approach?

The recent unprecedented global events, including emergency remote teaching, led to an exponential growth of interest in telecollaboration (TC) among practitioners and researchers, evidenced, among others, by the growing number of publications devoted to this topic (Barbosa & Ferreira-Lopes, 2021). This attention is drawn, in particular, by numerous promises associated with TC projects, such as cultural, linguistic, and social gains (Dolly, 2017; Lewis & O'Dowd, 2016). However, such complex and dynamic exchanges also have several limitations. Consequently, a significant number of parties might struggle to make sense of the vast body of knowledge available on the topic and properly implement such undertakings. To address this issue, this study adopts a meta-analytical approach (Norris & Ortega, 2006) and provides a synthesis of the recently published research on TC. The reviewed sample comprises 38 journal articles devoted to English as a lingua franca TC projects, published between 2016 and 2021. The results of these articles are presented in a consolidated and easily understandable manner that permits all interested parties to quickly and efficiently examine the newest findings of the literature and apply them accordingly in real-life conditions. This, in turn, facilitates the implementation of good practices and the organization of future TC exchanges. The findings of this study cover multiple variables of TC projects, in particular, the learner- and project-related ones. Moreover, advantages and disadvantages of TC exchanges are summarized. Consequently, this paper significantly contributes to the ongoing debate on the future of foreign/second language education that will shape the generations.

LANGUAGE TEACHING AND LEARNING

DAY 3: 12:55-14:25 | OC1.02

13:55-14:25

Phyo Wai Tun | Context-appropriate TPACK features: A case study of exemplary online English teachers in difficult circumstances

Online teaching has become increasingly important in most countries, especially after the COVID-19 outbreak. Some countries, even after the COVID period, have had to continue to rely on online teaching due to natural disaster (Turkey) or political crisis (Myanmar). Teachers in a challenging context such as Myanmar encounter numerous difficulties in teaching online, including unstable internet connections, limited resources, and inadequate training. Despite these challenges, they have developed effective teaching practices appropriate and practical to their specific contexts over time. Understanding and documenting these practices could greatly benefit teacher education in low-resource countries. Accordingly, this study aims to explore the context-appropriate features and practices used by exemplary online English teachers in challenging contexts, specifically in Myanmar. The study uses a framework called 'technological pedagogical content knowledge' (TPACK), which examines the interaction between technology, pedagogy, and content knowledge.

The research adopts a case study approach, focusing on three exemplary online English teachers in Myanmar. Data collection involves classroom observations and stimulated recall interviews. Data analysis involves coding the observed behaviors using the TPACK framework and analyzing interview transcripts to identify patterns and key themes related to the teachers' experiences and perceptions of their TPACK-related knowledge and practices.

The findings will contribute to the field of TPACK by providing a more contextualized understanding of TPACK, and clearly and practically identifying relevant aspects within the specific context of low-resource environments. The insights gained can inform the development of context-appropriate pedagogies and support the professional development of online English teachers in difficult circumstances.

LANGUAGE TEACHING AND LEARNING

DAY 3: 12:55-14:25 | OC1.07

12:55-13:25

Huixin Wang | Directed Motivational Currents (DMCs) in L2 teaching: Exploring the effects on identity and self-efficacy

Anyone who has been absorbed by a project to the extent that it occupied their mind day and night has probably experienced “Directed Motivational Currents” (DMCs). Proposed in 2016 by Dörnyei, this is an innovative construct in the area of L2 motivation that describes periods of high motivation over and above an individual’s ‘normal’ levels while working towards a well-defined goal (Dörnyei et al., 2016). Due to the innovative nature of the construct, many aspects related to DMCs have yet to be investigated. Noticeably, among limited research on DMCs area to date, most research has chosen to investigate DMCs among L2 learners. By contrast, few empirical investigations probe into DMCs among L2 teachers. Since teachers play an important role in facilitating DMCs among students, and as teacher motivation could significantly influence student motivation as well as the quality of teaching practice, equal research attention should be given to the teachers’ group. To my knowledge, this study represents the first attempt to investigate EFL teachers’ DMCs in a systematic way by examining the existence of naturally occurring individual and group DMCs in language teaching experiences, and exploring their impact on teachers’ various psychological constructs, including professional identity, self-efficacy and professional development. This study will apply a longitudinal qualitative multiple case study among 6 secondary EFL teachers for two semesters (one year) in the Chinese context. The study will use multiple data collection methods through multimodal annotated motivational graphs, retrospective interviews, and reflective blogs. The findings can help to inform the development of teacher training strategies, interventions, and professional development programmes that can support EFL teachers in facilitating their DMCs, improving teaching practice and ultimately benefiting language learners, thereby achieving dual motivational and educational aims.

