



**12th International Conference
Association for
Language Awareness**

Hedmark University College
Hamar, Norway
July 1–4, 2014

Conference handbook



www.hihm.no/ala2014

Conference Handbook

12th International Conference
Association for language Awareness
Hamar, Norway, July 1–4, 2014

Editors

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Welcome to the 12th Conference of the Association for Language Awareness

Welcome from the Rector of Hedmark University College



**Velkommen til Hamar! Velkomne til Hamar!
Bures boahtin Hamarii! Welcome to Hamar!**

Dear conference participants,

It is with great pleasure that I welcome you to Hedmark University College (HUC) and Hamar for the 12th International Conference of the Association for Language Awareness. As you may know, Norway has three official languages: Bokmål, Nynorsk and Sami, so my welcome greeting is in all these three languages – and in English.

We are proud to host this important event and to receive so many dedicated researchers from all over the world. We sincerely hope that you will enjoy your stay with us.

Hedmark University College is a multisite institution with four campuses within Hedmark county. With a total of 8000 students, we are the fourth largest university college in Norway. The teaching programs at the Norwegian university colleges are research-based. Within fields in which they possess high research competence and carry out dynamic research activities, university colleges may apply for permission to run master's and PhD programs. At HUC we have nine master's programs and two PhD programs. Three of the master's programs and one of the PhD programs are within teaching and teacher education. Language and culture, language diversity, language learning and teaching of first and second languages are among the strategic research themes.

Participating at conferences is an important part of the lives of scholars. We present, listen to and take part in discussing new or ongoing research. A conference is a place for learning, reflecting and being challenged, but also for sharing. Last but not least, it is a place to meet old and new colleagues, enjoy some busy days together and develop international partnerships and networks. Hopefully the Nordic light will make for long, interesting and magic days in Hamar.

Lise Iversen Kulbrandstad
Rector Hedmark University College

Welcome from the Local Conference Committee at Hedmark University College



Welcome to the 12th International Conference of the Association for Language Awareness. 2014 marks the 20th anniversary of ALA and this invites us to look back on what has been accomplished in research on various aspects of linguistic awareness and consciousness since the birth of the association, as well as to look at possible research avenues in the years ahead. Hence, the theme chosen for this conference is “Language Awareness – Achievements and Challenges”.

A great interest in this event has been expressed by researchers from all parts of the world, which bears witness to the importance attached to the various roles of conscious attention to language, not only for the acquisition of linguistics skills in first, second and foreign languages, but also in language contact situations and communication in the workplace, for the development of language attitudes, for the formulation of language policies and for language change. Colleagues from all the continents are attending, many of them from countries that are probably represented at the ALA conference for the first time.

Norway and the rest of the Nordic countries offer an interesting context for a conference on language awareness research. With their tradition for an international orientation in economic matters, in culture and in education, mastery of foreign languages has long been regarded as a necessity for many members of the population. Today, some degree of multilingual competence is practically ubiquitous. Furthermore, all of the countries except Iceland, have indigenous or historic minorities with their own languages, and over the past few decades immigration has made the Nordic societies increasingly multilingual: It is estimated that around 200 immigrant languages are in use at present. Added to this picture is the special Scandinavian situation where we have a large degree of mutual comprehensibility between speakers of Danish, Norwegian and Swedish.

Together with our colleagues in the organizing committee, we are proud to have been entrusted with the task of preparing ALA 2014. We are glad that each and every one of you has come to Hedmark University College and Hamar for this conference and we hope you will feel at home here during these few days. We hope that you will find the academic program as well as formal and informal discussions with other conference participants stimulating and rewarding. Be sure to take advantage of the possibilities for recreation in Hamar while you are here – and enjoy the bright Nordic nights.

On behalf of the organizing committee,

Lars Anders Kulbrandstad
Chair

Gunhild Tomter Alstad
Conference coordinator

Welcome from the Chair of the Association for Language Awareness



Welcome to the 12th Conference of the Association for Language Awareness! As chair of the Association for Language Awareness I am very happy to welcome researchers and practitioners from around the globe to Hamar to engage with the achievements and challenges of language awareness. This is the first time the conference is held in Norway, a country far north in Europe, remarkable from a linguistic as well as a cultural point of view. The history and language variation in Norway are most interesting topics to examine and I hope we will learn and hear quite a bit while here in Hamar.

The Association for Language Awareness has been to Scandinavia before, in Umeå, Sweden, which happens to be the European capital of culture this year. The Scandinavian linguistic and cultural landscape is multifaceted and it is our aim to support and promote all activities that contribute to the research and practice of mother tongue (first language) learning, the learning of other languages and teacher education, as well as of language use in various professional settings. By arranging the 12th ALA conference here in Hamar, the Association for Language Awareness acknowledges the importance of promoting exactly this kind of language awareness not only in this region but also beyond it. We hope that you will enjoy listening to and learning from people from different walks of life and professions at a highly inspiring conference which is held in such a pristine and wonderful natural setting.

The 12th ALA conference is organized and hosted by the Faculty of Education and Natural Sciences at Hedmark University College, Hamar, Norway. Professor Lars Anders Kulbrandstad as head of the conference committee, Associate Professor Gunhild T. Alstad as conference coordinator and their colleagues have worked hard to make sure this will be a successful and unforgettable conference. Many thanks go to the whole team as well as those who have supported and sponsored the conference in any way.

On behalf of all ALA members I am sending my warmest greetings to our honorary member Professor Dr. Carl James. Furthermore, I would like to mention the unforgettable contributions of Professor Dr. Eric Hawkins. I wish the conference great success, happiness, joy and unforgettable moments!

Professor Dr. Claudia Finkbeiner
Chair of the Association for Language Awareness

Association for Language Awareness

Mission Statement

Reg. Charity No. 1038988

The Association for Language Awareness aims at supporting and promoting activities across the whole breadth of Language Awareness. These are conducted in different fields of Language Awareness (e.g. mother tongue learning, foreign language learning, teacher education, language use in professional settings), at a variety of levels (e.g. primary, secondary and tertiary education, professional training and practice), and with objectives in a range of domains (e.g. effects on language performance, on attitudes to language).

The ALA pursues this goal in a variety of ways: for example, by collecting and disseminating information on Language Awareness initiatives, by promoting research into Language Awareness, by supporting initiatives undertaken by organisations with overlapping interests (e.g. AILA), and by arranging conferences and meetings for practitioners and theorists in all spheres of teaching and learning, as well as for others with interests in Language Awareness. (<http://www.languageawareness.org/>)

Committee of the Association for Language Awareness

Claudia Finkbeiner – Chair
Richard Aplin – Treasurer
Joanna White – Secretary
Marcelo Concário
Charlotte Kemp
David Lasagabaster
Anita Malmqvist
Leila Ranta
Agneta M.-L. Svalberg
Andrea Young – Webmaster
Carl James (Honorary Member)

For the ALA General Assembly Meeting (2014 AGM) Wednesday, July 2

Suggested establishment of Election Committee (suggestion minuted at AGM 2012, Montreal)

Response from Honorary Officers (for discussion at 2014 AGM, Hamar)

It is proposed that the following initial draft document be considered at the 2014 AGM and the proposal worked upon in detail by a small group of interested members, for further presentation to an electronic AGM in the summer of 2015. If agreed by the membership, the necessary elements from the version presented at that stage could be incorporated in the Constitution, which would need a further suitable minor amendment to prevent internal inconsistency, for adoption after postal consultation and vote into operation in the elections to be held at the 2016 AGM.

The existing situation

Elections of officers and members of the executive committee take place at the AGM held in a conference year. This means that the unit of time for service is two years. In 2010, an amendment to the rules allowed for the executive committee to serve for four years, with a transitional period to permit some continuity and some early re-election, thus making it less likely that all elected persons would retire at one time.

One potential weakness in our practice has been that discussing the possibility of serving as an officer or committee member has not featured strongly for most members before the occasion of the AGM itself. This is partly explained by the geographical spread of the membership, and that the focus of attention at the crucial time of many of the appropriate personnel is on the conference organisation itself. The outcome of this situation is that there is a high level of continuity in those serving as officers and committee members. While this provides desirable continuity, it may also present a barrier to change in the composition of the elected positions, with associated risks of unchallenged continuity in attitudes and practice.

The establishment of an Election Committee to take responsibility for there being appropriate candidates prepared to stand for election for available positions is intended to ensure various advantages, for instance:

1. There should be a guarantee that interested candidates are prepared in advance of the election to take office.
2. The candidates should have a clear understanding in advance of the responsibilities of the position in which they are interested.
3. If there is competition for any position, there should be the possibility for voting members to learn about the candidates so that they can cast their vote from an informed position.
4. The participation of the wider membership than solely those who attend the conference would be more actively engaged in elections both in voting and in standing as candidates.

It should be the responsibility of the Election Committee to make the arrangements of the election in advance, following the principles laid down in the Constitution.

