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Language Learning and Teaching in Different Contexts

UNIVERSITY OF BATH

Traditionally, the research on language learning and teaching focused on the language classroom, mostly in the context of a handful of developed countries. However, there has been a marked difference in recent years. Language learning and teaching is now researched in diverse contexts all over the world. One explanation for it is the status of English as a global language and the perception of English proficiency as a basic skill that increases mobility. With increased mobility, however, a new trend has been observed, in that there is an increased demand for learning languages other than English but dominant in a given context.

At the same time, the demand for language learning and teaching has led to the emergence of new forms of learning and teaching. Language teaching is no longer exclusively limited to the language classroom as learners are often exposed to multiple language sources outside the classroom. Hence, language use and learning are often intertwined.

Have a great conference!

The organising committee:
Janina Iwaniec, Reka R. Jablonkai, Adem Soruç, Samantha Curle

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Our plenary speakers

Dr Kata Csizér, Associate Professor at Eötvös Loránd University, Budapest

Kata Csizér holds a PhD in Language Pedagogy and works as an associate professor and chair at the Department of English and Applied Linguistics at Eötvös University, Budapest. Her main field of research interest is the social psychological aspects of L2 learning and teaching, as well as second and foreign language motivation. She has published over 50 academic papers and has co-authored several books on various topics related to social psychological issues in foreign language learning and teaching.

English language teachers' motivation in Hungary: The results of a mixed-methods study

Despite the fact that students' motivation to learn English has been extensively researched in Hungary, relatively less emphasis has been paid to investigate the motivational processes related to the work of English teachers. Hence, the focus of the study introduced in this talk is to investigate the motivational processes relevant to English teaching. As a result, the question that the present talk intends to answer is: What characterizes English teachers' views of their own motivation to learn and teach? In order to answer this question both qualitative and quantitative data will be analysed. The qualitative phase of the study employed a semi-structured interview including 10 English teachers. The empirical work yielded a database of approximately 75,000 words and topical analyses were carried out to identify the major emerging themes. The quantitative data collection involved 200 English teachers working at various Hungarian schools. The online questionnaire included motivational, attitudinal and experience-related constructs. Single- and multivariate statistical tools were used to analyse the data. The results from the two phases will be compared and discussed including these main topic areas: 1. Teachers' motivation to professional development. 2. The contribution of self-reflection and attitudes to teacher motivation. 3. The detrimental effects of demotivational processes. 4. The role of further self-related issues, such as, self-confidence, self-image and experiences in teacher motivation. Possible relations among the themes will also be explored and implications will be discussed. At the end of the presentation, I will outline future research directions.

Dr Heath Rose, Associate Professor at University of Oxford

Heath Rose is an Associate Professor of Applied Linguistics in the Department of Education at the University of Oxford. His research interests are in Global Englishes and TESOL, as well as English medium instruction and language learner strategies. He has published his research widely including in *Applied Linguistics*, *Modern Language Journal*, *TESOL Quarterly*, *Language Policy and Higher Education*. He is (co)author of the books *Introducing Global Englishes* (Routledge, 2015),*Global Englishes for Language Teaching* (Cambridge University Press, 2019), and *The Japanese Writing System* (Multilingual Matters, 2017).

Global Englishes for Language Teaching: Putting Theory into Pedagogical Practice

The growth of English as an international language (EIL) has changed the sociolinguistic landscape of how English is used, and therefore how it should be taught. Global Englishes—here defined as an umbrella term to unite the work of World Englishes, English as a Lingua Franca, and EIL—aims to explore the implications of this diversity on multifaceted aspects of society, including English language teaching practices. Within this field, some scholars (e.g. Kumaravidelu, 2012) have called for a 'epistemological break' from the traditions that underpin teaching approaches, and others have called for changes in teacher education, including the incorporation of more Global Englishes theory into pedagogical practices (e.g. Galloway, 2017; Rose & Galloway, 2019). This presentation consolidates recent calls into concrete proposed to innovate TESOL in the 21st century to better prepare learners for a globalized world. It draws on a body of classroom-based research where teacher-researchers have experimented with incorporating Global Englishes perspectives into classrooms where students are studying to use the language as a global lingua franca in their future careers. It investigates a number of issues surrounding this integration, including barriers. The paper delineates a range of stakeholder (teachers, students, trainees) responses towards Global Englishes content and/or issues regarding the practicalities of manifesting theory into teaching practice. This synthesize of studies will raise issues for discussion such as how to deal with standard language ideology ingrained in current practices, how to support trainee teachers after graduation, and how to narrow the current theory-practice divide in actual English language classrooms.

How New Media Reshaped Language Learning: The Usage of TikTok Among International Students in China

Dr Carol Griffiths, University of Leeds (UK), Auckland Institute of Studies (New Zealand)

Dr Carol Griffiths has been a teacher, manager and teacher trainer of ELT for many years. She has taught in many places around the world, including New Zealand, Indonesia, Japan, China, North Korea, Turkey and UK. She has also presented at numerous conferences and published widely, including her books *Lessons from Good Language Learners* and *The Strategy Factor in Successful Language Learning.* Individual differences, teacher education and support, English as a medium of instruction, English as a lingua franca, action research, and using literature to teach language are her major areas of research interest.

Reflections on language learning and teaching in different contexts

In the 21st century, English is taught in almost every corner of our globalising world. Reasons for the interest in English vary from context to context, but they usually include a desire to be able to participate in international communication, entertainment, business, and education. But how different is the practice of ELT in widely scattered areas? In an attempt to examine this question, this talk will reflect on my own experiences in 5 different contexts, using a narrative technique:

1. New Zealand. Since NZ has English as an official language, it receives many international students who wish to gain exposure to an English-speaking environment.

2. Japan. I found Japanese people to be extremely polite, with strict rules governing their behaviour, including greetings, time, shoes, and staffroom and classroom etiquette

3. China. Among the factors which can cause confusion for a foreigner in China is the linguistic landscape, which extends into the classroom.

4. Turkey. While China has Mao, Turkey has the omnipresent Ataturk, present in every office and classroom. For a foreigner, the linguistic landscape is probably

easier in Turkey than in China, since writing is phonetic and based on a Roman-style alphabet

5. North Korea. Some of the things which spring to mind about my time there include lack of resources, limited communications, limited availability of basics, regular power and water cuts, isolation, and dominance of the ruling family.

Based on my experience, I will conclude with some general advice for anyone considering teaching in an unfamiliar context.

White Paper Discussion

Holmes, B. and Myles, F. (2019). White Paper: Primary Languages Policy in England – The Way Forward.

What this research is about and why it is important

This research evaluates the implementation of the statutory requirement to teach a modern or ancient foreign language to all children in key stage 2, introduced from 2014. In September 2018, the first cohort made the transition to secondary school. It is now time critical to review the extent to which the statutory requirement has been met, and to what effect.

What the researchers did
The researchers identified the current challenges facing schools in implementing the foreign language requirement, defined the problems, convened a Policy Summit in November 2018, and published a **White Paper**, outlining recommendations.

What the researchers found

Current challenges: "The principal problems in schools relate to time allocation, teacher subject knowledge and language proficiency, limited access to professional development and a lack of shared and agreed understanding of pupil progress at the point of transfer from primary to secondary schools. Given the central importance of subject knowledge to good teaching, the variability of initial teacher training in subject knowledge development is a cause of concern. The current infrequency of Ofsted inspection of primary languages is a further cause of concern." (*White Paper, p. 9*)

Lessons from research into primary language learning — implications for practice (*White Paper, pp. 9-11*)

> **i**. During much of middle childhood children learn mostly implicitly and need rich and plentiful input for learning to take place: enough time needs to be allocated to language learning.
> **ii**. Middle childhood is characterised by very active cognitive development: activities need to be enjoyable but should also capitalise on emergent learning strategies and cognitive changes.
>
> **iii**. Strong early L1 literacy skills are associated with higher FL attainment: links with L1 literacy and the languages children know and are learning need to be strengthened, for both monolingual and EAL children.
>
> **iv**. Progress motivates: clear planned progression is essential to boost motivation and increase uptake at KS4.
>
> **v**. Teaching time, teacher language proficiency, and teaching approach affect pupil progress: access to high quality initial teacher training and continuing professional development is crucial.

vi. The percentage of pupils with English as an additional language is steadily increasing: teaching approaches should recognise and draw upon the multilingualism of EAL children in the language classroom.