LANGUAGE TEACHING AND LEARNING

DAY 3: 12:55-14:25 | OC1.07

13:25-13:55

Zeynep Önder & Seren Özgür | Exploring video-recorded speaking tasks: A multimodal conversation analysis study

The purpose of this study is to explore the interactional resources deployed by learners in video-recorded speaking tasks. The task designs require either individual or paired role-plays, interviews, and storytelling. By analyzing the emerging patterns in the data, this study hopes to shed light on how learners adapt and develop their interactional practices over time by underpinning the changes in practices and repertoires from the first week to the end of the term. Thus, we may provide insights into how speaking tasks might be conducive to recalibrating learners' resources to accomplish social actions. This study employs multimodal conversation analysis to investigate the development of interactional resources in and through 12 speaking tasks recorded over a term (14 weeks). Each task is instructed to last approximately five minutes; however, the data consists of 5h of recording in total due to dropping students. The participants in the study who gave written consent, are 26 tertiary students enrolled in a foreign language preparatory school. Using Mondada (2016), all the recordings are to be transcribed, and analyzed for recurring and emerging patterns with an unmotivated looking. CLAN, an open-source software, will be utilized for these analytical steps. The initial analysis of the video-recorded speaking tasks of the students demonstrated an increasing use of interactional resources such as self-initiated self-repair or fillers throughout 14 weeks. In this sense, L2 speaking video assignments could inform the research into L2 learning and development that focuses on interaction by pinpointing the emerging and changing practices over time. Another finding may touch upon how the participants interact with the recorder (i.e., their phones or computer). That could present interesting outcomes for human-computer interactions from an L2 context.

LANGUAGE TEACHING AND LEARNING

DAY 3: 12:55-14:25 | OC1.07

13:55-14:25

Ning An **(Online)** | Alphabetic teaching and learning in an Arabic classroom as a translanguaging space: An analysis from the spatial orientation

In the context of growing attention to globalization and multilingualism, research on teaching and learning languages other than English (LOTEs) has increasingly focused on implementing pedagogical translanguaging to counter monolingual norms. However, little attention is paid to how teachers and learners explore their spatial repertoires during translanguaging practices. This study adopts the notions of pedagogical translanguaging and spatial repertoires to investigate alphabetic teaching and learning in an elective Arabic classroom at a Chinese university. Drawn on a classroom ethnography, the study recruited the focal Arabic teacher and 71 students and collected data via interviews, questionnaires, and classroom observations; moment analysis combining fine-grained classroom analysis was used to analyse the data. The study showed that pedagogical translanguaging from a spatial orientation was enacted in the Arabic classroom by three types of coordination: between linguistic resources transcending boundaries of named languages (Chinese, English, Arabic), between modes of resources transcending boundaries of modalities, and between agents and artifacts going beyond socially constructed systems. Findings illustrate that translanguaging practices by both the teacher and students co-construct a translanguaging space in the classroom, where diverse semiotic resources are assembled to promote Arabic beginners' alphabetic learning. Students were afforded opportunities to develop metalinguistic awareness and to integrate embodied cultural experiences to enhance their understanding of Arabic orthography and pronunciation. We thus conclude that research on pedagogical translanguaging should expand to include spatial orientations, and translanguaging emphasizing the assemblage and legitimacy of whole semiotic repertoires can facilitate LOTE education in wider contexts.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC0.02

14:35-15:05

Shenyan Zhou (Online) | Critical discourse analysis of the representations of foreign domestic workers in South China morning post during the COVID-19 pandemic

This study examines the discursive representations of foreign domestic workers (FDWs) in South China Morning Post (SCMP) during the COVID-19 pandemic in Hong Kong. While existing studies relating to domestic workers mostly focused on analyzing interviews or personal narratives of the workers' own experience, the current study focuses on how they are portrayed in the news reports produced by SCMP, an established English newspaper in Hong Kong. The findings reveal that the Hong Kong government is often represented in a positive way, while the domestic workers are often described negatively. In these negatively connotated representations, domestic workers are constructed as potential virus carriers and the great arrival number of workers is seen as a threat to Hong Kong. Besides, the deep-rooted ideology that expects domestic workers to be docile and submissive is believed to be responsible for their invisibility and inferiority in the pandemic time. This study provides insights to better understand this vulnerable group and calls for more attention to them.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC0.02

15:05-15:35

Jiajie Chen | Negotiating scales and agency: Identity construction of skilled internal migrants in Shanghai

This qualitative study examines how skilled internal migrants from China strategically negotiate language and cultural resources in interaction to integrate into Shanghai and construct their migrant identities. Drawing on the theoretical concepts of agency and scaling, this study found that while geographically migrating, Chinese internal migrants exercise agency to renegotiate and calibrate inter-scalar relations indexed by language and cultural resources in everyday practice and interactions. However, contrary to the initial assumption, skilled internal migrants in Shanghai, though assigned as “new Shanghainese”, reject the cross-regional scale identity and reconstruct new “voluntary segregation” identities. This study treats scale as a category of practice rather than a fixed hierarchical analysis, emphasizing the subjectivity and agency of skilled internal migrants in scale jumping to better understand the intricate and hybrid nature of identity construction.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC0.02

15:35-16:05

Marianna Patrick | Constructing 'place' in narratives of serial migration

The number of people living outside of their place of birth has tripled since the 1970s (IOM, 2019, p. 21). Given the “unpredictable patterns of complexity” of today’s migration flows (Blackledge & Creese, 2017, p. 32), this study aims to explore one of the understudied facets of international corporal mobility. It focuses on the migration experiences of serial migrants – individuals who have lived in at least three countries (Ossman, 2013). Data for this study was collected through 16 semi-structured research interviews with serial migrants recruited through snowball sampling (Bryman, 2016, p. 615). The audio-recorded interviews focused on eliciting narratives (Van De Mieroop, 2019) of personal experiences. The data was transcribed and analysed using the principles of thematic analysis (Braun and Clarke, 2021). In the data, codes relating to ‘places’ – understood here as geographical locations with meaning (Cresswell, 2014) – were omnipresent, with the final themes and research questions reflecting this. As such, the aim of the study is to offer insights into how ‘place’ is constructed in narratives of mobility and how this relates to identity construction. The project is ongoing and I will share some of the preliminary findings and data examples during the presentation.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC1.01