Join the Association for Language Awareness

Who are we?

A friendly international network of academics, researchers and teachers active in the field of Language Awareness at all levels of education and in many languages.

In July 2014 we have members based in Australia, Austria, Brazil, Brunei Darussalam, Canada, PR China, Denmark, Finland, France, Germany, Hong Kong, Iceland, India, Iran, Japan, Malta, Mexico, Nepal, Netherlands, Norway, Pakistan, Poland, Portugal, Russia, Singapore, Slovenia, South Korea, Spain, Sweden, Switzerland, Taiwan, Tanzania, Thailand, Ukraine, UK and USA.

Why join?

The benefits of membership include

Contact with this network, and participation in a developing member-only Research Forum;
Free personal subscription to LANGUAGE AWARENESS, the quarterly journal published by Routledge, included in the Arts and Humanities Citation Index, and the Social Science Citation Index;
Advantageous member registration rates to ALA conferences.

Why join?

The benefits of membership include

- Contact with this network, and participation in a developing member-only Research Forum;
- Free personal subscription to LANGUAGE AWARENESS, the quarterly journal published by Routledge, included in the Arts and Humanities Citation Index, and the Social Science Citation Index;
- Advantageous member registration rates to ALA conferences.

How to join

An individual annual subscription for 2014 costs only £28 (GBP), and can be purchased on-line at our website, www.languageawareness.org/ It's all very simple, and there are no other forms to complete in order to become a member. Follow the links to Membership and Members. Full-time students benefit from a concessional rate of £21 (GBP).

SPECIAL OFFER FOR HAMAR CONFERENCE DELEGATES

If you join ALA between 14 July and 31 August 2014, you will pay the student rate (£21 GBP) This offer is open only to those who are attending the conference and who were not members of ALA in 2013. It only applies for payments made between 14 July and 31 August 2014, although you can combine with it an advance enrolment for 2015 at the same rate if you pay at the same time. To take advantage of this special offer, simply complete the on-line form as if you were a student, and send a separate email to the Treasurer at languageaware@btinternet.com to confirm your intention.

If you are already a registered full-time student, you can benefit from a super-special rate of £16 per year, under the same time conditions.

All memberships date from 1 January of the joining year, and thus include a complete volume of the journal. The Association for Language Awareness is a registered charity in England and Wales, no. 1038988

General Conference Information

Conference Venue

Hedmark University College
Holsetgata 31
2318 Hamar
Norway

Hedmark University College is located in the south-eastern part of Norway. With more than 8000 students it is one of the largest university colleges in Norway. Hedmark University College has four campuses with different professional faculties: Health and Sports (Elverum), Forestry and Wildlife Management (Evenstad), Business Administration, Social Sciences and Computer Science (Rena) and Education and Natural Sciences (Hamar). The conference will be held on campus Hamar. Hamar is located one hour north of Oslo Airport, and is easily accessible by train. Sitting on the shores of Norway's biggest lake, Mjøsa, it has beautiful surroundings. The campus is in the town center with easy access to hotels, restaurants and shops, as well as recreational areas by the lake.

Registration and Information

If you need assistance, there will be someone at the information desk on the first floor from 8:00 – 18:00 throughout the conference from July 1 to July 4. The assistants at the desk will do their best to answer any questions you may have about the conference and Hamar.

Conference participants will have access to the campus buildings until 20:00 every day.

Message board and information screens

Please check the message board, located beside the registration and information desk, to leave messages and to find news, program changes, important information, and reports of lost or found property.

Conference badges

Please wear your name badge at all times for free entry to the conference sessions. When you register, you will receive tickets for the social events that you may keep inside the name badge holder.

Food and drink

There will be two coffee breaks each day, one mid-morning and one mid-afternoon, in the foyer on the ground floor. Coffee, tea, ice water, fruit and snacks will be available. Lunch will be served in the campus cafeteria on the first floor. Dishes for people with special dietary needs will be marked.

If you would like to have lunch or dinner off campus, there are several places close to the conference site. A list of selected cafés and restaurants can be found on the message board located beside the registration and information desk.

Quiet room

ALA 2014 will have a quiet room available for private and individual use. The room is available for all conference participants as a place for resting, meditation, worshipping, etc. For location of the quiet room, ask the people at the information desk.

In case of emergency

In the case of an emergency, please call the following numbers:

110 – Fire

112 – Police

113 – Ambulance

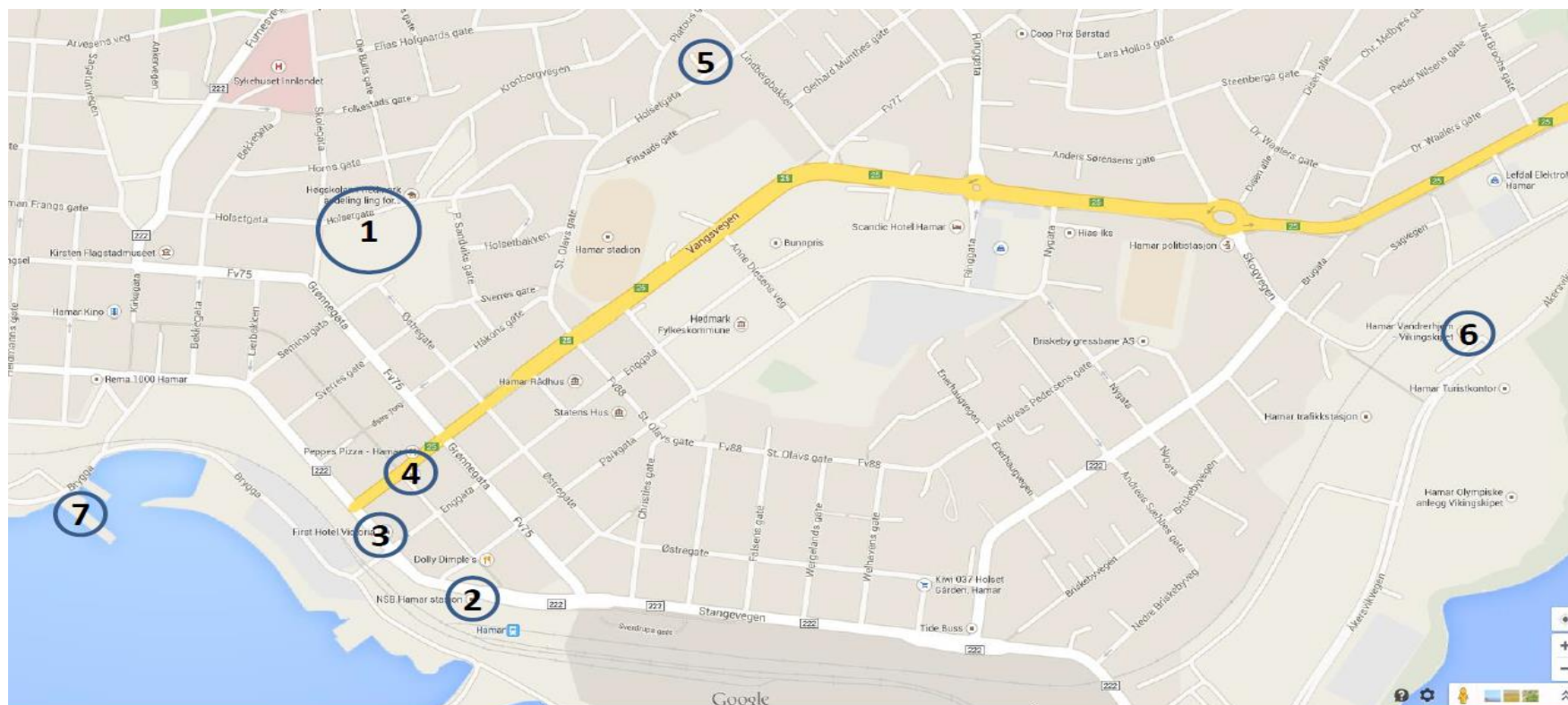
Transport

Information about public transport by bus in the Hamar region will be provided at the information desk, and can also be found at the Norwegian website <http://hedmark-trafikk.no/>.