RiPL solutions and recommendations (See White Paper, pp. 12-17)

1. **Time allocation** at least one hour per week, a non-statutory minimum of 140 hours over KS2;

2. **Government-funded professional development for primary teachers** to strengthen primary language subject knowledge, pedagogical understanding and language proficiency;

3. **Curriculum planning**: commission non-statutory guidance on minimum core content defining what children should know/be able to do in pronunciation, phonics, grammatical structures, vocabulary and knowledge about language;

4. **Transition:** strengthen primary-secondary collaboration; provide receiving schools with a clear statement of what pupils have been taught and what they should know and be able to do at the point of transfer;

5. **Assessment and reporting**: agree a **nationally recognized benchmark** by the age of transfer from KS2 to KS3;

6. **Develop effective use of digital technology** to support learning, training and reporting, including the development and piloting of an e-folio;

7. **School accountability**: Ofsted should include a focus on primary languages, gathering evidence of intent, implementation and impact related to curriculum planning;

8. **School leadership**: Develop effective partnerships between senior leadership and governors to strengthen accountability and improve coherent and structured progression in primary languages in the school development plan;

9. **Strategic role of research**: The DfE to include a focus on the implementation of primary languages policy in the next round of social research aims, to garner high quality evidence to inform policy development and KS2 delivery.

10. Create a **National Taskforce for Primary Languages** (NTPL) to support school-led improvement in the teaching of primary languages, to build the foundation of future language learning at KS3 and increase uptake at KS4 and beyond.

Presentations

The investigation into vocabulary learning strategies in a target language community

Nur Afiqah Ab Rahman, University of Warwick

As the building blocks of a language, vocabulary is essential to successful language learning. The learners' ability to make strategic decisions on how they learn vocabulary is likely to be a basis of effective learning. Nonetheless, the strategies used differ depending on the learners' situation and the effectiveness of the strategies. This paper probes into the English vocabulary learning strategies adopted by Malaysian sojourners in the UK. The participants were asked on the strategies they used in UK and reflected and recalled on their learning in Malaysia. This study also investigates how the strategies progressed and changed as the participants move from their home country to the UK. Data was collected through interviews, learning journals, tests and questionnaires over a period of 12 months. Data were coded into themes to investigate the difference of the participants' use of VLS in their home country and in UK. Qualitative data were gathered from semi-structured interviews and learning journal. Quantitative data were collected via vocabulary language strategies questionnaire and vocabulary levels test. This study does not only investigate what VLS the participants employ but also look at how and why they use the strategies. The findings show that the choice of VLS used by the participants were influenced by various aspects including but not limited to childhood, family, schooling experiences, motivation, workplace, personal preferences and technology. This paper provides greater depth and insights into the complexity of the participants' vocabulary learning strategies.

Exploring the efficacy of ESP courses at a tertiary educational institution in Kuwait from the teachers' and learners' lens

Hanan Alkandri, University of Bath

The basic concept underpinning the ESP field is preparing learners to interact successfully in their target professional communities after the completion of their courses. Many ESP classrooms however still lack the ability to achieve such mission. This paper qualitatively explores the views of the teachers and learners in a vocational college in Kuwait to gain insights into their views regarding their ESP courses and how their views shape their ESP teaching/learning experiences. Data from interviews with the teachers and focus groups with the learners pinpointed some personal and environmental issues influencing the ESP teaching/learning experiences in the investigated institution. The study bears implications for informing the ESP course design and development through awareness raising, teachers' professional development, and improving the institutional environment by creating a sense of community among its members.

Successful lexical inferencing while reading culturally familiar and unfamiliar texts

Nesreen Al-Ahmadi, University of Southampton

During reading, learners encounter unknown words and to compensate their lack of vocabulary knowledge they resort to compensational strategies such as using a dictionary or asking the teacher/peer about the meaning or a word. However, in the absence of these strategies, learners resort to guessing or more specifically lexical inferencing when encounter unknown words. Reader's vocabulary knowledge and proficiency level have been reported as crucial and significant predictors to overall reading and inferencing. However, Carrell and Eisterhold (1983) explain that the failure of EFL learners to comprehend a text is due to not possessing the required background knowledge about it, since this knowledge is not part of the reader's cultural background. Through using think-alouds, immediate stimulated recalls and semi-structured interviews, this study aims at investigating the role of cultural familiarity on Saudi EFL university learners as they lexically inference unknown words while reading a topically familiar Saudi cultural text compared to an unfamiliar one, from the British cultural. More specifically, the study focuses on 1) the role of learners' topic familiarity on their successful lexical inferencing in terms of the knowledge sources and the strategies they use in each text; and 2) the role of learners' proficiency level, on their choice of knowledge sources and strategies used in each text. This presentation will demonstrate how topic familiarity or it absence affected learners' lexical inferencing strategies and how these strategies were used in successful /unsuccessful inferencing. Furthermore, how the differences/similarities between the 3 proficiency levels emerged.

Inflectional morphology processing in second language acquisition: The role of PI and WM in processing redundant English verbal inflections

Aljuhara Alhussaini, University of Leeds

In instructed L2 learners, morphological variability could be explained by variable reliance on explicit vs implicit knowledge. My research project investigates the role of processing instruction (PI) in shifting explicit to implicit knowledge, pushing instructed learners to derive intake by attending to morphological cues in the input (VanPatten, 2007). The main study of this research (in process) examines whether employing PI to target the verbal inflections 3rd person –s, progressive –ing, past tense -ed may shift L2 learners' explicit processing to implicit processing, and, consequently, better performance in language tests. This study employs instructed English learners in an L1 Saudi Arabic intermediate-level university classroom (total n=92) and it adopts a pre-test, immediate post-test and delayed post-test design, with two treatment groups and one control group. The method employs online language tests that involve differentiated processing loads (self-paced reading and elicited imitation). More importantly, a new modified PI treatment was employed and compared to the original PI treatment. This novel treatment adapted communicative tasks into the PI instructional package to allow the linguistic knowledge processed during the PI treatment to be used in meaningful and natural production. Preliminary findings across all tests showed a generally significant group effect (p<.001), indicating that both modified PI and standard PI led to improvement in most cases compared to the control group. However, online production tests showed a significant advantage for the modified PI treatment only, suggesting the additional elements of communicative production was the most effective for acquisition. I hope to discuss further the implications of the adaptations of PI, and related cognitive processing issues.

Curricular reform: The role of teacher beliefs and contextual factors

Coralie Clerc, University of Southampton

The success of educational innovations is determined by both external and internal factors, one of which is teacher beliefs. Since beliefs are context-dependent, exploring them in various settings can broaden our understanding of the local implementation of change. Switzerland added English to the compulsory curriculum in the early 2000s. This change of language education policy has recently been supported by the publication of a new curriculum and introduction of a new textbook. The present study was conducted against such a backdrop in public schools in Valais (Switzerland), where cantonal tests impact language priorities and give a higher status to German to the detriment of English. Through interviews and observations, I aimed to uncover how teachers conceptualise the curriculum and how their beliefs affect its implementation. The qualitative analysis of the obtained data suggests that the core beliefs influencing the curriculum implementation are triggered by different levels of the local context, namely the classroom level, the school level, and the cantonal level. Whereas the teachers' beliefs about their own role are activated in the classroom context, their beliefs about the role of the curriculum are formed at the school level. As for their beliefs about the role of English, they are embedded in the greater cantonal context. Thus, the intended curriculum is shaped by the teacher beliefs and what they think is feasible in their local context to become the enacted curriculum.

Achievements of Irish language immersion students in a low socio-economic context

Karen Ní Chlochasaigh, Mary Immaculate College; Pádraig Ó Duibhir, Institute of Education, Dublin City University

Irish immersion education (IME) although traditionally deemed as an advantage enjoyed principally by middle-class families where parents were a driving force of demand and promotion, has become increasingly available in contexts of social disadvantage throughout Ireland. Thirteen Irish-medium primary schools situated in designated areas of disadvantage throughout Ireland are part of the DEIS (Delivering Equality of Opportunity in Schools) action plan for educational inclusion. A recent study carried out by the Institute of Education, DCU and the Educational Research Centre, investigated the achievement rates of students in DEIS IMS in comparison to their peers in English-medium schools. Standardised tests in English Reading and Mathematics were administered to a population sample of 523 students in 3rd and 6th across all schools. Scores of low SE students in IMS were compared to national DEIS scores (Kavanagh et al, 2015), allowing for comparisons in achievements to be made but also for the identification of the benefits of bilingualism and the challenges met by DEIS IMS. The paper aims to present quantitative data on the performance and learning difficulties of pupils in DEIS IMS based on standardised test scores and to discuss implications for implementing immersion education in low socio-economic contexts. It will argue that immersion education is attainable regardless of background, ability or socio-economic composition, given that specific linguistic, economic and special education needs are considered, and that appropriate language and learning supports and approaches to assessment are implemented.