14:35-15:05

Xinyi Guo & Gaowei Li **(Online)** | Other — shape the image of China in ecological discourse analysis with LDA theme model

The image of a country is the overall assessment and impression of a country's history, behaviour and policies in the minds of people at home and abroad. The image of the state is influenced by different cultural values, national interests views, and mass media views, and takes on a different nature in different media coverage. Therefore, the international communication of national image has become an increasingly important issue for sovereign states, including China. In order to understand the characteristics, processes and influencing factors of the other-shaping of China's national image, 107,843 news reports from mainstream media in ten ASEAN countries from 1 September 2013 to 31 March 2022 were selected based on the Lexis Nexis database and Wordsmith 4.0 with the framework of ecological discourse and transitivity analysis of image and LDA to research the characteristics of the other-shaping of China's national image, its representation of transitivity and influencing factors. In this study, a discourse analysis framework for the construction of national image is developed from the perspective of ecological discourse analysis. Following the ecological philosophical view of "pluralism and harmony, interaction and symbiosis", three major potentialities of China's image in the discourse are explored: beneficial, neutral and destructive, which constitute the three ecological images of China. Based on the association between ecological meaning potential, ecological meaning system, and lexical-grammatical resources, the image of China and the process of ecologization and materiality are studied. Based on the analysed Chinese image, the LDA thematic model is used to make an intentional perspective on the source country of the news report, reducing it to a cognitive situation that causes a different reflection from the objective image itself in the consciousness of the audience in the target country. In this process, cultural values, national interests and mass media views act as lenses to produce a mirror image of the country's image. In the context of ecological discourse analysis, using the framework of ecological and transitivity analysis of China's image, the characteristics of the other-shaping of ecological China's image and its representation of transitivity have been shown: all three images are involved in the representation of the ecologised Chinese image presented in the relevant reports, with beneficial images (72%) > neutral images (18%) > destructive images (10%). In terms of LDA theme model, the themes were extracted under the LDA thematic model, and the process of other-shaping China's image and its influencing factors were explored: cultural values, national interests views and mass media views influence the other-shaping of China's national image, and the scope and extent of their influence diminish in turn, with the former factor also acting as a constraint on the latter.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC1.01

15:05-15:35

Huimin Mi **(Online)** | A comparative study of national image construction in news titles — A case study of China's spaceflight news titles from Chinese state media

Previous studies about national image construction in the news mainly focus on “self-molded” and “other-molded” national image under international context yet neglect the construction when facing different audiences. This case study thus conducts a comparative study of the national image construction in news headlines by Chinese state media at home and abroad, with the aim of analyzing what images China constructs towards different audiences and what linguistic strategies are adopted to achieve this end. The data came from news headlines about China's spaceflight from October 2021 to November 2022 on the People's Daily Official WeChat Account, China's most influential state media outlet, and its English-language version, People's Daily Online. Guided by Edward Finnegan's language subjectivity, we conducted content analysis and textual analysis to delve into the linguistic strategies in Chinese and English headlines of China's spaceflight, in an attempt to reveal journalists' subjectivity implied in these language strategies. Findings show that, domestically, Chinese state media tend to present China's national image through emotional language strategies, such as appraisal adjectives and adverbs, exclamatory sentences, and metaphors, which imply respectively journalists' subjectivity of affect and epistemic modality, whereas it emphasizes expressions of objectivity in the face of foreign audiences, such as person-deixis and indirect speech, both of which reflect the subjectivity of perspective. Affect and epistemic modality highlight China as a competent space power, while perspective contributes to enhancing the reliability and objectivity of such a national image. The study reveals how a nation adjusts its linguistic strategies in the interaction between national images and potential audience.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC1.01

15:35-16:05

Holly Warner | 'The stereotypical way that "rape happens"': Upholding perfect victim ideologies in victims' sexual violence narratives

This research examines how victims of sexual assault construct themselves as perfect victims and uphold perfect victim ideologies, whilst simultaneously trying to tackle rape culture ideologies in a post-#MeToo world. Over eighty percent of women report they have been victims of sexual harassment or violence (Topping, 2021) and the outcomes of sexual violence cases are still impacted by perfect victim ideologies (Christie, 1986), as women who do not fit into perfect victimhood are perceived negatively by law enforcement (Ricciardelli, Spencer, & Dodge, 2020). This research amplifies victim voices to examine first-person experiences and how these words continue to reflect these ideologies. I analysed spoken sexual violence narratives from YouTube and written sexual violence narratives from Take Back the Night to allow for comparisons between different platforms and audience designs. I conducted analysis from a critical discourse framework according to Fairclough's (1992) three-dimensional framework, specifically focusing on the vocabulary and visual artefacts present in the narratives. This connects the microlinguistic features of lexical and visual elements to mesolinguistic features of construction and dissemination of text and to microlinguistic features of social ideologies. I also use addressee design to unpack audience impact on victim narratives and their ideologies. My results demonstrated that the victims construct themselves as perfect victims across all platforms and use evaluation to reconstruct themselves as perfect victims when they had previously been imperfect. The complicated audience structure for YouTube videos results in the victims using more linguistic features to create more of a relationship with the audience. Finally, the conflict between tackling rape culture ideologies and upholding perfect victim ideologies suggests that perfect victim ideologies are not a salient component of rape culture ideologies. Fundamentally, the victims consistently uphold perfect victim ideologies despite overtly trying to address rape culture ideologies.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC1.02