Taxi: Hamar Taxi +47 62 55 50 00

Train: Norwegian State Railways www.nsb.no

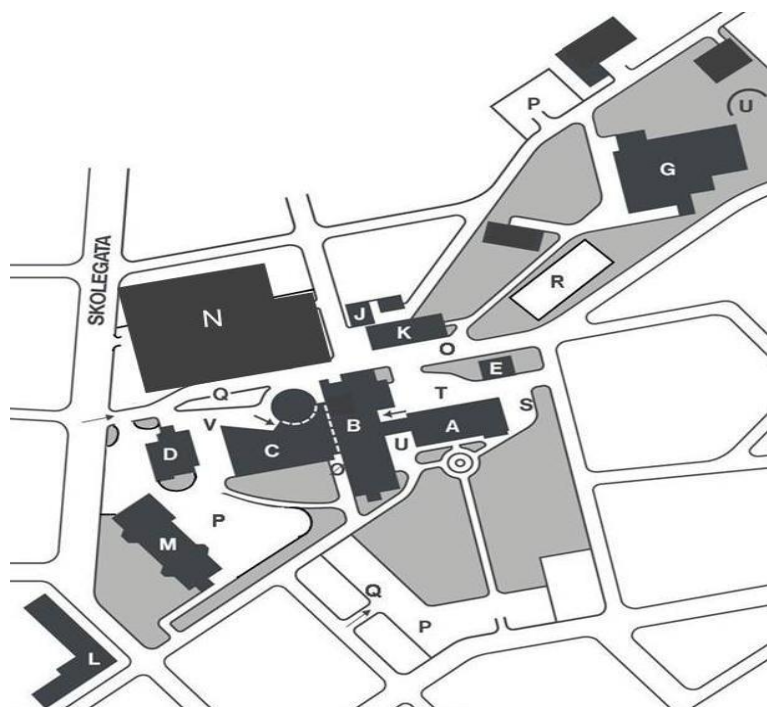
Map of Hamar



1. Hedmark University College
2. Hamar Railway Station
3. First Hotel Victoria
4. Quality Hotel Astoria
5. Seiersted Pensjonat
6. Hamar Hostel
7. Skibladner Port

Toneheim Student Accommodation and Hedmarktoppen Student Accommodation are located outside this map. Information about their location is given separately.

Map of Hedmark University College, Campus Hamar



→ = The two main entrances

The conference rooms are located in the following buildings:
Auditorium 1, 2, 3 and room C063 in Building C, ground floor
Auditorium 4 in Building A, first floor
Room B242, B245 and B246 in Building B, second floor

Computer and Internet Access

Visitors at Hedmark University College may connect to Eduroam for wireless networking. Access through the college's guest network is described below.

Access code for wireless network at Hedmark University College

Network name (SSID): hihm-gjest
Username: ala2014
Password: norway
Network access period: 01.07.2014 - 04.07.2014

How to get online:

- View Available Connections and Select **hihm-gjest**
- Open your browser and open a webpage outside hihm.no, e.g. **ala2014.org**
- If you get a security warning, you must accept to continue.
- On the page that pops up, choose **Konferansebruker** from the menu and click **OK**.
- On the next page, fill in **brukernavn** (username) and **passord** (password) and click **Send**.
- You will get the following confirmation right above the field for **brukernavn** (username) and **passord** (password) when the connection is successful: **Du er nå innlogget. Du har nå tilgang til internett.**, i. e. You have access to the Internet.

The image shows two screenshots of the Eduroam login interface. The top screenshot is titled 'KOBLE TIL TRÅDLØST GJESTENETT' and contains instructions for connecting to the guest network. It features a dropdown menu for selecting a login method, with 'Konferansebruker' selected and circled in red. Below the menu are buttons for 'Start på nytt' and 'Betingelser', and a small UK flag icon. The bottom screenshot is also titled 'KOBLE TIL TRÅDLØST GJESTENETT' and shows a form for entering login credentials. The 'Brukernavn' field contains 'brukernavn' and the 'Passord' field contains '.....', both circled in red. Below the fields is a 'Send' button, and at the bottom are 'Start på nytt', 'Betingelser', and the UK flag icon.

Computer access

A number of computers are available and located in the library on the first floor. No log in information is needed.

Technical support

Technical support is available in all conference rooms used for presentations. A telephone and the support phone number will be clearly visible for you to call for support. You can also request support from the ALA 2014 team members located in the conference rooms or at the information desk.

Information for presenters in parallel sessions

The conference rooms are equipped with computers and projectors. After you arrive at ALA 2014, but at some time prior to your presentation, we strongly recommend that you upload and test your visual presentation in the relevant conference room, for instance during a break. Both a chairperson and a technical assistant will be on hand for your presentation. The assistant will provide any technical aid you may need and will help you upload your presentation to the computer in the conference room, if necessary.

Each paper presentation is scheduled for 20 minutes followed by 5 minutes for discussion and another 5 minutes for possible movement to a different parallel session. Please make sure that you adhere to the the schedule, in order for the conference to run on time. The chairperson will give you a five-minute and one-

minute signal before your presentation is due to finish. If you require any additional facilities for your presentation, please give a message about this to our assistants at the information desk.

Poster presentations

The poster sessions are held in the foyer on the first floor, on Wednesday, July 2, 14:45 – 15:30. During this time, the presenter will remain in the display area to answer questions and take part in informal discussions about the contents of the poster. The presenters are responsible for mounting their posters no later than the morning of the poster session. The posters can be on display throughout the entire conference.

Special Conference Issue of the Journal *Language Awareness*

A special issue of the journal *Language Awareness* is planned. It will contain outstanding papers presented at the 12th International Conference of the Association for Language Awareness. The expected year of publication is 2015.

Presenters are invited to submit their papers to the email addresses below by **December 1, 2014**. No correspondence will be entered into prior to the submission. The submissions should:

1. Maintain the high quality of the journal in terms of research and scholarship;
2. Be relevant to the fields of language and/or cultural awareness. Prospective submitters are advised to familiarize themselves with the aims and scope of the journal *Language Awareness* (<http://www.tandf.co.uk/journals/0965-8416>);
3. Correspond substantially to the paper presented at the conference ALA 2012 in Hamar;
4. Conform to the requirements and conventions of the journal. Prospective submitters should consult the guidelines included in the Instructions for authors: <http://www.tandf.co.uk/journals/journal.asp?issn=0965-8416&linktype=44>. In particular, the paper should conform to the suggested length and should not have been submitted elsewhere;
5. Be written in appropriate academic language, in English or French.

The journal is listed in ERIC, Linguistics and Language Behaviour Abstracts, and the Social Sciences Citation Index, among other sources.

Special issue editors

Professor Lars Anders Kulbrandstad, Hedmark University College

Associate Professor Gunhild Tomter Alstad, Hedmark University College

University Librarian Karianne Hagen, Hedmark University College

Submission deadline: December 1, 2014

Please send your submission in Microsoft Word format to:

Gunhild T. Alstad: gunhild.alstad@hihm.no

Karianne Hagen: karianne.hagen@hihm.no

Acknowledgements

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Association for Language Awareness

Claudia Finkbeiner, Richard Aplin, Joanna White

The journal *Language Awareness*

Charlotte Kemp

The ALA 2014 Conference organizing committee

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Conference supporters

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Hedmark University College



Hedmark University College
Campus Hamar

Strategic research areas at Hedmark

University College:

Arena for Culture and Language
Studies

Education and Diversity

The Research Council of Norway



The Research Council
of Norway

Association for Language Awareness



Association for Language Awareness

John Benjamins



JOHN BENJAMINS
PUBLISHING COMPANY

Hamar Municipality



Hamar kommune
www.hamar.kommune.no

Hedmark Trafikk



hedmark trafikk

Conference program

Conference at a glance

Tuesday, July 1

9:00 – 16:30	Registration First floor, Main building
10:00 – 15:30	Doctoral symposium Room: Reitan, second floor, Main building A
16:30 – 17:00	Opening Auditorium 1, Main building C
17:00 – 17:45	Keynote 1: The Language Situation in the Nordic Countries Professor Arne Torp, University of Oslo Auditorium 1, Main building C
18:15	Reception at Hamar Town Hall

Wednesday, July 2

8:45 – 10:00	Keynote 2: The Eric Hawkins Lecture Language Awareness Research: Where we are now Dr. Agneta Svalberg, University of Leicester Auditorium 1, Main building C
10:00 – 10:30	Coffee break Foyer, ground floor
10:30 – 12:30	Parallel sessions I
12:30 – 13:30	Lunch Campus cafeteria, Main building B
13:30 – 14:45	Keynote 3: Awareness of structure in second language learning Professor Robert DeKeyser, University of Maryland Auditorium 1, Main building C
14:45 – 15:30	Coffee break, Book Exhibition & Poster presentation Foyer at the ground floor and first floor
15:30 – 17:00	Parallel sessions II
20:00 – 22:00	Boat trip on Lake Mjøsa

Conference program

Thursday, July 3

8:45 – 10:00	Keynote 4: Language Awareness in Polyglots Professor Kenneth Hyltenstam, Stockholm University Auditorium 1, Main building C
10:00 – 10:30	Coffee break Foyer, ground floor
10:30 – 12:30	Parallel sessions III
12:30 – 13:30	Lunch Campus cafeteria, Main building B
13:30 – 15:30	Parallel sessions IV
15:30 – 16:00	Coffee break Foyer, ground floor
16:00 – 17:00	ALA General Assembly Auditorium 2, Main building C
19:00	Pick-up at the hotel
19:30	Conference dinner at Hamarstua Restaurant, Domkirkeodden

Friday, July 4

9:00 – 10:00	Keynote 5: What's the target? A folk linguistic study of young Stockholmers' constructions of linguistic norm and variation Associate professor Ellen Bijvoet and Professor Kari Fraurud, Stockholm University Auditorium 1, Main building C
10:00 – 10:30	Coffee break Foyer, ground floor
10:30 – 12:30	Parallel sessions V
12:30 – 13:30	Lunch Campus cafeteria, Main building B
13:30 – 14:30	Closing session Auditorium 1, Main building C

Saturday, July 5

11:00 – 20:00	Day trip to Gudbrandsdal Valley
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Keynote Speakers

Keynote 1: The Language Situation in the Nordic Countries



Professor Arne Torp, University of Oslo

Tuesday, July 1, 17:00 - 17:45, Auditorium 1

The Nordic countries comprise an area where languages from three different language families are traditionally spoken: In the Western region, *Greenlandic* or *Inuit* (from the Eskimo-Aleut family), in the Northern and Eastern regions, *Finnish* and *Sami* (Uralic), and in the rest of the area, *Danish*, *Faroese*, *Icelandic*, *Norwegian*, and *Swedish* (the North Germanic branch of *Indo-European*). Three of the North Germanic languages are so closely related that a relatively high degree of mutual intelligibility is possible, viz. *Danish*, *Norwegian* and *Swedish*. They are therefore often characterized as *neighbor languages*, a term which refers not to geographical proximity, but to linguistic similarity.