Pedagogical aftermath of a politically driven medium of instruction (MOI) policy

Tae-Hee Choi, Education University of Hong Kong; Adamson, Bob, Education University of Hong Kong

In January 2014, the Hong Kong Institute of Education (HKIEd) approved a new language policy that marked a major shift in MOI practices. Approximately 80% of undergraduate courses were to be delivered through English as the medium of instruction (EMI), a reversal of the previous that allocated 20% to EMI and 80% to Chinese. The overall goal was to foster functional trilingualism in English, Cantonese and Mandarin to different levels of competence according to the circumstances of different students. It was envisaged that classes might be conducted with the judicious use of multilingual pedagogical strategies such as translanguaging. The new language policy caused some unease among staff and students, who feared that using EMI might inhibit learning or who were unsure how to prepare for and deliver classes through EMI or multilingual channels. This paper traces the genesis and development of the language policy, describes the support system created including a resource package (which was prepared by the presenters of this paper) and their rationale, and analyses subsequent feedback from colleagues as they sought to shift to a predominantly EMI mode. The paper captures the struggling learning processes that an institute and people therein go through when language policies are initiated politically rather than educationally (Kan & Adamson, 2016), without sufficient preparation for student- and system-readiness. It also shares a framework which helps prepare for a new MOI policy (Choi, 2018).

'It's like having a test but in a fun way': Young learners' perceptions of a digital game-based assessment of early language learning

Louise Courtney, University of Reading; Suzanne Graham, University of Reading

Assessment is a challenge within early language learning, calling for methods which, as well as being valid and reliable, protect rather than diminish motivation (Copland, Garton & Burns, 2014; McKay, 2006). This paper presents the findings of a study that explored how young learners of English, Spanish, Italian and French perceived a digital game-based assessment of language competence, and how these perceptions were modulated by age, gender and levels of game performance. 3437 learners (aged 6 – 13.6 years) from four countries played a digital language game, The Language Magician, designed to provide diagnostic information on language proficiency in vocabulary, listening, reading and writing. Learners then completed an online questionnaire about their attitudes towards the game. Demographic information including children's age, gender and hours of instruction was also collected. Overall, learners considered that the game was fun to play, worth playing again, helpful for telling them about their progress and moderately difficult. Perceptions of difficulty, however, were only weakly related to levels of positivity towards the game, and we found no effect of age or level of game performance on levels of positivity. Girls, however, did show more positive attitudes towards the game than boys. These results, indicating that digital games can be useful for assessing a range of learners on challenging content without having a negative impact on their enjoyment, are discussed in relation to theories of motivation such as flow (Csikszentmihalyi 2000/1975) and Self-determination Theory (Ryan & Deci, 2000), as well as implications for classroom-based early language learning.

Japanese professors' attitudes towards a more multilingual approach in EMI lectures: Incorporating more of the L1

Samantha Curle, University of Bath

This study examined Japanese professors' attitudes towards a more multilingual approach in EMI lectures (i.e. incorporating more of the L1). Interviews were conducted with 57 lecturers in 6 universities in Japan (3 in Tokyo, 3 in Kyoto). These lecturers taught varied subjects such as Law, Engineering, and Business Administration through English. Lecturers were asked to reflect on their current EMI classroom practice, and if more or less use of the L1 would enhance teaching and learning. Results indicated an overall positive stance towards a move to incorporating more Japanese in EMI classes. However, this depended on the topic being taught and student English proficiency. Suggested implications of such attitudes for EMI classroom teaching practice will be provided, alongside research questions that might be addressed in future.

Greek Cypriot learners' knowledge of phrasal verbs

Lizeta Demetriou, University of Essex

Research suggests that the more frequently a word is encountered the more likely it is to be learned (e.g., Webb, 2007). However, a word frequent in one context (e.g., for the native speakers) may not be frequent in another context (e.g., for EFL learners) (Durrant and Schmitt, 2010). The present study aims to examine the relative role of various sources of English language exposure (e.g., ELT textbooks, English films, stay in an English-speaking country) on phrasal verb learning in the context of Greek Cyprus. Phrasal verb learning is the focus of this investigation because a) phrasal verb use is considered a sign of native like fluency (Siyanova and Schmitt, 2007) and b) phrasal verb learning is challenging (Garnier and Schmitt, 2016). For this study, 100 participants at the B1+ CEFR level completed three phrasal verb tests, namely, a form recall, a form recognition and a meaning recognition test. A biodata questionnaire was also administered to measure participant' incidental exposure to English language. To validate the tests 20 participants also took part in an interview that asked participants questions about how they approached the tests. Mixed effect modelling indicates a positive relationship between a) corpus and textbook frequency, time spent reading and writing in the L2 and b) learners' knowledge for all three tests. Time spent in an L2 speaking country has a positive relationship with the form recognition test scores while time spent on social media only with the meaning recognition test scores. The pedagogical implications of the findings will be discussed.

Exploring the relationship between language learning motivation and proficiency for 15-year-old Spanish learners of English

Karen Dunn, British Council; Janina Iwaniec, University of Bath

Research on language learning motivation was initially spurred by finding that variance in language achievement could not be fully explained by language learning aptitude (Gardner & Lambert, 1972). Yet since then, collaboration between experts in the fields of assessment and motivation has not been pursued to its fullest extent, resulting in mixed evidence for the extent and nature of the relationship between L2 proficiency and motivation. This paper presents an innovative approach to exploring the relationship between language achievement and motivation using latent profile analysis. 1773 learners of English were sampled randomly from schools located in the Madrid region. These learners completed an eight-scale questionnaire, which operationalised constructs from influential theories of language learning motivation (Dornyei, 2005)), plus a multi-skill English language test (Aptis). To explore patterns of motivation and achievement amongst participants, a Latent Variable Mixture Modelling (LVMM) analysis was undertaken in Mplus7. This person-centred analysis divides participants into groups according to shared attitudes and performances (Muthén & Muthén, 2010) rather than assuming homogeneity (Marcoulides & Heck, 2013).Results indicated five distinct groups amongst the Spanish students, each characterised by varying proficiency/motivational profiles. Amongst other observations, it was noted that two highly motivated, highly achieving groups were distinguished by internalised motives – their conception of their future and present L2 selves – whilst a discernible difference in levels of interest and effort separated high and low performing students with otherwise similar motivational profiles. Teasing out the relationships in this way goes some way to explaining previous mixed findings in this area.

The teaching and learning cycle in HE, assessment, genres and disciplinary literacy

Gail Forey, University of Bath

Current research provides strong evidence that curriculum learning is best supported when teachers are explicit about curriculum goals and use a range of strategies to develop students' learning. However, it is often overlooked (outside of applied linguistics) that curriculum learning, and teaching is mediated through language and that knowledge and the development of knowledge is construed through language. In order to explicitly teach language for curriculum learning the teacher needs to be familiar with the literacy requirements specified in their curriculum and assessment tasks, and to incorporate disciplinary literacy as part of their practice. In this presentation, I will introduce research which provides a curriculum map of common genres found in education. The identification of common genres and the disciplinary literacy demands of assessment tasks can provide valuable insights for teachers. In addition, I will draw on the Teaching and Learning Cycle (TLC), a pedagogic model that has been influential in Australian, British and USA secondary schools, which can be applied to tertiary contexts across all disciplines. Drawing on data collected from a Hong Kong university, and UK secondary schools, I discuss how the stages of the TLC, namely (i) setting the context, (ii) modeling and deconstruction and (iii) joint construction, can lead to successful (iv) independent construction. The data involves video observations of classroom teaching, as well as interviews with students and teachers. Focusing on written argumentative assessment tasks and joint construction, I discuss how the teacher can support learners and prepare them for success when faced with the challenges of writing an assignment. The findings shed light on the value of explicitly teaching language for curriculum learning and the pedagogy used to advance disciplinary knowledge and student learning.