14:35-15:05

Valeria Russo (Online) | A corpus-assisted discourse study on Brexit and environment in British online newspapers

My Ph.D. research focused on the construction of a corpus of British online newspaper articles about Brexit and the analysis of some significant lexical patterns with an ecolinguistic perspective. The articles were collected from three left-wing online newspapers: The Guardian, The Independent, and The Mirror, during the Brexit transition period, a time of great uncertainty in news discourse, as the UK's departure from the European Union created a range of unknowns and potential implications for businesses, individuals, and the economy. The research wanted to find out how political uncertainty shaped a specific media discourse and how the discourse of Brexit was entangled with environmental issues, by investigating some prominent lexical patterns from the semantic field of environment. This was especially concentrated within the articles published in the second half of 2018, following the dynamics of an external cultural pattern, sustained in the same period by youth movements and online initiatives. This corpus-assisted discourse study (CADS) was characterized by a multimodal approach. The corpus analysis software Sketch Engine was used in the first phase to perform two types of interrogations: corpus-driven and corpus-based, which allowed focusing on the systematically recurrent lexical pattern of the environment. In the second phase, some articles containing these patterns were analyzed with the humanistic model of Critical Discourse Analysis proposed by Fairclough, which allowed us to observe the particular use of lexicon, not only in the co-texts of the articles but also in relation to the cultural context in which they were generated. Shedding light on the ideologies about the environment encouraged by newspapers means applying an ecolinguistic perspective to identify whether the approach of a newspaper is a materialistic and egocentric one, moved by the desire for national profit as a political priority, or, whether it is divergent, warning about the potential dangers of some political choices with the aim to prevent them, by proposing others which are alternative, ethical and which challenge the first one.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC1.02

15:05-15:35

Fareeha Aazam, Ang Pei Soo & Noor Aqsa Nabila Binti Mat Isa **(Online)** | The role of language in shaping university identities on Twitter: A corpus-assisted discourse analysis

This study uses corpus-assisted discourse analysis to investigate how Pakistani universities construct their identities on Twitter. By analyzing a corpus of tweets, the study identifies linguistic features such as pronouns, hashtags, and news sharing, which universities use to shape their identities. Through this, the study contributes to the literature on identity construction on social media and provides insights into the language-based strategies used by universities. These findings advance our understanding of the role of language in identity construction on social media, which has implications for communication studies and applied linguistics. The study analyzed 2863 tweets from the official Twitter accounts of two Pakistani universities, NUST and LUMS, collected from September 2021 to September 2022. The corpus-assisted discourse analysis technique was used to identify linguistic strategies used by universities to construct their identities. Sketch Engine software was utilized for multi-word key term analysis, and a word list was included, showing the most frequently used words, pronouns, and hashtags. The study's contribution to the field of identity construction on social media is significant. NUST and LUMS universities used different linguistic strategies on Twitter to construct their identities. NUST used 'their' pronoun and 'nust school/center', while LUMS used 'we' pronoun and 'LUMS live/session' frequently. Hashtags like '#nust' and '#definingfutures' were used by NUST, while LUMS used '#learningwithoutborders' and '#imagineyourfuture'. The study shows that linguistic choices significantly shape organizational identities on social media. The insights gained could inform social media communication strategies for universities and organizations to construct their identities more effectively.

DISCOURSE ANALYSIS

DAY 3: 14:35-16:05 | OC1.02

15:35-16:05

Yating Li (Online) | A corpus-based study on the construction of trust relation in recruitment discourses

Recruiters construct trust by using specific paradigms of discourses during the phone-call invitation in Chinese Internet industry. The present study tries to investigate the relationship between compliments and trust building in recruitment discourses as well as the correlation between the three factors of perceived trustworthiness in Mayer's model of trust (1995) and trust construction. Therefore, the study mainly addresses the following two questions: (1) Does the use of compliments affect trustworthiness of recruiters in their phone-call invitations? (2) Do the three factors, ability, integrity, and benevolence, make a difference in constructing trust in recruitment discourses? If yes, which is the most "effective" factor in building trust and influencing recruitment invitation results? The study modifies Mayer et al.'s (1995) model and takes it as a theoretical foundation for analyzing trust construction in recruitment discourses. Successful recruitment results were used to determine whether a trust relation was established. With a self-built corpus, compliments in recruitment discourses are first classified. A chi-square test and a Pearson correlation analysis examine the correlation between compliments and recruitment results. Moreover, discourse analysis is made to break down typical examples of the three factors, revealing the influence of the three factors on trust relation construction in a qualitative method. Then a quantitative analysis that contains four sets of chi-square tests and Pearson correlation analysis is made to probe into the correlation between factors and recruitment results. Research results suggest that compliments and the three factors positively correlate with successful recruitment. More often than not, utilizing compliments and showing ability, integrity, or goodwill will help establish trust in Internet industry recruitment. The research reveals the construction mechanism of trust relations between recruiters and IT practitioners during phone-call invitations, presenting discourse hegemony in recruitment in the Internet industry. Hence the modified trust model can provide an additional novel framework for trust research.