In my speech I will touch upon these traditional regional languages, and my main focus will be on the North Germanic group. I will give a brief sketch of the historic background for the present geographical distribution and the linguistic relationship between the different members of this genetically related group, from their origin in Scandinavia in the first centuries of the Common Era until the present stage. Special attention will be given to the rather unusual situation with three standard languages (or perhaps four – Norwegian having two somewhat differing standards) in an area where there is a common understanding that Danish, Norwegian and Swedish (as well as the majority of local dialects) can be treated in oral (and written) communication as “dialects” of a common language, with no officially recognized name and no written or spoken standard, but sometimes simply referred to as Scandinavian. However, in recent years this situation has been challenged by the increasing use of English as a common lingua franca instead of Scandinavian. I will end my speech with some speculations about the future prospects of the Scandinavian neighbor language community.

References

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- Torp, A. (2009). Language planning and nation building in three Nordic countries: Finland, The Faroe Islands and Norway. In S. Selander & B. Aamotsbakken (eds.), *Nordic identities in transition* (pp. 31–67). Oslo: Novus Press.

Arne Torp is a Professor emeritus of Nordic languages in the Department of Linguistics and Scandinavian Studies at the University of Oslo. His main areas of research and teaching are language history, dialectology and sociolinguistics mainly related to the Nordic languages. He has been a member of the Norwegian Language Council, and has been actively involved in media discussions of Nordic languages and linguistics. He has written books for both the university sector and upper secondary education. His recent publications are related to Norwegian dialects and language change, and various aspects of inter-Scandinavian communication and the Nordic languages.

Keynote 2: The Eric Hawkins lecture: Language Awareness research: where we are now



Dr. Agneta Svalberg, University of Leicester
Wednesday, July 2, 8:45 – 10:00, Auditorium 1

In this talk I will attempt to assess where Language Awareness (LA) research and LA researchers find themselves in 2014. It is not my intention to conduct a comprehensive review, which would hardly be possible in a field as open and interdisciplinary as LA. Instead I will start with a broad brush description of the landscape as I see it, historically and currently. Adopting the view that LA and LA research are complex phenomena, the talk will draw on a number of relevant and interacting perspectives such as the ideals and values that have inspired the LA movement from the late 1970s and onwards; the teaching/learning perspective; the influence of policy and curriculum decisions; and the wider context, including population movements and popular attitudes and perceptions.

The second part of the talk will focus on LA research on teaching/learning and language teacher education. It will be structured with the help of the Engagement With Language (EWL) construct presented in Svalberg (2009), which describes the cyclical, mediated construction of LA. Research into some of the cognitive, affective, and social/behavioural aspects of EWL will be examined. I will then consider some directions which LA research, by academics and research students, and by teaching professionals might usefully take.

Agneta Svalberg lectures and supervises in Applied Linguistics and TESOL in the School of Education, University of Leicester, UK, and is a committee member and trustee of the Association for Language Awareness (ALA). Her main research interests are the teaching, learning and use of grammar, and Language Awareness. Other interests include peer interaction; tense, aspect, modality in English and other languages; textual borrowing (plagiarism) and attitudes to knowledge. At present she is involved in research on how experienced and novice English teachers construct knowledge by engaging with grammar awareness tasks. Her most recent publications include studies on language awareness in language learning and teaching, and grammar awareness in language teacher education.

Keynote 3: Awareness of structure in second language learning



Professor Robert DeKeyser, University of Maryland
Wednesday, July 2, 13:30 – 14:45, Auditorium 1

Over the last few decades many conceptual dichotomies (inductive/deductive, incidental/intentional, implicit/explicit, declarative/procedural) have seen intense debate about their role in (second) language learning. After trying to provide some terminological clarity about these distinctions, which all evolve around attention to structure, I will discuss empirical evidence that shows how their relevance depends on various characteristics of the learner (age, aptitude ...) and the context of learning (time available, access to input ...). I will argue that there is a difference

between the dichotomies that are psycholinguistically most interesting and those that are most meaningful for educational practice, and then present methodological recommendations for research in both areas as well as implications for language teachers and learners.

Robert DeKeyser is Professor of Second Language Acquisition at the University of Maryland. He is originally from the Flemish part of Belgium. After completing his BA at the University of Leuven, his MA and PhD at Stanford University, he taught in the Linguistic Department at the University of Pittsburgh for 17 years. He has published in *Applied Psycholinguistics*, *Studies in Second Language Acquisition*, *Language Learning*, *Language Testing*, the *Modern Language Journal*, and *Bilingualism*, among others. He edited *Practice in Second Language* (Cambridge University Press, 2007) and is the author of many chapters in handbooks. He served as editor of *Language Learning* from 2005 to 2010, as co-editor of the book series *Studies in Bilingualism* (Benjamins) from 2010 to 2013, and is now associate editor of *Bilingualism: Language and Cognition*. Robert DeKeyser's research interests concern primarily cognitive aspects of second language acquisition, from implicit and explicit learning mechanisms, automatization processes, and age differences in learning, to more applied concerns such as aptitude, error correction, and the effects of study abroad.

Link to his publications: <https://slc.umd.edu/sla/rdk>

Keynote 4: Language Awareness in Polyglots



Professor Kenneth Hyltenstam, Centre for Research on Bilingualism, Stockholm University

Thursday, July 3, 8:45 - 10:00, Auditorium 1

The presentation aims at giving a picture of polyglot characteristics in four dimensions: motivation, language learning aptitude, systemization/empathization skills, and general cognition. A polyglot is here operationalized as a person who, after puberty, acquired/learnt minimally five new languages, who commands at least five of these languages at an intermediate – advanced level of proficiency (minimally B1 in CEF), and who can presently use them relatively unimpededly in oral interaction. The presentation is based specifically on a controlled investigation of ten polyglots who have been extensively interviewed and tested against a panorama of a review of (mostly anecdotal) literature on polyglots. Results for each individual show high aptitude scores, a focus on linguistic form, a preference for explicit learning, average to high systemizing ability, all phenomena clearly linked to language awareness. Empathization skills are more variable within the group. Results also show a high general cognitive ability for the group as well as extremely high motivation, especially in terms of choice and executive motivation.

Kenneth Hyltenstam is Professor and Director of the Centre for Research on Bilingualism at Stockholm University. His research areas include second language acquisition, bilingualism and language pathologies, language maintenance and shift in minority languages, language policy, and education for minority children. At present he is involved in projects related to high-level proficiency in second language use, polyglotism, and age of onset and ultimate attainment in second language acquisition. His recent research publications include, among other topics, articles about second language ultimate attainment and critical periods for language acquisition.

Keynote 5: What's the target? A folk linguistic study of young Stockholmers' constructions of linguistic norm and variation.



Associate Professor Ellen Bijvoet and Professor Kari Fraurud, Stockholm University

Friday, July 4, 9:00 - 10:00, Auditorium 1

“Target language” and “shared norms” are central notions in analyses of language proficiency and language variation within second language acquisition research and sociolinguistics, respectively. Implicit in both notions lies an assumption about a high degree of convergence

on what constitutes, e.g., “good” and “bad” language. But in which ways and to what degree do people actually agree on the way they perceive and construct language variation and varieties in their environment?