Navigating the challenges of L2 reading: Self-efficacy, self-regulation and individual differences

Suzanne Graham, University of Reading; Robert Woore, University of Oxford; Alison Porter, University of Southampton; Louise Courtney, University of Reading ; Clare Savory, University of Oxford

Classroom foreign language learning is often arduous, particularly in settings such as the UK, where instructional hours are limited and motivation low. In such contexts, 'buoyancy' – learners' ability to 'proactively bounce back' from difficulties (Yun et al., 2018:806) – is important. These authors found that, in turn, buoyancy is strongly predicted by self-efficacy and self-regulatory strategies (SRS). However, the relationship between self-efficacy and SRS has rarely been explored for L2 learning, despite both featuring in self-regulation models (Panadero, 2017), and despite some intervention studies finding that strategy-based instruction impacted positively on L2 self-efficacy (Graham & Macaro, 2008; Macaro & Erler, 2008).

The current study reports follow-up analysis of data from a larger randomised control trial. It investigates the relationship between SRS and self-efficacy for L2 reading among 693 beginner learners of French, aged 11-12. It also explores whether different learner types exist with respect to that relationship, and the extent to which learners' self-efficacy benefited from each of three instructional approaches: (a) phonics instruction plus exposure to challenging texts; (b) strategy-based instruction plus exposure to the same texts; (c) exposure to the texts only, with no explicit reading instruction. SRS use was found to predict self-efficacy at both pre- and post-test, while four distinct learner types emerged at pre-test from a hierarchical cluster analysis. Overall, self-efficacy increases were significantly greater for learners receiving strategy-based instruction than for the other groups, and especially for certain learner types. Implications are discussed for theories of self-regulated language learning and classroom practice.

Designing a master's programme for English as a medium of instruction: Contextual challenges and contextually sensitive solutions

Trevor Grimshaw, University of Bath; Adem Soruc, University of Bath

The global development of English as a Medium of Instruction represents significant challenges for educators and students alike. In many contexts the relative lack of policy guidelines and limited opportunities for professional development (viz. Dearden, 2014) have a major impact on the learning experiences of students in EMI classrooms. In this presentation we illustrate these challenges by presenting the findings of a qualitative study conducted in Turkey. The multi-method research design combined video-recordings, and open-ended questionnaire and stimulated-recall interviews. We will go on to describe how this and related research has informed the development of a full time MA in English as a Medium of Instruction which is based on the principles of context appropriate policy and practice. We conclude with some insights and lessons learnt from the process of programme design and some broader implications for the ongoing development of EMI as a discipline.

The power of a word: Spanish schools inching towards literacy development

Ana Halbach, Universidad de Alcala; Daniel Candel Bormann, Universidad de Alcala

Over the last decades, the term 'literacy' has extended far beyond its original reference to learning to read and write. However, few data are available about its actual application in schools across Europe. This paper tries to identify common trends and the difficulties teachers face when dealing with literacy in the Madrid area, one of the more successful regions according to international studies, and a region where bilingual education projects are run in more than 50% of all schools. In an attempt at finding out how schools deal with literacy, five schools were identified that attempt to move beyond doing reading and writing exercises by means of some kind of project in the foreign language, only one of which can be described as a true literacy project. The analysis revealed a number of difficulties teachers faced to move beyond language teaching based on a description of the language, with the absence of a proper equivalent for the term "literacy" at the heart of these challenges.

Developing pragmatic competence for study abroad: An instructional intervention for L2 Chinese learners

Nicola Halenko, University of Central Lancashire

With the continued popularity of the study abroad (SA) context for language learning, this longitudinal investigation aims to better prepare students of Chinese as a second language for a SA stay. The study specifically focuses on the development of pragmatic competence which is understood as the ability to use language in socially appropriate ways. While scholars have begun to investigate L2 Chinese pragmatic development during SA recently, pre-departure pragmatics instruction has yet to be explored. This study aims to fill this gap. Employing an underexplored group of British university students (n=18) studying Chinese as a second language, this mixed-methods study evaluates the effects of six hours of explicit pre-SA pragmatics instruction over one academic year. A computerised oral test was administered three times with an instructed experimental group and non-instructed control group, before and after the pre-departure instruction, as well as after their year abroad in China. In addition, interviews and written reports provided a qualitative dimension to the study. The results show that the instruction had a significant impact on the participants' abilities to reproduce pragmatically appropriate expressions in Chinese in a range of academic and social situations, as well as increasing their confidence to interact in the L2. These post-instructional improvements were generally sustained after returning to the UK. In comparison, whilst the year abroad appeared to have somewhat of a positive impact on the control group, their performance levels failed to reach those of their instructed counterparts after the year abroad from both pragmalinguistic and sociopragmatic perspectives.

Investigating L2 learners' reading of source texts for an MA module assignment: analyses through cognitive and sociocultural perspectives

Takeshi Kamijo, Ritsumeikan University

The present exploratory study examined two successful L2 learners' reading of their source texts for an MA TESOL module assignment in a UK university. In-depth, 40-minute interviews were conducted twice. The first set of interviews, at the beginning of the module, was about learners' perceptions of reading for writing. The second set was conducted four weeks after the assignment submission, which included learners' descriptions about their source text reading. Thematic analysis by Braun and Clarke (2006) was used, applying cognitive and sociocultural perspectives. Cognitive reading strategies were analysed using the framework by Wingate (2012): (1) analysing and evaluating content knowledge, (2) establishing a position and (3) developing an argument in a coherent manner. Sociocultural features were analysed through the Communities of Practice perspective (Donato & McCormick, 1994; Wenger, 1998). Findings established through the initial coding analysis indicated that the two learners had an understanding about critical reading and could construct an appropriate task representation about reading for argumentative essays. In addition, they used research review articles effectively. One learner carefully conducted critical literature review and evaluated relevant research evidence from different viewpoints, strengthening her argument. The other learner critically evaluated researchers' debate and identified a gap in the research, developing a well-focused argument. Sociocultural analysis revealed that the two learners' understanding and process of their critical reading were helpfully mediated by tutors and professors. Also, they initially struggled with their new learning but sustained their engagement, successfully applying critical reading for writing assignment essays.

Analysis of EFL teachers' (de)motivation and awareness

Lorena Salud Gadella Kamstra, University of Essex

Teaching seems to be a profession in crisis (Hiver & Dörnyei, 2015). According to Lamb (2017), there is sufficient research to evidence that language teachers are able to influence their students' motivation for better or for worse. In Spain, Betoret (2016, p. 535) found that workload, lack of rewards, school authority guidelines, classroom learning environment and relationship with colleagues "accounted for a greater portion of variance in teacher anxiety, job satisfaction and teacher motivation". Teachers who are anxious, dissatisfied and demotivated could affect students (Frenzel & Stephens, 2013); therefore, a closer exploration of EFL teachers' demotivation is needed. In-depth online and face-to-face semi-structured interviews with interview prompts, an innovative data collection instrument, and classroom observations were used in secondary state schools in Spain to examine teachers' demotivation, uncover possible solutions and comprehend teachers' motivational awareness. The findings revealed motivators and demotivators, such as teachers' meeting their own expectations and goals as a motivator and the complex system to access teaching in state schools as a key demotivator. Improvements in the classroom context and changes needed in the educational system were proposed by participants. A more disciplinary teaching approach or empathising with students were identified as solutions to teachers' motivational problems, which were in turn, influenced by students' behaviour and motivation. Increasing teachers' motivational awareness and fostering changes, such as reducing the students' ratio in the classroom, might benefit teachers and their performance and could as a result, have a positive effect on students and their learning of a foreign language.

Spoken interaction in second language classrooms: A three-case study

Barbara King, University of Reading

This study aims to fill a gap in the research in UK-based studies of content and language integrated learning (CLIL) by focusing on the way teachers and students talk in the classroom. It can be argued theoretically that a CLIL approach would provide ideal conditions for language acquisition. For example, Swain (1995) suggests that frequent dialogue between the teacher and the learner in the target language results in learner language of higher quality. Long (1996) states that interaction is necessary for language acquisition, involving negotiation of meaning between speakers. A CLIL approach with a focus on content is likely to provide frequent opportunities for negotiation of meaning and plenty of feedback on learners' communicative abilities. CLIL may also provide opportunities for pushed output (Swain, 1995), with learners focussing on communicating meaning as clearly as possible. However, it can also be argued that a non-CLIL MFL lesson could also provide similar opportunities for a high level of interaction, if managed effectively (Christie 2016). This study aims to explore these theories by looking at evidence from CLIL and non-CLIL classroom settings. Analysis is on-going but preliminary findings suggest that similar patterns of classroom language are evident in all three settings, and that the teacher may be a key factor in determining the opportunities for dialogue, checks on meaning and corrective feedback. This research will have implications in three areas: language pedagogy and policy; theories of second language acquisition and research methodology.