INTERCULTURAL COMMUNICATION

DAY 3: 14:35-16:05 | OC1.07

14:35-15:05

Yoko Matsumoto (Online) | Fostering intercultural competence through virtual exchange in Japanese higher education

This research project investigates the experiences of Japanese university students who participate in virtual exchange programs and examines how they reflect on the development of intercultural competence. Intercultural competence development is emerging as a significant educational activity in Japanese higher education, yet university students, particularly in non-urban areas of Japan, have almost no opportunity to meet and interact with foreigners in their daily lives. Due to this situation, individuals generally can only socialize in a homogeneous environment. This project examines the potential of virtual exchanges to support the development of intercultural competence focusing on the experiences of Japanese university students. The key research design tools are a self-inventory instrument, the Cultural Intelligence Scale (CQS) (Ang, 2007) and semi-structured interviews. Follow-up questions of CQS results and questions from Autobiography of Intercultural Encounter (AIE) are included in the interviews. Descriptive statistical and thematic analysis are used. Data from the CQS will be processed with SPSS Statistics and are used as the analytic tool to compute the exact numerical value of mean, standard deviation and standard error of the means and compare group's pre-and post-tests. Data from semi-structured interviews are used for both inductive and deductive thematic analysis. All qualitative data and quantitative data are then cross analysed. This research project will contribute a more nuanced understanding of intercultural competence, enhancing established Western influenced frameworks with insights from a non-Western cultural setting. It will also add some cultural and situational aspects of intercultural competence that allow Japanese university students to adapt to various intercultural situations. Furthermore, this research project will generate fresh insights into the value of virtual exchange and its significance for when integrated into international education curricular and foreign language programs. It will add implications of how higher educational institutions can foster intercultural competence through virtual exchange.

INTERCULTURAL COMMUNICATION

DAY 3: 14:35-16:05 | OC1.07

15:05-15:35

Wenyun Jia (Online) | Academic identities construction and language investment in joint PhD programmes: A case study of Chinese doctoral students moving from Chinese-medium to English-medium universities

With the rapidly growing number of Chinese students enrolled in joint-PhD programmes, where they pursue doctoral study at Chinese-medium-instruction (CMI) universities in mainland China and English-medium-instruction (EMI) universities overseas, little is known about how medium-of-instruction (Mol) transition may affect their academic identities as members of research communities and their English learning investment. Therefore, this qualitative case study explores how ten Chinese science major joint-PhD students construct their academic identities and how their identity construction processes influence their English learning investment when navigating in a new context. Data were collected from semi-structured interviews about their research and English learning stories. Retrospective participatory photo interviews were used by inviting them to share pictures of the moment representing who they were as joint-PhD students with their subsequent commentaries on photographs. The data were analyzed using Bourdieu's theory of practice (1977) and Darvin and Norton's (2015) model of investment. Findings revealed that Mol transition enriched their academic identities and partly reshaped who they were by gaining new socially-valued capital (e.g., valuing more career opportunities) and changing previously valued capital (e.g., attaching importance to collaborative research) when navigating through different institutional rules. They also maintained parts of their original academic identities with unchanged capital (e.g., having more publications) under the influence of CMI rules. Their English language investment was related to their perceived distance between desired capital and the capital that could be gained from English learning. Their disempowered experiences with limited resources and unvalued capital ("Standard-English" ideology) moved them from more to less English investment.

INTERCULTURAL COMMUNICATION

DAY 3: 14:35-16:05 | OC1.07

15:35-16:05

Yuyao Xiao (Online) | “We are just boring Chinese.” Diversity in identity, environment, and social networks among Chinese study abroad students

The presentation is a part of a larger PhD project, which aims to understand, from an ecological perspective, the establishment and transformation of Study Abroad students' ego-centric social networks during a study abroad sojourn; and to investigate factors which contribute to this process. Social Network concept is still a relatively new concept in Study Abroad and language socialization research. The few existing Social Network-based studies are either caught in an over-quantified framework or tend to have a single focus on social networks in qualitative research. The conventional way to conduct Social Network-centred research neglects the broadness, fluidity and dynamic encoded in the social network process. Embedded in an Ecological theory, Social Network concept enables social relations to juxtapose with physical environment. Taken from this perspective, the current research explores five Chinese undergraduate students' social network development during the first semester of their SA programme in Ireland. It does so through means of social network surveys; ethnographic methods including semi-structured interview and observations both inside and outside the classrooms. Although almost all participants expressed a willingness to have contact with “foreigners” during abroad, the results of social network surveys reveal that all five students barely established relationships with people who are not Chinese. However, by using interviews and observations, we found the influence of gender, sexual orientation, nationality, political ideology, pandemic impact, current language ability, existing social connections, choice on social media, and so forth tangled together, depict individualized trajectory of social networks. Thus, the preliminary results of this study illustrate the diversity within the Study Abroad research and suggest the complexity of the interplay between participants and the ecosystem(s).

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC0.02

16:25-16:33

Yiyan Song (Online) | An exploration of teaching strategies for teaching Chinese culture to overseas children in the classroom: A reference of language and children: A guide to teaching foreign language in American elementary and secondary schools