Folk linguistics and, in particular, perceptual dialectology have demonstrated that people do not only differ with regard to evaluative attitudes of ways of speaking, but also regarding sociolinguistic awareness, that is, in how they recognize, identify, and delineate linguistic varieties. This issue of potentially divergent perceptions and constructions is especially relevant in contemporary multilingual urban contexts, where migration and globalization bring together people with widely differing social and linguistic experiences and backgrounds. Results from a large-scale multi-task listener study show how young people from different neighborhoods in Stockholm divide and relate to ambient linguistic variation in very different ways. Speech stimuli from twelve young speakers differing with regard to (among other things) mono-/multilingualism and social class were evaluated by 343 listeners attending nine upper secondary schools in different areas of the city. The listeners evaluated each speech sample on semantic differential scales. They also made guesses about the speaker's linguistic and social background – partly directly by, e.g., appraising speaker's length of residence in Sweden, and partly indirectly, by indicating his/her area of residence on a subway map. Furthermore, they were asked to label the speaker's way of speaking Swedish. Finally, 20% of the participants took part in semi-directed group discussions. Taken together, all 343 listeners' perceptions of all twelve speakers as reflected in the various data types offer a complex picture, where the listeners diverge considerably with regard to how they perceive alleged new non-standard varieties such as Rinkeby Swedish and other constructs, as well as regarding what they conceive of as “good Swedish” – something which partly can be related to their display of different perceptual foci: nativeness/ethnicity, correctness, social class, gender, and/or authenticity.

Ellen Bijvoet has a PhD in Scandinavian Languages and is Associate Professor of Research on Bilingualism at Uppsala University. Her research and publications focus on bilingualism, minority languages, language attitudes, folk linguistics, and young peoples' language and language use in multilingual contexts.

Kari Fraurud has a PhD in General Linguistics and is Professor of Bilingualism at Stockholm University. Her research interests span discourse reference, language typology, minority languages, multilingualism, language attitudes and folk linguistics. Her recent publications focus on language variation in multilingual Stockholm.

Social Program

Welcome reception at Hamar Town Hall, Tuesday, July 1, from 18:15.

All delegates are invited to a reception at Hamar Town Hall. This event is included in the registration fee. Light food (canapés and fruit) and drinks will be served. Departure from Hedmark University College after Keynote Speech 1.

Boat trip on Lake Mjøsa, Wednesday evening, July 2

Departure from Hamar: 20:00, estimated arrival time: 22:00.



For a unique experience on Lake Mjøsa you will be invited to a boat trip with Skibladner, the world's oldest preserved paddle steamer in timetabled service. You will get a two-hour trip through cultivated landscape and unspoiled scenery onboard a vessel that has been sailing for 157 years.

Conference dinner, Thursday evening, July 3

19:30 at Hamarstua Restaurant, Domkirkeodden. Pick up at the hotel: 19:00.



At Domkirkeodden, north of Hamar town center, lie the ruins of the old Hamar Cathedral, erected around 1150. There is a local museum with historical buildings, which also includes a large part of the area where the medieval town Hamar was located. In 1998 a protective glass structure was built to conserve the remains of the cathedral. Hamarstua is a restaurant situated on historical grounds inside the museum area. With idyllic surroundings and a friendly atmosphere it is the perfect place for a pleasant dining experience.

The conference dinner participation includes a three-course dinner and transport to and from Domkirkeodden. You may buy drinks at the bar.

Social Program

Day trip to Gudbrandsdal Valley, Saturday, July 5

Departure from Hamar: 11:00, estimated arrival time: 20:00.



The excursion will take you into Gudbrandsdalen, one of Norway's large valleys, well-known for its traditional agricultural districts and mountain areas. Gudbrandsdalen extends northwest of the town Lillehammer for some 200 kilometers up the valley of the river Lågen, between the Rondane and Dovrefjell mountain ranges to the east and the mountain region of Jotunheimen to the west.

We will make a stop at Kulturstua i Ro, a local mountain farm where you can visit old log houses and steep fields, horses, chickens, a herbal garden and terraced flower beds. We will also enjoy some food at the farmhouse restaurant, which offers homemade meals seasoned with a history of food traditions.

Further along the trip you will see some of the most popular mountain areas in Norway, Jotunheimen ("The Home of the Giants") and Rondane, the location of Norway's oldest national park.

While enjoying marvellous surroundings with varied, wild and beautiful nature, you will also pass some historical sites, such as one of Norway's oldest "folk high schools", Norway's oldest mountain hotel and several old local churches.

At the end of the trip we will enjoy a delicious meal at Glomstad Guest House, a farmhouse restaurant with traditional Norwegian food



Tuesday, July 1, 2014

Detailed Program, Tuesday July 1

Detailed Program, Tuesday July 1

9:00 – 16:30	Registration Main Building, Hedmark University College, Campus Hamar		
10:00 – 14:30	Doctoral symposium Room: Reitan Chairs: Dr Agneta Svalberg and Professor Robert DeKeyser		
	10:00 – 10:15	Lars Anders Kulbrandstad	Welcome and introduction
	10:15 – 10:30	Maria Skejic	Primary School Children’s Perception of Self and Other: Cultural Identities in a Foreign Language Classroom
	10:30 – 10:50		Discussion
	10:55 – 11:10	María Peña	Emergent bilingual students receiving special education services: Between awareness of disabilities and awareness of bilingualism
	11:10 – 11:30		Discussion
	11:35 – 11:50	Yvonne Knospe	Increasing strategy awareness to improve student writing skills: an L3 German project
	11:50 – 12:10		Discussion
	12:10 – 13:10		Lunch
	13:10 – 13:25	Andreia Turolo da Silva	An ecological approach to study language awareness in online interactions
	13:25 – 13:45		Discussion
	13:50 – 14:30	Agneta Svalberg, Robert DeKeyser	Summary
16:30 – 17:00	Opening Auditorium 1		
17:00 – 17:45	Keynote 1: The Language Situation in the Nordic Countries Professor Arne Torp, University of Oslo Auditorium 1		
18:15	Reception Hamar Town Hall		

Abstracts Doctoral symposium, Tuesday July 1

Individual paper abstracts for the Doctoral symposium, Tuesday, July 1

Abstracts are listed alphabetically by the last name of the first presenter.

Yvonne Knospe

Increasing strategy awareness to improve student writing skills: an L3 German project

Current school curricula for modern languages acknowledge the interrelation between language awareness and strategic competence and stress the need for their integration in classrooms.

The Swedish national curriculum for second and foreign languages requires students to gain strategic knowledge in language reception and production in addition to developing communicative competence. Language awareness and learner strategies are interrelated. Researchers see awareness both as a pre-condition for and a result of strategy use (Pawlak, 2011; Raupach, 2009; Wenden, 1991). In particular meta-cognitive strategies appear to be crucial in awareness raising. They are used to facilitate learning and are characterized by a high degree of consciousness and control (Macaro, 2001). Through gaining greater control over the learning process, students might utilise their linguistic and non-linguistic repertoire of knowledge more efficiently. Yet, there is no agreement on the usefulness of strategies (see e.g. Kellerman, 1991; Rees-Miller, 1993) and especially the relationship between strategy use and language proficiency has not been thoroughly researched.

This project focuses on writing and aims to find out if and how explicit strategy instruction affects learners' writing processes and products. The participants are learners of German as L3 in a Swedish upper secondary school. During a three-month intervention, students will learn and practice writing strategies. This intervention will add a meta-linguistic component to their writing process and development. Following Cenoz & Gorter (2011) and Jessner (2006) who argue that multi-linguals tend to have a higher metalinguistic awareness, it is likely that as these students will write in their L3, that this will contribute to their receptiveness to the intervention and to their development.

In order to evaluate this intervention, pre- and post-questionnaires, text samples, records of keystroke-logging-software and stimulated-recall interviews will be used. It is expected that this study will contribute to a deeper understanding of the role of awareness-raising teaching methods such as strategy instruction in the foreign language classroom.

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Abstracts Doctoral symposium, Tuesday July 1

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María Peña

Emergent bilingual students receiving special education services: Between awareness of disabilities and awareness of bilingualism

This presentation describes the issues that emergent bilingual students receiving special education services (SEdS) face in New York City and how their education has been affected by recent changes in educational policy. Awareness of language and bilingualism, and awareness of disabilities for language-minoritized students are issues that often compete in educational policy. As a result, emergent bilingual students are being underserved.

Prior to 2010, emergent bilingual students receiving SEdS were educated in bilingual special education classrooms, which utilized their home languages to develop English, as well as teach academic content. In 2010, special education reform (SER) policies were introduced in NYC. One goal of the reform was to educate children receiving SEdS among their mainstream peers in the least restrictive environment. Another goal was to educate children receiving SEdS in their local community schools. Emergent bilingual students receiving SEdS were greatly impacted by the reform. Prior to the reforms, bilingual special education programs supported both the language and disability needs of students, however, after 2010 emergent bilingual students could be placed in monolingual special education classes with partial ESL support or in bilingual classrooms with limited support for their disabilities.

In monolingual, special education programs, disabilities are addressed, with little awareness of the child's linguistic needs. Similarly, in bilingual education programs, development of English and bilingual support is addressed, with little awareness of the child's disability needs. In an increasingly global time where multilingualism is beneficial for success, removing students with disabilities from bilingual classrooms and placing them in monolingual settings seems to disable these children even more.