Hybrid learning in foreign language teacher education

Jürgen Kurtz, Justus-Liebig-Universität Giessen, Germany; Leo Will, Justus-Liebig-Universität Giessen, Germany

TEFLhybrid@JLU (TEFL = Teaching English as a Foreign Language; JLU = Justus Liebig University) is a newly developed project which seeks to explore the potential of hybrid learning within the teacher education program at Giessen University. A hybrid format of course delivery combines face-to-face instruction with collaborative, increasingly self-regulated, online learning in virtual space to transform and enhance students' learning experience (cf. Zibelius 2015). Within the format, all interaction takes place in the English language (English Medium of Instruction Context). The first course in the hybrid format is titled "Designing an EFL Textbook Unit". Adopting a communicative language teaching perspective, the course focuses on developing competencies and skills essential to evaluating, adapting and – ultimately – creating English language learning materials (cf. Richards 2015). It comprises four introductory classroom sessions, followed by seven weeks of student-regulated online learning, and four final in-class sessions to give all participants the opportunity to present their materials. The seminar is based on both print and digital media with regard to the resources used, but also with regard to the products to be created by the participants. A learning management system is used throughout the process to facilitate interaction. Student learning advisors offer assistance both in technological and language pedagogical matters. The research interest centers around the project's possibilities and limitations as perceived by all stakeholders. A mixed-methods approach is taken by juxtaposing data emerging from questionnaires as well as from the data generated on the online platform.

Does gender stereotyping of foreign language learning have an impact on male EFL learners' performance

Gulsah Kutuk, Edge Hill University

Researchers believe that gender stereotyping of academic domains is an issue because how an academic subject is perceived by females and males can influence their achievement-related perceptions including their self-efficacy and anxiety. In alignment with this argument, several studies have found that males and females tend to favour and be more confident in the academic subjects which are believed to be more appropriate for their gender. Although vital to academic achievement, there is little attention to males and their performance in academic fields which are mostly associated with females. This study, therefore, aimed to explore the concept of gender stereotyping in respect of males and their performance in foreign language learning which, in some language learning environments, is believed to be a female domain. The research investigated the extent to which any existing gender stereotypes were linked to foreign language learners' performance via the mediating roles of language self-efficacy and anxiety. Overall, 1000 Turkish adult learners studying English as a foreign language at university level were recruited. The study employed a questionnaire design which examined whether there was a link between language learners' gender stereotyped beliefs about foreign language learning and their self-efficacy, anxiety, and performance. The results confirmed that Turkish EFL learners held the belief that females were better at foreign language learning in a number of ways compared to males. However, the belief that females were better language learners was not found to be linked to males' performance through their self-efficacy and anxiety. The empirical research presented in this thesis is among few studies examining the phenomenon of gender stereotyping of academic subjects in terms of males and their foreign language performance.

The role of informal L2 contact in the use of discourse markers and other pragmatic features in the spoken English of Greek adolescent

Christina Lyrigkou, Open University

The omnipresence of the internet in the everyday lives of many language learners is an undisputed reality. Recent research into the out-of-class L2 contact without the primary objective of language learning has reported positive correlations between engaging in leisure activities (streaming TV series, playing digital games, using social media etc.) and L2 proficiency1234. The focus has been on lexicogrammatical knowledge and the skills of reading, listening and writing, but there is still little evidence regarding the role of informal L2 contact in the skill of speaking, and, more specifically, in learners' use of pragmatic features in oral production. The proposed presentation will report on the initial findings of a longitudinal PhD study, which focused on the use of discourse markers in the spoken production of 57 adolescent learners of English in Greece. Among participants who demonstrated the same levels of oral proficiency, notable differences were found in terms of the frequency, range and functions of the discourse markers they employed. Data analysis indicated that the differences might be explained by participants' individual differences and the nature of their L2 practices in informal contexts. Learners who made varied use of discourse markers reported that along with their speaking practices in instructional contexts, they regularly engaged in personalised, oral communication with L2 peers around the world through smartphone applications (WhatsApp, Snapchat, etc.). Understanding L2 learners as complex individuals and the various daily contexts of L2 use can inform the instruction of L2 pragmatics and the design of materials for second language speaking.

Evidence-based teaching: Listening in English as a foreign language in teachers' and students' cognition and practice

Keltoum Mansouri, Institute of Education, Reading University

While research into second language listening is on the increase, over the last decade the interest in research has been in investigating the factors affecting learners' listening ability and how to develop listening proficiency focusing on learners' listening strategies and the crucial role played by metacognition. At the same time, although the teacher potentially plays a crucial role in improving learners' motivation, self-beliefs and performance in relation to listening, it has been argued that language teachers' awareness of research and theory relating to listening is limited and their cognition in relation to listening remains a neglected area. As a result, our understanding of a variable that potentially influences listening pedagogy and outcomes is limited. In response to this gap in research, this paper presents findings from a study that investigates, first, the effects of research-based training on teachers' beliefs about listening in general and their self-efficacy for teaching listening in particular, in addition to their practice; second, the impact of strategy and metacognition-based instruction delivered by those teachers on EFL students' listening proficiency and self-efficacy beliefs; and lastly the relationship between teachers' and learners' listening self-efficacy beliefs. The study was conducted in two English language departments in Algerian universities involving teachers and students. Data were collected quantitatively and qualitatively from the participants at two-time points. The research tools included questionnaires and interviews for all the participants, besides a listening proficiency test and vocabulary test for the students. The presentation will conclude with its findings and implications for pedagogy and theory.

Revisiting learning context in a hyperconnected world

Andrew Moffat, University of Nottingham

A key variable in many classifications of geo-social language learning context is exposure: the extent to which learners can be expected to come into contact with the target language in their daily lives. This is a primary assumption underlying, in particular, the popular distinction between Foreign-Language and Second-Language contexts. However, the communicative resources provided by digital technologies in today's hyper-connected world can bring learners into contact with rich, multi-modal texts and communities of target language speakers regardless of physical, geographical location, potentially rendering such traditional paradigms obsolete. This talk uses data gathered by a global survey undertaken in partnership between the University of Nottingham and Cambridge University Press, to explore L2 English users' English-language online communicative activities in different learning contexts worldwide. Geo-social learning context is used as a lens through which to examine the data and seek evidence attesting to the degree to which L2 English users engage in authentic interaction online using their L2, the nature of such interactions, the difficulties encountered therein, and the effect of such exposure on formal learning. Finally, the implications for these findings on established taxonomies of language learning contexts are considered.

Autonomous learning in Saudi writing classroom: Teachers' and students' perceptions, beliefs, attitudes and practices

Abrar Owaidah, University of Reading

The development of learner autonomy (LA) is an important factor in learning to write in a foreign language (REF). In Saudi Arabia, however, English as a Foreign Language (EFL) writing instruction is still traditional and largely teacher-centred, even at university level. As a result, learners in that context have relatively few opportunities to develop autonomous writing practices. The reasons for this are under-explored, but are likely related to the beliefs of teachers and students themselves. The purpose of this study is to explore teachers and students' beliefs, attitudes and practices in relation to autonomous learning in a Saudi university preparatory year level (foundation year). It also explores the barriers and supporting factors around promoting learner autonomy in EFL writing classrooms. Finally, by comparing classrooms where teachers express more and less positive beliefs towards autonomous practices, it explores the development of students' writing with and without an autonomous learning class environment. This exploratory study used a mixed method research design. Quantitative data were gathered through surveys from 16 female EFL teachers in the preparatory year, and from a survey at the start and end of the year among 91 students within four classes. Based on their responses to the questionnaire, four teachers and their writing classes were classified as 'autonomous' (Group A, two teachers) or 'non-autonomous' (Group B, two teachers). Further qualitative data regarding teachers' and students' beliefs, practices and writing development were collected through interviews, classroom observation and writing samples. The preliminary findings indicated that teachers and students believed in the importance of LA in learning EFL writing, but did not always translate these beliefs into practice due to fixed teaching/learning restrictions outlined by the university. It was also found that there was a significant difference between high school and the preparatory year regarding how much autonomy was valued. Previously planned writing lessons and fixed criteria of writing were main obstacles to developing autonomous learning in EFL writing. Findings suggest a need for the modification of EFL writing curricula, so that they relate more to students' cultural background and real-life experiences and hence promote

autonomy through increased interest. Moreover, less central university control regarding the fixed examination system and more attention to students' needs and levels would help promote LA in writing classes. This study concludes that EFL students have the ability and willingness to learn to write independently. However, lack of resources, encouragement and guidance from their teachers prevent them from being so.