With the gradual development of international Chinese language education in recent years, research related to integrating language and Chinese culture teaching to children overseas has received widespread attention. *Language and Children: A Guide to Teaching Foreign Languages in American Elementary and Secondary Classrooms* is a classic second language teaching series co-authored by two language educators, Helena Cotton and Carol Ann Dahlberg. The book reflects the latest advances in language classroom research and is the only comprehensive guide to foreign language classroom teaching methods for K-12 and college students, it's valuable in guiding the teaching of Chinese culture and language points to children overseas. The article's author uses literature research, classroom observation, and survey research methods to conduct research and interviews with front-line teachers of overseas children and combine the results of teaching fieldwork to investigate the strategies of teaching Chinese culture to children covered in the book, such as immersion Chinese culture teaching and body acting culture teaching methods. The research results of cultural teaching in second language overseas classrooms are reviewed, and the feasibility, effectiveness and teaching significance of the teaching strategies in this book are explored by combining Pesola's thematic unit information theory and the theory of teaching Chinese as a foreign language. At the same time, we focus on "how to realize the organic combination of language and culture teaching in the second language teaching classroom", with Chapter 9 "Experiencing Culture in the Classroom: Interaction of Language, Culture and Curriculum" as the focus, dialectically thinking the practicality, adaptability and effectiveness of teaching strategies such as "fantasy experience" and "virtual trip" in the book. In addition, we also study the ways to expand the teaching of Chinese culture to overseas children, including the expansion of online resources for teaching Chinese culture to children, the cultivation of global awareness and multicultural awareness, etc., with the aim of providing teaching reference for teaching Chinese language and culture to overseas children.

1. Literature research method
2. Classroom observation method
3. Survey Research Method
4. Conducting research and interviews with front-line teachers teaching Chinese culture to overseas children to summarize teaching problems and experiences
5. Combined with the observation results of overseas Chinese culture teaching.

Expected outcomes:

1. To summarize the relevant pedagogical insights of *Language and Children: A Guide to Teaching Foreign Language in American Elementary and Secondary Schools* for teaching Chinese culture to overseas children
2. To evaluate the practicality and adaptability of the "fantasy experiences" and "virtual trips" in *Language and Children: A Guide to Teaching Foreign Language in American Elementary and Secondary Schools* and other teaching links in the book and reflections on teaching.
3. Reflect on the current problems related to teaching Chinese culture to American children overseas and summarize the experience.
4. To expand the path of teaching Chinese culture to overseas children, and to put forward thoughts and suggestions for improving the teaching of related fields.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OCO.02

16:33-16:41

Yangmei Yue (Online) | Navigating cultural divides: Challenges and insights in Chinese-English interpreter mediation at diplomatic press conferences

As international conferences continue to grow in number, professional interpreters are in high demand to facilitate communication between China and countries with different languages and cultures. This exploratory case study analyzes conference interpreting from Chinese to English, focusing on intercultural communication challenges faced by Chinese-English interpreters at diplomatic press conferences. The study aims to identify the challenges involved in the transformation process from linguistic interpreters to intercultural mediators and provide insights into the importance of cultural factors in interpreting. The study employs a case study method and qualitative analysis of interpreting performances at Chinese government press conferences. Specifically, it analyzes press conferences of China's Two Sessions in 2022 and 2023. Based on theories developed by Hofstede (1980), Dainton & Zelle (2011), and Kim (2001, 2012), the study examines how interpreters reduce, expand, and summarize speakers' narratives, and cross-cultural factors that can affect the mediation process. The data reveals four major challenges to Chinese-English interpreting: 1) high-context/low-context cultures; 2) power distance; 3) culture-specific words and expressions; 4) the Chinese four-character pattern. The study demonstrates the significance of cultural factors involved in interpreting and provides information to enhance interpreter training. The study concludes by highlighting the interpreter's role as an active co-participant in public diplomatic settings, discussing the contributions of this work to empirical research on interpreters' agency and its limitations, and suggesting new directions for further research.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC0.02

16:41-16:49

Fatimah Fagehi **(Online)** | Corpus-assisted discourse analysis of visionary leadership discourse in the Saudi context

This paper is part of the PhD project and outlines the theoretical and methodological approach to investigating visionary leadership discourse in the Saudi context. Visionary leadership creates shared values and norms and empowers others. Unlike charismatic leadership, it is not a personal-based style in which language use is seen as a language of power. It is a concept-based style. In such communication, results can be expected to be centered more around the notion of activity and extend the scope of the language to accommodate allies of different orientations. Discourse studies have, however, neglected the analysis of visionary leadership individually for a variety of reasons: it was the taming of charismatic theory to become more global and operational; there was no contextual variety since the majority of leadership discourses were American presidential discourses; Moreover, the method and theoretical frameworks applied were limited and have been criticized. Most were qualitative and relied on the critical frame, which was selective, while others were quantitative and relied on Shamir's theory (1993). With these points in mind, this study investigates visionary leadership through mixed methods. Qualitatively, this study uses positive discourse analysis focusing on progressive discourses based on the concept of resistance, driven by a socio-cognitive approach. Quantitatively, I use two functions from corpus linguistics; keyword analysis as well as collocation analysis to examine the representation of Self and Others. This paper's theoretical and methodological approach is of the utmost importance as it addresses critical gaps in current knowledge and practices in leadership discourse studies.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC1.01

16:25-16:33

Yilun Yang (Online) | A study on the functions of hedges of modal verbs in Chinese and western learners' English academic discourse : A local grammar perspective

In order to explore the characteristics of Chinese and western English learners' use of hedges of modal verbs, this paper studies the use of modal verbs and their local grammar patterns in Chinese and western English academic discourses, and intends to answer the following three questions: First, what are the local grammar patterns of boosters in Chinese and western English learners' academic discourses? Second, what features do these local grammar patterns reveal about the instantiations of meaning potential of boosters? Thirdly, what are the differences of cultural characteristics of Chinese and western learners revealed by the pragmatic features of modal verbs and their local grammar patterns? In the Social Science Citation Index, 50 research papers in English academic journals majoring in linguistics with high impact factors from 2017 to 2020 are randomly selected as the main research corpus to construct the self-built Corpus of China English Papers of Linguistics (the CEPL corpus) and Corpus of Western English Papers of Linguistics. Through the analysis of corpus structure and the division of functional components, this paper sums up the local grammar patterns of English hedges of modal verbs according to the pragmatic features of hedges. Based on the structural analysis of the corpus and the division of functional components, this paper analyzes the recurring special sentence patterns in the corpus, summarizes the local grammar patterns of English hedges of modal verbs according to the pragmatic features of the texts, and analyzes the language realization methods and functional expressions of each component in the corpus.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC1.01