Through observations of emergent bilingual students in monolingual and bilingual classrooms and interviews with teachers in one school, I document how NYC's special education reform has negatively impacted emergent bilingual students, leaving them with little support for their disabilities or without the bilingual resources that they need in their education and society.

Andreia Turolo da Silva

An ecological approach to study language awareness in online interactions

This is a thesis proposal that aims to investigate the relationship between affordances and language awareness in the ecology of a distance learning environment with focus on the participants' interaction when learning English as a foreign language in one of the courses offered by the Open University of Brazil. Because the interactions built in the online forums and chats are essentially written, we are interested in identifying what enablements, as well as constraints, influence learners' engagement with the language learning opportunities. Some research has been made with focus on computer-mediated communication in classroom settings (Leow, 2001; van Lier, 2010; Shekary; Tahririan, 2006), as well as in intercultural online communication (Lam & Kramsch, 2002; Mackay, 2007). We believe that our research may bring different contributions for having

Abstracts Doctoral symposium, Tuesday July 1

Portuguese speakers as participants who interact essentially in text-based online environments. In order to reach the first sub-aim, we have already described the online environment as a set of nested ecosystems (Bronfenbrenner, 1977; 1994), and identified some affordances which promote interactions with focus on form, meaning and the learning task itself. For this, we focused on the Language-Related Episodes (Swain, 2000). The starting point was the Brazilian policies for distance education and language teacher education, the Brazilian Open University pedagogical project, the software used to hold the courses, the syllabus and the proposed learning tasks. The second sub-aim, on which we are working at the present moment, consists of identifying the linguistic affordances as contextualization cues of shared knowledge (Goffman, 1964, 1979; Gumperz, 1982; Stubbs, 1983), which are signaled and acted upon while students engage with language in the LREs. The third sub-aim approaches the relations between language awareness and affordances from the students' verbalization of what they notice as learning opportunities, using data-motivated interviews as a research procedure. The results so far obtained suggest that the theoretical crosscut approach proposed here is a fertile form of studying the relations between affordances and language awareness, in a more holistic sense, as proposed by van Lier (1994, 2000, 2004), Svalberg (2007, 2012), among others. This research is sponsored by CAPES-Foundation.

Maria Skejic

Primary School Children's Perception of Self and Other: Cultural Identities in a Foreign Language Classroom

The increase of cultural and linguistic diversity in our globalized world and as a consequence, also in today's classrooms, raises new demands on students and teachers and at the same time offers opportunities of intercultural encounters. My empirical study aims at assessing how students communicate their identities to peers while participating in biographical teaching and learning activities.

A student-centered, biographical method is the ABC's of Cultural Understanding and Communication (Schmidt 1999, Schmidt & Finkbeiner 2006). In this method, A stands for Autobiography, B for Biography and C for the process of Comparison of A and B.

When looking at the above-mentioned processes of comparison, the so called Cross-Cultural Analysis sparks great interest. It is grounded in sociocultural theory (Vygotsky 1978) and uses a multi-perspective approach (Finkbeiner 2009) to trigger cultural awareness through cooperative classroom activities. My study represents an adaptation of the ABC's model in German primary classes densely populated by students of immigrant background. It makes a contribution to the conferences theme by investigating how young learners use language(s) and visual means in the EFL classroom to depict their concepts of self and other, including their view on languages, religion, home countries, families and school.

In my approach, each ten year old student is asked to compile a so-called Me-book in which students describe their biographical background, their habits, and attitudes as well as how they perceive others and how they feel they are perceived. Afterwards, each student is asked to compare her/his Me-book with those of other students with particular focus on similarities and differences. Students write down their comparisons in so called We-books and present their findings.

The qualitative and quantitative analyses of my study are based on students' biographical data and complemented by classroom observation and semi-open interviews, all of which are subjected to qualitative content analysis. An overview of the findings will be presented.

Abstracts Doctoral symposium, Tuesday July 1

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Wednesday, July 2, 2014

Detailed Program, Wednesday July 2

Detailed Program, Wednesday July 2

08.45 – 10:00	Keynote 2: The Eric Hawkins Lecture Language Awareness Research: Where we are now Dr. Agneta Svalberg, University of Leicester Auditorium 1						
10:00 – 10:30	Coffee break						
	Parallel sessions I						
	Chair: Susan Nacey Auditorium 2	Chair: Claudia Finkbeiner Auditorium 3	Chair: Anne-Line Graedler Auditorium 4	Chair: Samúel Lefever Room B242	Chair: Marte Monsen Room B245	Chair: Roger Berry Room B246	Chair: Anne Marit Danbolt Room C063
10:30 – 10:55	Faizah Idrus An investigation on non-academic digital literacy practices of university students with implications for English academic writing	Anne Golden Conceptualization of language learning in the CEFR	Tayebeh Shalmani and Joanna White Exploring pre-service ESL teachers' awareness and interpretation of L2 motivation	Jackie Lee Gender and language in school textbooks – The cases of China, Hong Kong and Japan	Andrea Young Seeking out space for teacher language awareness	Ingunn Indrebø Ims Enregisterment processes, language ideology and valorization in multilingual Oslo, Norway	
11:00 – 11:25	Alice Chan Hong Kong Cantonese ESL learners' metalinguistic awareness in the selection of English articles	Sebnem Yalcin, Sevdeger Cecen Besimoglu and Gulcan Ercetin The new aptitude construct: Explicit and implicit language aptitude	Theresa Zanatta and Isabel Civera From linguistic Life stories to visual narratives: Undergraduate teacher conceptions about becoming a language teacher	Nausica Marcos Miguel and Mari Felix Cubas Mora Challenges of vocabulary instruction: how do textbooks shape teachers' beliefs of vocabulary teaching and learning?	Kristen Lindahl Exploring an "invisible medium:" Teacher language awareness among K-12 educators of ELLs	Jenny Rosén Negotiation of language policy in adult language learning classrooms (CANCELLED)	Ngar-Fun Liu "TED karaoke": awareness-raising and conscious practice

Detailed Program, Wednesday July 2

Parallel sessions I (continued)							
	Chair: Susan Nacey Auditorium 2	Chair: Claudia Finkbeiner Auditorium 3	Chair: Anne-Line Graedler Auditorium 4	Chair: Samúel Lefever Room B242	Chair: Marte Monsen Room B245	Chair: Roger Berry Room B246	Chair: Anne Marit Danbolt Room C063
11:30 – 11:55	Marcelo Concário Awareness in writing: how advanced learners of English view (tandem)collaboration in content-based lessons at university	Sara Kennedy, Joséé Blanchet and Pavel Trofimovich “Making connections”: Exploring L2 French learners’ pronunciation awareness	Monika Budde Language teaching awareness in teacher training: Challenges of teacher training in developing professional skills in language promoting teaching	Victoria Zenotz Metacognitive awareness and critical literacy development through digital stories	Torill Hestetraet Teachers' knowledge, beliefs and practices concerning learning and teaching vocabulary (CANCELLED)	Ursula Ritzau Should awareness be included in the definition of polylinguaging?	Dennis Banda and Geoffrey Tambulukani Folklore in children’s indigenous languages as an instrument of education among the Chewa and Nsenga people of the Eastern region of Zambia
12:00 – 12:25	Ana Rita Santos, Adriana Cardoso and Susana Pereira The development of language awareness in the 1st grade of primary school	Jose Lai Prosody awareness in ESL/EFL classrooms: potentials and challenges	Marilisa Birello and Mireia Pérez-Peitx Pre-service English teachers’ beliefs about and effective EFL lesson through visual narratives	Viviane Lohe Developing language awareness in primary school children through multilingual virtual talking books	Anita Malmqvist Multilingualism – a resource in FL teaching?	Åsa Wedin Teachers’ doing of contradicting policies – language awareness in diverse classrooms	Choshi Kasanda, Penehafo Henok and Job Hengari The relationship between the home and preschool literacy objects and events in three pre-primary schools in Windhoek
12:30 – 13:30	Lunch Campus cafeteria						
13:30 – 14:45	Keynote 3: Awareness of structure in second language learning Professor Robert DeKeyser, University of Maryland Auditorium 1						