Emotions and motivation in language learning in the Romanian context: Insights from EFL teenage learners

Liana Maria Pavelescu, Guildford College

This study investigates the language learning emotions of two EFL teenage learners in Romania, how their emotions emerge in their learning experience in the Romanian context and the ways in which these learners' emotions are linked to their motivation to learn English. Qualitative methods were used over a semester: a written task, semi-structured interviews with the learners and their teachers and classroom observations. It was found that both adolescents who participated in the study experienced positive emotions towards English. The prevalent English language learning emotion experienced by one of the learners was love, and the dominant emotion towards English experienced by the other learner was enjoyment. A distinction was found in the intensity and stability of these positive emotions. Love was an intense and lasting emotion, while enjoyment did not involve a strong emotional attachment to English. Unlike enjoyment, love was found to be the driving force in the learning experience, broadening cognition. This strong positive emotion acted as an invaluable inner resource which created coping mechanisms when there were obstacles in certain classroom situations. Moreover, love was linked to a fascination with the UK and nurtured motivation by fueling learner agency and autonomous learning and by shaping and strengthening a vision of a future L2 self as an English user in an English-speaking country. The study offers insight into the vital role of strong, enduring positive emotions in adolescent students' language learning experience and into the complex and idiosyncratic ways in which language learning emotions are linked to motivation.

Corpus consultation training in a pre-sessional course: Lessons for online data-driven learning

Reka R. Jablonkai, University of Bath

There is a growing body of literature that investigates the application and effectiveness of direct corpus consultation in language teaching and learning in the form of data-driven learning (DDL) classroom activities and workshops (Bridle, 2018; Charles, 2018; Chen & Flowerdew, 2018; Flowerdew, 2015). Although several studies have established the benefits and effectiveness of DDL (e.g. Boulton & Cobb, 2017), direct corpus consultation has not yet become part of widely-used teaching practices (Gilquin & Granger, 2010; Mizumoto & Chujo, 2016) partly because of perceived technological complexities. The present paper reports on a study conducted at the pre-sessional course of a UK university. The aim of the study was to investigate the perceived ease of use and usefulness of corpus consultation for academic writing purposes. Students (N=32) were given two 1.5-hour workshops with tasks designed to demonstrate learners how they can autonomously consult an online, freely available corpus analysis tool: www.wordandphrase.info. Students gave feedback immediately after the workshops in the form of a short questionnaire with Likert scale items and an open-ended question about the ease of use and the usefulness of corpora. Preliminary findings suggest that students found the corpus useful and they did not perceive the corpus analysis tool difficult to use which is in contrast to findings of many of the previous studies where the majority of students found direct corpus consultation complex and difficult (e.g. Jablonkai & Cebron, 2017).

An Investigation of translanguaging in the Algerian university EFL classrooms

Safia Serai, University of Porstmouth

The monolingual approach has been challenged by the "dynamic bilingual" norm which subsides the rigid separation between languages and acknowledges the students' full linguistic repertoires (Garcia and Wei, 2014). The bilingual instructional strategies and the process multilinguals follow to deploy what they do with languages is called translanguaging (Garcia and Lin, 2016). As the term translanguaging is gaining increased attention in the literature, the aim of my study is to investigate its pedagogical aspect, at the Algerian tertiary level, which has been underdeveloped. In this regard, my research endeavours to provide a better understanding of translanguaging by focusing on the practices that involve the use of different languages in the Algerian context where more than two languages may co-occur (English, Arabic with its varieties, French and Tamazight). Besides, the teachers and students' attitudes in the English as foreign language classrooms will be investigated to elucidate the multilinguals' views about this language practice and check whether there will be a possibility to be a valued and an acknowledged practice in the higher education language classrooms. To achieve the objectives of the study, this language practice will be investigated by conducting interviews, questionnaires and classroom observations in one of the Algerian universities. The potential findings may suggest implications for teacher education about the use of the different languages students know, and how to teach students the appropriate contexts to develop their proficiency in translanguaging. In conclusion, this research will have a significant contribution to what translanguaging is in the Algerian multilingual context.

Global perspectives on teacher cognition and assessment

Susan Sheehan, University of Huddersfield; Sonia Munro, University of Huddersfield

This proposal responds to the question of using different research perspectives and innovative methodologies to explore teaching processes. We will discuss classroom-based assessment practices through the prism of teacher cognition. Much of the research into teachers' assessment practices has taken the approach of considering assessment to be a static body of knowledge which teachers have not mastered due to a lack of training in the topic or a lack of interest in the topic (Vogt and Tsagari, 2014). Our project, in contrast, explored assessment as a multi-layered and complex phenomenon which requires teachers to operate as both assessor and teacher (Scarino, 2013).

The following research questions informed the project:

1.How do teachers develop their identity as assessors?

2.What role do teachers experiences of assessment, both in their own schooling, and as teachers, play in the development of their assessment practices?

3.How do teachers put their assessment 'credo' into practice?

Inspired by a study of teachers' beliefs about teaching grammar (Borg and Burns, 2008) we developed a questionnaire which explored the participants' assessment experiences at school, their assessment training experiences and their current assessment practices. The on-line questionnaire was completed by 261 participants who were based in 57 different countries. Follow-up interviews were conducted with 10 participants. Several studies (e.g. Xu and Brown, 2016) suggested that teachers test as they had been tested. Our data suggests the participants developed their identity as assessors by rejecting the assessment practices that they had experienced as school children.

Investigating pre-sessional EAP students' exposure to polysemous academic words

Sophia Skoufaki, University of Essex; Bojana Petric, Birkbeck College, University of London

Studies evaluating EAP pre-sessional courses through comparisons of students' pre- and post-test scores have yielded mixed results. Consequently, it is necessary to examine the teaching that takes place in EAP pre-sessional courses to come up with relevant pedagogical recommendations. This study contributes to the sparse research into EAP pre-sessional teaching; it examines the extent to which polysemous academic words occur and recur in the teaching materials of a 5-week EAP pre-sessional course at a British university. This examination of the academic vocabulary included in EAP pre-sessional course materials is warranted because university students need to recognise and use academic words in various tasks. Polysemous academic words are focused on in particular because university students acquire the meanings of polysemous academic words very slowly without direct instruction (e.g., Schmitt 1998) while, at the same time, polysemy typifies frequent academic words (Authors 2018). In this study academic words are operationalized as words in the Academic Vocabulary List (AVL) (Gardner and Davies 2014). Polysemous academic words are operationalized as the AVL words which have more than one definition according to both the American English version of the Collins COBUILD Advanced Learners' Dictionary and WordNet (Fellbaum 1998). Findings suggest that many polysemous academic words are included in the materials but most of them occur less than 10 times, the frequency suggested by many studies as necessary for the development of at least some kinds of vocabulary knowledge (e.g., Webb 2007). The pedagogical implications of the study's findings will be discussed.