16:33-16:41

Wanyue Wang & Haomiao Li (Online) **(Online)** | Analysis of acquisition errors and teaching suggestions from the perspective of contrastive study of Chinese and English — A case study of "sòng" and "sòng gěi"

In modern Chinese, the term "送" is extended to mean "giving as a gift", and is often used in conjunction with the preposition "给" as "送给", indicating the act of giving something away without any compensation or giving something as a gift. The acquisition errors that non-native Chinese speakers make when learning and using "送" and "送给" are worthy of exploration. Therefore, the research objective of this paper is to summarize the types of errors that may occur, and to analyze the reasons for them from the perspective of contrastive study of Chinese and English, in order to provide more targeted teaching plans for teaching Chinese to English-speaking learners in the future. This paper reviews the meanings and grammatical features of "送" and "送给" in modern Chinese and conducts a comparative analysis of the corpus of "give" from the British National Corpus Web (BNC), and the corpus of "送" and "送给" from Peking University's HSK Dynamic Composition Corpus, from the perspective of the contrastive study of Chinese and English, and a summary of the errors' categories and causes is provided. The error is because non-native Chinese speakers do not clearly understand the different meanings of "送" and "送给" in different contexts. In addition, teachers' teaching techniques and students' negative transfer of knowledge of the target language are other factors that contribute to errors. Furthermore, this paper also proposes specific teaching plans based on the contrastive study of Chinese and English, which provide a reference for teaching Chinese to English-speaking learners in the future.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC1.01

16:41-16:49

Linh Nguyen | Assisting interaction during online learning environments: Teachers' professional feedback practices

Without doubts, online classroom interaction has a distinguishably different architecture than face-to-face one, requiring teachers to develop specific competencies to facilitate language learning (Moorhouse et al. 2021). As one aspect of classroom interactional competence (Walsh 2013), teachers' feedback is central to learner involvement in all contexts; it is especially important in online learning environments, where normal cues (head nods, raised eyebrows, smiles, etc) may be missing. This study is situated in the context of Vietnam, where feedback has been repeatedly perceived by teachers as equivalent to error correction in the literature. Specifically, the aim of this study is to examine how feedback is used to create space for learning (Walsh and Li 2013) in online contexts and investigate professional development through a dialogic approach (Mann and Walsh 2017) References: Mann, S., & Walsh, S. (2017). *Reflective Practice in English Language Teaching: Research-Based Principles and Practices* (1st ed.). Routledge. <https://doi-org.libproxy.ncl.ac.uk/10.4324/9781315733395> Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-Classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons. *RELC Journal*, 54(1), 114–128 Walsh, S (2013) *Classroom Discourse and Teacher Development*. Edinburgh, UK: Edinburgh University Press. Walsh, S. and Li, L. (2013), Conversations as space for learning. *International Journal of Applied Linguistics*, 23: 247-266. <https://doi.org/10.1111/ijal.12005>. This study adopts a multiple case study approach, positioned within the qualitative interpretive paradigm. For that reason, the researcher uses the underpinning principles of Conversation Analysis to analyse two major sources of data, including classroom recordings and dialogic reflections. In addition, the data from reflective sessions will also be looked at using thematic analysis, so that common themes about teacher development can be identified. By providing these teachers with something to reflect on, a person and a framework to reflect on, this reflection is proposed to yield deeper understandings and foster pedagogical changes among these teachers. Findings from two sets of data are expected to contribute empirical evidence to the body of existing literature on two interrelated fields, namely classroom interaction and teacher professional development. First, the study attempts to generate insights into improving teachers' feedback practice in online contexts where spaces for learning and classroom interaction can be aligned. Second, it looks forward to providing implications for the use of dialogic reflection in online language teachers' professional development. Altogether, the findings hope to address the needs of language teachers required to teach online, as well as draw attention from teacher educators.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC1.02

16:25-16:33

Xingyu Quan **(Online)** | Taking comprehensibility as the key to pronunciation teaching, how should international Chinese teachers practice it when teaching Non-Chinese speakers? - Take Beijing Sport University as an example

As comprehensibility is one of the important teaching objectives of pronunciation, how to help learners of Chinese as a second language better understand and learn Chinese pronunciation by using the pronunciation of their mother tongue has always been a concern of Chinese teachers. In fact, the principle of comprehensibility has impressed Chinese education researchers deeply, but generally speaking, the pronunciation of other languages is often very different from that of Chinese, which makes it difficult for Chinese learners to learn Chinese with the pronunciation of their native language. This paper adopts the literature research method to make a historical investigation of the Chinese syllabus for foreign teaching and the Chinese curriculum standards of overseas Confucius Institutes issued after the founding of New China, focusing on the essential concept and function of phonetics. In addition, by conducting semi-structured interviews, observing Chinese teachers in the class of Beijing Sport University and analyzing relevant documents, this paper further studies the teaching and pronunciation objectives of Chinese teachers in the school, and how they fully mobilize the initiative and creativity of Chinese learners in studying the correlation between mother tongue and Chinese pronunciation. This is conducive to enhancing the understanding of Chinese pronunciation for learners of Chinese as a second language, and may provide some inspiration for the future revision of the current national curriculum standards for Chinese as a foreign language, development of teaching materials, teacher training and research on Chinese pronunciation teaching methods.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC1.02