Detailed Program, Wednesday July 2

14:45 – 15:30	Coffee break, Book Exhibition & Poster Presentations Room: Foyer, first floor						
Poster presentations	Holly Hansen-Thomas and Juliet Langman Language awareness in secondary math classrooms: A focus on vocabulary		Leo Wen Hua Liang Incorporating language awareness activities into English teaching practicum: A case study in Taiwan		Gene Thompson Developing awareness of communicative language teaching: Lessons from a project to integrate a communicative approach for teaching English in a Japanese high school context		
15:30 – 17:00	Parallel sessions II						
	Chair: Bernd Tesch Auditorium 2	Chair: Leila Ranta Auditorium 3	Chair: Jens Haugan Auditorium 4	Chair: Ove Bergersen Room B242	Chair: Seiko Harumi Room B245	Chair: Monika Budde Room B246	Chair: Anne Golden Room C063
15:30 – 15:55	Andreia Turolo Da Silva and Julio Araujo Affordances and language awareness in text-based online environments	Silvia Melo-Pfeifer Multilingual awareness and heritage language education: Learning from heritage Portuguese children's drawings in Germany	Choonkyong Kim Are you aware that only the parts are familiar?	Maya Honda, Wayne O'Neil and David Pippin Developing language awareness five ways	Erin Kearney, So-Yeon Ahn and Ling Zhai Novice teachers developing a concept of language awareness and exploring its pedagogical potential	Gao Guizhen Development of language awareness in teacher training of bilingual education	Robert Berman and Samúel Lefever The role of English in the lives of immigrant students in Iceland
16:00 – 16:25	Steffi Morkötter Strategies applied by young learners in the Austrian and German school contexts in tasks of reading comprehension	Maria Helena Araújo E Sá and Silvia Melo-Pfeifer Multilingual interaction in the development of language awareness: state of the art and perspective	Aintzane Doiz, David Lasagabaster and Juan Manuel Sierra How aware are students of their language learning process? Delving into self-perceived improvement and instructional preferences	Xavier Fontich Accounting for grammar instruction: Students' metalinguistic activity, grammar content and teaching procedures	Yoshiyuki Nakata Language teacher awareness: A case of teacher research on motivational strategies	Pamela Gunning, Joanna White and Christine Busque Raising learner awareness through first and second language teacher collaboration	Gabriela E. Dima and Eugenia Dima Romanian translators' difficulties during the period of modernisation of the Romanian language

Detailed Program, Wednesday July 2

15:30 – 17:00	Parallel sessions II (continued)						
	Chair: Bernd Tesch Auditorium 2	Chair: Leila Ranta Auditorium 3	Chair: Jens Haugan Auditorium 4	Chair: Ove Bergersen Room B242	Chair: Seiko Harumi Room B245	Chair: Monika Nudde Room B246	Chair: Anne Golden Room: C063
16:30 – 16:55	Catarina Schmidt Multilingual and multimodal literacies as identity making - including the scaffolding of language awareness	Joanna Zawodniak The code-switching dimension of guided fantasies in young learner L2 classroom	Banu Inan and Dogan Yuksel Effects of communication mode on negotiation of meaning and its noticing	Nausica Marcos Miguel Teachers' awareness of instruction of derivational morphology in the Spanish L2 classroom	Sofie Emilie Holmen Language encounters in teacher education	Marilisa Birello and Teresa Ribas In-service primary language teachers' beliefs about language awareness and writing	Velma Labad and Vilma Andoy The English teachers' theoretical orientation to reading: Its effect on students' reading comprehension
20:00 – 22:00	Boat trip on Lake Mjøsa						

Parallel Session I, Wednesday July 2, 10:30 – 12:25

Abstracts are listed alphabetically by the last name of the first presenter

Dennis Banda and Geoffrey Tambulukani

Folklore in children's indigenous languages as an instrument of education among the Chewa and Nsenga people of the Eastern region of Zambia

Wednesday, July 2, 11:30 – 11:55, room C063

This paper follows one objective of the research on Education for All (EFA) and the African Indigenous Education Systems (AIKS). This research was an investigation of whether “African Indigenous Knowledge Systems (AIKS)” can enhance the achievement of Education for All (EFA) with particular reference to the Chewa people of Zambia.

This paper considers the folklore of the Chewa people as an instrument of literacy and education. This study used qualitative research methodology. The respondents in this study were drawn from two areas of community of practice i.e. the Chewa traditional chiefs and elders as perceived custodians of the Chewa AIKS and the educationists, as implementers of education programs and policy and curriculum designers. The paper considers the folklore of the Chewa people as an instrument of literacy and education. The paper makes use of Ocitti's (1973) five philosophical foundations which provide a basis for African Indigenous Knowledge Systems (AIKS) to position the role of indigenous languages in which folklore flows. These are Preparationism, functionalism, communalism, perennialism and holism. The article argues that these principles are the strongest features of AIKS. They build on one another and are therefore related (Adeyemi et al, 2002). The article shows that the Chewa culture and education/literacy can use folklore to influence the minds of the young so long the children's indigenous languages are valued as languages of education. Additionally, various components of Chewa folklore are used to criticize, commend, dislike, admire, discard and adapt various traits in people. The article does not assume that folklore is the only educational panacea. Instead, the article proposes an integration of folklore and the informal curriculum practised by the community with the formal curriculum in a language of the child to enhance the provision of quality education/literacy for all and to maintain cultural identity. The article highlights three main frameworks on the hybridization of the AIKS and the formal schooling curriculum: (1) Mainstreaming/ Incorporation/ Integration/ infusion of the AIKS into the formal school curriculum. (2) Establishing IK as a core subject with a structure similar to those of other core subjects in the curriculum. (3) Teaching AIKS as a component of the seven official Zambian languages that are taught in schools.

Marilisa Birello and Mireia Pérez-Peitx

Pre-service English teachers' beliefs about and effective EFL lesson through visual narratives

Wednesday, July 2, 12:00 –12:25, Auditorium 4

This paper presents the first results of the larger study “The Impact of Teacher Education on Pre-service Primary English Language Teachers”, carried out by the University of Barcelona in collaboration with the University of Leeds. In this presentation we will focus on pre-service English teachers' beliefs about an effective EFL class.

In the past decade research on biographic narrative flourished in the context of learning and teaching second and foreign languages (Johnson & Golombek, 2002; Benson & Nunan, 2004; Kalaja, Menezes & Barcelos, 2008). More recently, the combination of different semiotic systems (oral, written and visual narratives) has proven to

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be a very suitable approach to explore future teachers' beliefs (Kalaja, Alanen & Dufva, 2011). Borg (2003) suggested, as part of his concluding observations of the review, that teachers' educators need to design their programmes taking into account teachers' beliefs, in order to have an impact on them.

The questions guiding the conference paper are:

- What are the main issues that arise from EFL trainees' visual narratives at the beginning of an ELT methodology course?
- What beliefs do trainees express in the visual narratives and the written commentaries about an effective EFL lesson?

In order to answer these questions, an ethnographic and qualitative paradigm is indicated. Data is collected the first and the last day of the course, from visual narratives carried out by them and a written interpretative commentary. The project explores beliefs of 50 trainees from the mention of foreign languages.

The analysis to date shows the students' beliefs about aspects such as the profile for EFL teachers, the role of students in the classroom, the content that has to be programmed, speech models that have to be implemented, resources and technology that must be used, the structure it has to have the English classroom or the optimal group distribution for encouraging interaction.

Monika Budde

Language Teaching Awareness in Teacher Training; Challenges of Teacher Training in Developing Professional Skills in Language Promoting Teaching

Wednesday, July 2, 11:30 – 11:55, Auditorium 4

In Germany the increasing perception and appreciation of language diversity in all its different facets and the increasingly wide range of empirical and theoretical studies in that field have led to different programmes in teacher education that concentrate on language learning support. Most of these programmes focus on the development of academic language registers, especially in view of learners with German as a second language. This requires specific linguistically based competences of teachers and, first of all, an awareness of the role of language in learning settings. Considering the efforts of several programmes in continuing education of teachers (FörMig; fluency training in reading etc.) the impact has been relatively small. The question arises if these programmes have a long-term effect and if they start too late.

At Flensburg University a curricular based approach, the "ProSa"-model, for teacher education is being developed and implemented into the degree schemes for prospective teachers. "ProSa" focusses on language promoting in the context of subject orientated language use. At the beginning we concentrate on the subjects chemistry and German language. In the "ProSa"-model language awareness, in particular Language Teaching Awareness is a prominent aspect in teacher education. Language Teaching Awareness refers to form, meaning, usage, and function of language in each specific subject. In order to become aware of the linguistic challenges in the subject and, as a consequence, to become able to deal with these challenges and to promote language and subject learning, it is necessary to build up professionalism in linguistic awareness, metalinguistic awareness and awareness of the learners' learning processes.

The "ProSa"-model is based on the PCK-model (Shulman, 1987) and the TLA-model (Andrews, 2007). During the course of teacher education in each component of the "ProSa"-model the factor language is focussed and trained. Parallel to training a formative evaluation takes place, the results are analysed and rebound into the training process. The "ProSa"-model, the teaching curriculum and first results of the components "teacher efficacy" and "orientation to teaching" will be presented.