Exploring English as a foreign language (EFL) students' perceptions on the use of blended learning to develop academic English language skills in preparatory year in Saudi Arabia

Hebah Sheerah, Reading University

The unsatisfactory competence level of English as a foreign language (EFL) among undergraduate students in Saudi Arabia remains one of the country's major concerns. Despite the tremendous projects that aim to develop EFL curriculum, textbooks, and a variety of professional development programs, learning English in Saudi Arabia plays a limited role as targeted learners rarely practice the language outside the classroom. The purpose of this study is to investigate EFL undergraduate students' perceptions concerning the strengths and weaknesses of blended learning on the development of their academic English skills (i.e., reading, listening, speaking, writing) as well as their recommendations for improving the skills using blended learning in the preparatory year in two contexts in Saudi Arabia: students at University A are required to attend 25% of the lectures in person and the remaining 75% virtually whereas students at University B are required to attend only 25% of the lectures virtually and the remaining 75% face-to-face. An explanatory, sequential, mixed methods research design was used, which consisted of gathering quantitative survey data from 310 Saudi students across the two universities, followed by the use of in-depth qualitative data from a focus group interview with 28 participants to explain the quantitative survey results and allow for deeper insights into the research problems from different points of view. The students in this study indicated that the effective use of blended learning in the preparatory year has the potential to support EFL learning for students in Saudi universities. According to the findings, the students reported that blended learning could maximize EFL learners' opportunities to practice English language freely, at their convenience. As blended learning is in its initial stages in the Saudi educational system, this study contributes to the existing research as it provides guidance for using blended learning to enhance English as a foreign language in Saudi Arabia.

A study on CLIL high school teachers in Spain

Inmaculada Senra-Silva, Universidad Nacional de Educación a Distancia (UNED)

Content and Language Integrated Learning (CLIL) has been growing very fast in many European countries. As a matter of fact, there has been a rapid spread of CLIL in Europe but especially in Spain and Italy, both in bilingual and monolingual settings. Although CLIL programmes have been employed extensively in Spain, research has been primarily geared towards students' performance, that is, whether content is acquired the same way as when taught in the student's native language, and the effects of CLIL on mother tongue competence (especially writing) and content subject competence. There is therefore a paucity of research into teachers' needs. Thus, it is mandatory for academia to listen to the professionals working in bilingual programmes to get insights into and knowledge of how CLIL functions on a daily basis and find ways to improve it. For example, issues stakeholders at bilingual schools face in their daily practice have been widely overlooked.This paper presents the outcomes of a study carried out among content subject secondary school teachers in monolingual settings in Spain. After establishing a theoretical framework, this paper focuses on the research and the main findings of the study. The conclusions of this work attempt to set the agenda for further research on CLIL teachers' demands in Spain.

Using genre-based pedagogy in teaching Chinese as a second language in Hong Kong

Mark Shum Shiu-Kee, Dan Shi, University of Nottingham Ningbo China

This paper aims to investigate the effectiveness of genre-based pedagogy in teaching Chinese as a second language to South Asian ethnic minority students in Hong Kong. South Asian ethnic minority students, as a disadvantaged group of second language learners, lack sufficient parental and institutional support in Chinese language acquisition. Our work attempts to enhance teaching and learning Chinese as a Second Language (CSL) by making use of a genre-based approach, with the South Asian ethnic minority students in Hong Kong as our research participants. The genre-based "Reading to Learn, Learning to Write, R2L" pedagogy derived from Halliday's (1985) Systemic Functional Linguistics (SFL) is applied in this study to improve their Chinese writing performance for better chance in participating in the mainstream society. To determine the effectiveness of the R2L pedagogy, the pre-test and post-test writings were evaluated by R2L assessment criteria (Rose, 2012) and analyzed using Systemic Functional Linguistics (Halliday, 2004) framework from the whole-text level, sentence level, and the word level. Semi-structured interviews were conducted to perceive students' learning expectations via their experiential learning with R2L pedagogy. The finding shows that after the pedagogic interventions, students are equipped with an increased meta-linguistic awareness of genre-specific writing in improving and facilitating their writing performance. It is hoped that the findings serve as a crucial key to gaining access to the ways that further improve the students' writing capacity and provide reference for language teachers in teaching Chinese as a second language to non-Chinese speaking students in Hong Kong and beyond.

Complexity as a valid approach in 'messy' classroom contexts: Promoting more 'ecologically rich' research on L2 listening

Kedi Simpson, University of Oxford

Classroom research tends to be 'pretty messy' (McArthur, 2012:428), fraught with difficulty, and a 'particularly complex and multi-faceted endeavour' (Mackey & Gass, 2005: 212). Nonetheless, it is widely accepted to be indispensable in applied linguistics due to its ecological validity. One could attempt to 'tidy up' or simplify by narrowing the research focus and constructs, and as such one might be confident of the conclusions drawn. Yet this detracts from the original value of the research context. Therefore the present study takes a Complex Dynamic Systems approach, which embraces the messiness of the classroom and uses its tenets to tease out the order hidden within (Larsen-Freeman, 2017). With multi-wave data collection (20 time points) and a number of variables (listening comprehension skills, working memory, segmentation skills, lexical and syntactic knowledge, strategy use and self-efficacy rating), I aim to explore the listening progress of 104 UK-based young learners of French as a second language, beginning at the start of their secondary school career, and ending three years later, at the end of compulsory language learning in the UK, with a spotlight on eight case studies chosen at random. This analysis of the way in which 'moving parts' all feed into a complex and dynamic process of language acquisition leads to a discussion of novel ways to investigate classroom learning which emphasises the process rather than the product and the individual rather than the mean.

What can be learned from investigating uneven language proficiency

Karen Smith, University of Central Lancashire

In today's world, language users operate on a daily basis across all four domains of language: speaking, listening, reading and writing. Not only are listening and speaking skills vital for face-to-face communication, but also with a growing range of devices, for which reading and writing skills are equally indispensable. Yet how, and to what extent, people develop these language skills will vary greatly depending on their age, their learning and teaching context, cultural and educational differences in how the domains are valued, as well as individual learners' needs for language, and their preferences and beliefs about themselves. When it becomes evident through level or proficiency testing, that an individual's language skills have developed unevenly across the four domains, it is not unusual to hear the term 'spiky-profile' being used. However, this 'spiky profile' concept appears to be largely based on practitioner intuition, rather than empirical study, with conflicting opinion about where, how often and to what extent 'spikiness' is likely to occur, let alone what the implications are for learning and teaching. This talk will report on an initial investigation into the nature of the proficiency profiles as seen in test data from the University of Central Lancashire's Test of English Language Level. Findings from correlation analyses of the four domain scores and an innovative 'spikiness' measure will be presented, followed by a discussion of the various implications for language teaching practice.

Exploring the connections between classroom environment and engagement in the foreign language classroom

Giulia Sulis, Lancaster University; Jenefer Philp, Lancaster University

While research in the field of Second Language Acquisition (SLA) has mainly focused on Global English, much less attention has been dedicated to languages other than English (LOTEs; Dörnyei & Al-Hoorie, 2017). In the British context, where language proficiency is the lowest of all EU countries (British Council, 2013), investigating engagement in LOTEs classes appears thus crucial and timely. This study seeks to explore the connections between classroom environment and engagement in two foreign language classrooms at a British university. While classroom environment plays a key role in learning (Hattie, 2012; Shernoff, 2013), it is not commonly discussed in relation to engagement with regard to foreign language classrooms (see Svalberg, 2009, as an exception). In this presentation we identify learning environment in terms of 'environmental complexity', as made up of (a) 'environmental challenge' and (b) 'environmental support' (Shernoff et al., 2016). We describe engagement as "heightened attention and involvement, in which participation is reflected not only in the cognitive dimension but in social, behavioural and affective dimensions as well" (Philp & Duchesne, 2016, p.3). The research comprises a set of data drawn from a first year French Beginner class (n=14) and a second year French Advanced class (n=16). The data, collected over two academic terms, includes a combination of video, observation and interviews. Findings suggest that environmental support provided both by the teacher and peers fostered behavioural and emotional engagement whereas the impact of challenges differed between students according to self-efficacy as well as perceived relevance of the task for their learning.

Concept mapping and summarization in L2 metacognitive monitoring: A quantitative study

Nour Elhouda Toumi, Lancaster University

Active reading comprehension depends not only on readers' decoding and comprehension skills, but also on their ability to evaluate their comprehension during reading. Evidence from the existing literature indicates that some readers show poor skills in monitoring comprehension when reading in a second language (L2). Using a quantitative quasi-experimental design, this study examines the effects of two instructional approaches, concept-mapping and summarization, on L2 readers' comprehension monitoring and metacognitive accuracy. To answer the research questions, I used the error detection paradigm to assess participants' comprehension monitoring and a confidence judgment task in which participants were asked to evaluate their performance in a comprehension test to measure their metacognitive accuracy. This study was conducted in Algeria involving 60 undergraduate students enrolled in an English as a foreign language class. Participants were divided into three groups: the summary, the concept mapping and the control groups. Participants' comprehension monitoring and metacognitive accuracy were assessed before and after the intervention.