16:33-16:41

Lorenzo Dumalina **(Online)** | Voices on the ground: Appraising monolingual curriculum in a multilingual setting

This paper sets out to appraise a monolingual curriculum in a highly multilingual setting using the attitudes of teachers and students and how these affect their teaching and learning of English as a second or foreign language. More specifically, this research is a Systemic-Functional Linguistics (SFL) Discourse Analysis study with reference to the Appraisal attitudinal framework of Martin and Rose (2007) to categorize the types of attitudes (affect, judgement, and appreciation) of six non-native English language teachers and six foreign language students of Kiettisack International School in Vientiane, Laos PDR, a licensed Cambridge International school in the country. In appraising the monolingual curriculum, the participants were asked to answer a narrative essay. The linguistic data were then coded and interpreted using the appraisal tools of Martin and Rose (2007), which contain detailed tables that provide examples of positive and negative affect, judgement, and appreciation. The data were also critically evaluated and checked by inter-coders to ascertain the level of reliability of the results of this research. The findings unveil authentic linguistic evidence and significant insights that expose participants' positive and negative attitudes towards the curriculum and of themselves as teachers and learners of English. Ultimately, these findings demonstrate the affordances of modifying and/or tweaking the curriculum to address the concerns of teachers and students more broadly.

LIGHTNING TALKS

DAY 3: 16:25-17:00 | OC1.02

16:41-16:49

Thashmira Rajapaksha & Oshadhi Jayakody **(Online)** | Investigating the impact of multilingualism on language learning and exploring ways to promote multilingualism in ELT classroom

The concept of multilingualism has become increasingly important in the modern globalized world, especially in the field of education. Multilingualism is defined as the ability to communicate in two or more languages. Furthermore, it can be described as the co-existence of different languages within a society. In the pedagogy of teaching and learning, multilingualism plays an important role by providing learning opportunities for learners as well as providing teaching strategies which can be used in a classroom where learners communicate through a variety of first languages. In such classrooms, the teachers need to incorporate multilingual education strategies such as maintaining an inclusive learning environment, promoting interactive activities, and code-switching. Not only providing more learning opportunities for learners, but also teachers can help to enhance intercultural understanding among learners by applying multilingual strategies. The main objectives are to investigate the impact of multilingualism on language learning and to investigate the effectiveness of classroom strategies to promote multilingualism in ELT classrooms. The study is based on a group of undergraduates who learn English as a second language and have different first languages in a multilingual classroom setting. A mixed-method approach will be employed including questionnaires and classroom observations in order to accumulate data. Study findings indicate the effectiveness of multilingual strategies used in an ELT classroom and recommendations of key strategies for promoting multilingualism in ELT classrooms. By accommodating multilingualism, teachers can enrich learners' language learning experiences and foster more positive attitudes towards linguistic diversity in ELT classroom settings.

DAY 3: 29 JUNE 2023

17:10-18:15 | KEYNOTE | ONLINE

Integrating explicit knowledge into the second language classroom through concept-based language instruction

The presentation focuses on explaining the principles of developmental education as they apply to the second language classroom in the framework referred to as Concept-Based Language Instruction (C-BLI). I will first explain why I believe explicit instruction should be the primary approach to language development for late learners based on psycholinguistic and neurolinguistic evidence. I will then outline the principles of C-BLI as they are derived from the sociocultural theory of psychology proposed by L. S. Vygotsky and his colleagues. According to these principles high quality instruction must be based on well-organized conceptual knowledge, which for language teaching implies that meaning must be foregrounded over structure. The aim of C-BLI is to provide and help learners internalize the knowledge they need to be able to create the meanings they wish to communicate through the target language. How this is achieved will be explained in the presentation. We will then briefly consider several example studies that illustrate how the approach can be implemented. These studies address aspects of English, Spanish, French, and Chinese as foreign languages. Finally, the implications of C-BLI for teacher education will be addressed.



James P. Lantolf is currently, Distinguished Professor, Beijing Language and Culture University and Greer Professor in Applied Linguistics, Emeritus, the Pennsylvania State University, where he was Director of the Center for Language Acquisition and of CALPER (Center for Advanced Language Proficiency Education and Research). He was president of the American Association for Applied Linguistics (2005), and received its Distinguished Scholarship and Service Award (2016). He was co-editor of *Applied Linguistics* (1993-1998 and founding editor of *Language and Sociocultural Theory* (2013-present). In addition to articles, chapters, and encyclopedia entries, he co-authored *Sociocultural theory and the genesis of second language development* (2006) as well as *Sociocultural theory and the pedagogical imperative* (2014), which received the Mildener Prize of the Modern Language Association of America. He edited *Sociocultural theory and second language learning* (2000), and co-edited *Vygotskian approaches to second language research* (1994), *Sociocultural theory and the teaching of second languages* (2008), and *The Routledge handbook of sociocultural theory and second language development* (2018). He is co-guest editor for special issues of the *Modern Language Journal* (2023): *Sociocultural theory and pedagogical research in East Asia*, as well as *Language Assessment Quarterly* (2023): *L2 Dynamic assessment research in China*.