The obtained results revealed that both interventions were successful in improving participants' comprehension monitoring. While summarization enhanced readers' comprehension monitoring of both the micro- (p= .000) and the macro-structure (p= .010) of texts, concept mapping had stronger effects on monitoring comprehension of the macro structure level (p= .002). Unlike summarization, the concept mapping intervention was effective in enhancing participants' metacognitive accuracy through decreasing the amount of bias (over-confidence or under-confidence) expressed in their metacognitive judgments of how well they have performed in a comprehension test (p= .022).

New technologies, new campus – new learning environments? Changes and constants in user perspectives

Ruth Trinder, Vienna University of Economics and Business

At least in economically privileged contexts, ease of technology access has transformed informal as well as formal learning spaces. In 2013, the move to a new campus enabled our university to catch up in terms of new media and to equip classrooms, the self-access centre (SAC) and teaching labs with cutting-edge facilities. Simultaneously, technology is creating a wealth of opportunities for authentic and spontaneous L2 use beyond the classroom, with learners watching films, facebooking, and gaming as integral part of their daily lives.

For our learning context, global advances in digital access to informal resources thus coincided with local changes in infrastructure to transform students' individual learning environments. This intriguing concurrence triggered our interest in exploring not only the perspectives of stakeholders on impacts of these shifting ecological conditions of learning, but also in identifying the areas which remain largely unaltered.

Having investigated stakeholders' views on the new facilities on campus, we will discuss reasons why teachers may fail to employ available technological equipment and address differences in use according to variables such as age and teacher beliefs. Second, the question arises if students' informal online activities influence their views on technology in class or their motivation to visit the SAC. Based on surveys and the results of the annual SAC monitoring, we will juxtapose students' perceptions of the benefits of technology use in formal contexts with their informal, independent practices, thus presenting data from three intertwined learning environments as well as from the perspectives of both teachers and students.

Metadiscouse in the classroom: A comparative analysis of native and non-native EAP teachers

Xinxin Wu, University of Aberdeen

The present study attempts to fill the gap of metadiscourse research in spoken academic genres by comparing the classroom metadiscourse used by native English-speaking EAP teachers in the UK and non-native English-speaking EAP teachers in China. It is based on two hypotheses: 1) despite a relative uniformity of teachers' metadiscourse use, there is significant intercultural variation in their rhetorical preferences (Mauranen, 1993a), and 2) native English-speaking teachers may have a broader linguistic repertoire than their non-native counterparts (Mauranen, 1993b). Starting with these two hypotheses, the current research investigated the frequencies and distributions of metadiscourse markers across the two groups of teachers and the pedagogical functions of some salient metadiscourse markers. This study is based on a self-compiled corpus, which is divided into ET and CT sub-corpora, representing the native and non-native EAP teachers' classroom discourse respectively. The data were collected from the video recordings of eight teachers' classroom teaching, with four from each cultural context, totalling 70,073 words. By integrating the corpus-linguistic approach into Hyland's (2005) interpersonal model of metadiscourse, the present study demonstrated considerable similarities and differences of metadiscourse markers used by the two teacher groups. Possible reasons such as class size, cultural conventions, cross-linguistic transfer, linguistic repertoire and development order of acquisition, were discussed for their variations in specific metadiscourse devices. The present study may serve as the first step in raising teachers' classroom language awareness and involving language proficiency training in teacher education programmes.

Comparing the effects of task-based and task-supported instruction on ESL students' speaking proficiency

Muhammad Yasir Yahya, University of Reading

This study investigated the effectiveness of task-based and task-supported instruction in improving learners' speaking proficiency. Within a quasi-experimental, pre and post-test design, 59 ESL undergraduate learners were assigned to two intact groups, either to an experimental group receiving task-supported instruction or to a comparison group experiencing task-based instruction, both for eight weeks. The experimental group received both pre-task explicit instruction and corrective feedback, but the comparison group received implicit instruction and corrective feedback. Each learner completed an individual speaking task at pre and post-test. The speaking outcomes were analysed quantitatively and qualitatively. The statistical analysis of the speaking pre-test revealed that both groups performed at an approximately equal level prior to the intervention across all measures for speaking which included lexical complexity, lexical productivity, syntactic complexity, accuracy and fluency. However, this was not the case at the post-test. The experimental group significantly outperformed the comparison group in lexical complexity in which they produced more word types and tokens. However, lexical items produced by the experimental group were less complex compared to the comparison group which produced more complex, abstract and sophisticated language. On the contrary, the comparison group produced more fluent language with the decreased of pauses and repairs. Nevertheless, both groups performed at an equivalent level for syntactic complexity and accuracy in which there were no significant differences in both over time.

A classroom perspective on assessing English language for real-world communication

Melissa Yu, University of Macau; Barry Reynolds, University of Macau

The rise of English as a lingua franca (ELF) for international communication has stimulated considerable discussion about planning courses to help professional cohorts to use English in global contexts but a limited amount of research has investigated courses to facilitate administrative staffs' English to work in international universities. Thus, a qualitative case study was conducted to triangulate interviews, a teacher's reflection report, and classroom observation data to understand how a local language course prepared Taiwanese administrative staff for international communication across global working contexts. The findings firstly show that the teacher and staff treated planning the language course as a process of developing, moderating, revising, and managing learning resources and the content of learning—not a product. Secondly, the course did not provide a set of pre-determined English language knowledge or materials for the local teacher to carry out knowledge transmission. Instead, participation of staff as students was of vital importance in the process of exploring skills to create and manage language resources for international communication. Thirdly, developing a language course to address administrative staff's communication needs was a process of rebalancing teacher autonomy, learner autonomy, and language course development. The higher the level of teacher and learner autonomy, the more effective a language course can support teaching and learning English for international communication. These findings indicate an interdependent and interactive relationship between the development of teacher autonomy, student autonomy, and local language courses. Implications for planning and implementing English language courses for international communication were drawn from the findings.

Factors Influencing EFL Instructors' Provision of Oral Corrective Feedback

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Oral corrective feedback continues to be a major the focus of research in the area of language learning and teaching (e.g. Gurzynski-Weiss, 2016). In this presentation we examine the factors that affect the decisions and practices of EFL instructors when providing such feedback. The participants in the study were 67 university EFL instructors based in three different universities in one of the major cities of Turkey. The data were gathered by means of video recordings of 3 hours of lessons for each instructor and stimulated recall interviews with the instructors. Also investigated were the possible influences of educational background, teaching experience and special training. The results of the study reveal that the instructors' decisions about the provision of corrective feedback were motivated by a range of contextual, learner and pedagogical factors. Multiple regression analysis indicated that, of the three instructor individual differences, only teaching experience contributed significantly. The presentation suggests some important implications for the policy and practice of feedback as well as second language teacher education.

Learning vocabulary through listening: The role of linguistic proficiency and strategy use

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This study explored the teaching and learning of vocabulary through listening among high-school EFL learners in China. Specifically, it investigated the impact of learners' pre-existing vocabulary knowledge and listening proficiency on how much vocabulary they acquired through listening, when provided with three types of oral vocabulary explanations: explanations in the second language (L2), codeswitched explanations, and explanations providing additional cross-linguistic information (CFoF). It also investigated the strategies learners used in response to the teacher's explanations. Employing a quasi-experimental design, the study involved 104 learners from three intact classes, randomly assigned to three treatment groups: a L2 group, a teacher codeswitching (CS) group, and a CFoF group. Learners' pre-existing vocabulary knowledge and listening proficiency were assessed at baseline and they also completed vocabulary pre-, post- and delayed post-tests. Insights into strategy use were gained through stimulated recall interviews. Overall, learners' pre-existing vocabulary knowledge significantly predicted their performance in the vocabulary tests. In addition, for short-term learning, more proficient listeners significantly outperformed less proficient listeners. Additionally, a larger vocabulary size and higher listening proficiency allowed more proficient learners to develop more complex strategic behaviour. This was especially the case in the L2 and CS groups. Moreover, compared with learners from the CS and L2 groups, learners from the CFoF group attended more specifically to the target words and engaged in more metacognitive reflection and evaluation of the teachers' vocabulary explanations, leading potentially to deeper processing and hence greater vocabulary gains. The study concludes by discussing the pedagogical implications of these findings.