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Alice Chan

Hong Kong Cantonese ESL learners' metalinguistic awareness in the selection of English articles

Wednesday, July 2, 11:00 – 11:25, Auditorium 2

English is a language that has articles. It uses different articles, “a/an, the, and ZERO” for generic, definite and indefinite interpretations. There is no one-to-one fixed relation between the choice of articles and their interpretations, and different articles can be used for expressing different types of reference and different types of reference can be expressed using different articles. The acquisition of English articles by second language learners has often been found as a very difficult process, especially to learners whose native languages lack articles, like Chinese. It is sometimes regarded by ESL teachers as their number one difficulty. The cognitive processes that learners undergo in their selection of articles are often unclear. The present research aimed at investigating Cantonese ESL learners' acquisition of the English article system by focusing on the kinds of metalinguistic knowledge they employed in selecting English articles.

A homogeneous group of about 40 university English majors in Hong Kong participated in the study, which consisted of a cloze passage task investigating learners' article choices in different contextualized learning contexts. Four short passages of about 100-250 words each were chosen and all the English articles were deleted. For each blank, the participants were asked to insert an English article which they thought was most suitable. They were expected to use the linguistic contexts provided by the passages to determine which article to be used for a certain blank. Immediately after completing a cloze passage, they had to provide the reasons for their article choice on each item. If they could not provide any specific reasons for their article choices, they were instructed to say that this was the case.

The results of the study show that many learners find it difficult to articulate the reasons for their article choices. Instead of employing certain generalizable hypotheses that show their sensitivity to relevant or irrelevant contexts, some learners simply rely on intuition in their selection. These results have theoretical significance in the Second Language Acquisition field, as they inform us of the cognitive processes that ESL learners undergo in their acquisition of the English article system. They also reveal ESL learners' metalinguistic awareness in their selection of these most frequent grammatical forms available in their second language learning input.

Marcelo Concário

Awareness in writing: how advanced learners of English view (tandem-)collaboration in content-based lessons at university

Wednesday, July 2, 11:30 – 11:55, Auditorium 2

In this paper I discuss procedures and findings of a classroom-study that is part of a three-year research project (2011-2013) concerning opportunities and challenges for implementing content-based language teaching (CBLT) in Social Communication undergraduate programs in a public university in Brazil. Motivated by previous findings in the larger investigation, a ten-week intervention was carried out with a class of 38 journalism students required to complete 8 credits of English as a foreign language. The purposes of this smaller classroom

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study were to collect and analyze texts produced by groups of four to five students, and their impressions of how collaboration and feedback may have impacted on their abilities to produce both spoken and, especially, written journalistic texts in English. Such collaboration and feedback may have originated from interaction within their own groups, with other classmates, or from overall comments provided by the teacher-researcher. Four tasks were used to generate the texts, and two specific activities in class were aimed at comparing and discussing versions submitted by the groups. Along those ten weeks, students were also encouraged to keep individual journals in which they were required to make notes about the tasks, their own contributions to the texts submitted by their groups, and the sort of feedback they gave to peers or received from them and from other reviewers (including people in their personal network of relations). By analyzing the reports of the groups and individual students, it has been found that (tandem-)collaboration is felt to have a positive impact on the planning, writing and editing of texts, either because of the feedback received from reviewers or because of writers' "perceived responsibility" for submitting good-quality texts to the appreciation of competent, professional readers. It has been found, in addition, that the majority of students mention particular feedback they received or provided which relates to language forms (for example, spelling and the use of determiners). Considering widespread claims that incidental learning of language is a trademark of CBLT, small-scale investigations such as this can help reassure both students and teachers that progress is being made through the language lessons.

Anne Golden

Conceptualization of language learning in the CEFR

Wednesday, July 2, 10:30 – 10:55, Auditorium 3

In Norway as well as in most of the European countries the CEFR has gotten a great impact on different aspects concerning second language acquisition, (language testing, language teaching, syllabus design, curriculum planning) including the mere conceptualizing of how second languages are learned. This paper deals with the conceptualization of language learning in the CEFR-documents. Even if CEFR (2001, p. 18) claims that the framework "cannot take up a position on one side or another of current theoretical disputes on the nature of language acquisition and its relation to language learning" a certain way of viewing the learning task will necessarily be displayed. Just by the introduction of six different levels (A1 to C2) the CEFR indicates a view that language acquisition proceeds in stages, and that these stages are common to all learners.

The conceptualization of language learning is studied through analyzing the metaphors used in the CEFR-documents. Metaphors chosen for learners and the learning process at different periods in time clearly reveal how language learning has been conceptualized. Second language acquisition has been the traditional way of characterize the process, but Pavlenko & Lantolf (2000) talk about second language participation thus highlighting the interactional part and Larsen-Freeman & Cameron (2006) talk about the second language development, thus highlighting the change aspect. Norton Pierce (1995) argued for a conception of investment rather than motivation to capture the complex relationship of language learners to the target language. Hence, cognitive linguistics and especially current metaphor theory provide an excellent theoretical framework for analyzing conceptualizations of language learning – an important issue in such an influential framework. Metaphors are construed according to Conceptual Metaphor Theory, as presented by Lakoff & Johnson (1980; 1999), Gibbs (1994) and Kövecses (2002) where metaphor is seen as a mapping between a source domain and a target domain.

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Torill Hestetræet

Teachers' knowledge, beliefs and practices concerning learning and teaching vocabulary
Wednesday, July 2, 11:30 – 11:55, room B245 (CANCELLED)

This paper aims to present research on the knowledge, beliefs and practices four 7th grade English as a foreign language EFL teachers in Norwegian primary schools have about the learning and teaching of English vocabulary. The constructs of knowledge and beliefs may be seen as being at the opposite ends of a continuum where the former is “the more publicly accepted, factual, demonstrable and objectively defined elements” and the latter “the more idiosyncratic, subjective and more identity-related elements” (Woods, 2003, s. 206). Thus knowledge may be defined as more general and beliefs as more personal. Here knowledge will be related to research-based views on teaching vocabulary (Nation, 2013). For example, intensive reading is seen as intentional vocabulary learning that should be balanced with extensive reading and incidental learning to best support vocabulary development.

This is a qualitative study within the framework of teacher cognition, which is defined as “what language teachers think, know and believe and the relationships of these mental constructs to what teachers do in the language classroom” (Borg, 2003, s. 81). The study is based on four 3 lesson sequences (which equals the number of hours of English taught per week) of classroom observation in the 7th grade classes, together with pre- and post-observation interviews with the teachers in question.

In the pre-observation interviews the teachers were asked about how they were taught vocabulary themselves in school and about their current views about vocabulary teaching and learning, in order to elicit what knowledge and beliefs they bring into the classroom. In the post-observation interviews they were asked to explain vocabulary-related episodes that occurred during the observations, such as the use of direct teaching of vocabulary, intensive reading, glossary tests and the use of the L1 and L2 to support vocabulary learning. The paper discusses the relationship between knowledge and beliefs that the teachers hold in relation to their practice.

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Faizah Idrus

An Investigation on Non-Academic Digital Literacy Practices of University Students with Implications for English Academic Writing

Wednesday, July 2, 10:30 – 10:55, Auditorium 2

A corollary of the advent of technology is that university and college students have somewhat shifted in their presentation and writing of assignments on their courses. This topic of investigation is important because the terrain of teaching and learning of literacy practices have changed in the 21st century (Walsh, 2011). Thus, the purpose of the study is to investigate the existing non-academic digital practices of the respondents and describe ways in which they envision on bringing their digital literacy practices into their English academic writing assignments. In achieving the objectives of the study it is imperative to investigate the respondents' engagement of non-academic digital literacy practices. Then examination of how these respondents think their non-academic digital literacy practices could effectively aid their English for Academic writing assignments will be performed. A mixed method study employing the semi-structured interviews, document analysis and a survey questionnaire are carried out with 200 university students of various courses and levels. A sample of each of the respondent's assignments are analysed and is compared to their non-academic digital products such as posts on Twitter, Facebook, Instagram and the like. The results in which the identification of students non-academic literacy practices evidently support English academic assignment writing will point to the direction of how digital practices in general could be valuable in supporting students academic writing. Concurrently, it may also indicate students' use of digital tools as a mediation of cognitive engagement in content reception of the course in which their non-academic digital practices is perceived as productive in helping them to excel in their academic writing afforded by various digital technologies.

Ingunn Indrebø Ims

Enregisterment processes, language ideology and valorization in multilingual Oslo, Norway

Wednesday, July 2, 10:30 – 10:55, room B246

The present paper presents an analysis of the existing stereotypical representations and categorizations of language practices in multi-ethnic Oslo, Norway. For doing so, I will look into the results produced by a large-scale online survey, 'The Oslo Survey', where I have traced down the metalinguistic labels most often used by the respondents of such language practices. 'The Oslo Survey' ran at Aftenposten.no – the online version of one of Norway's major newspapers' – for a few weeks in 2010. During this period, the test got over 100.000 responses from respondents all over Norway. In this survey the respondents were asked to evaluate a wide range of linguistic features and they were also asked to leave comments on how they would categorize a speech style that is commonly identified as a speech style spoken by adolescents within certain multi-ethnic environment in Oslo today. Over the past 50 years Oslo has become a multicultural city, and approximately 30 % of the population are immigrants or descendants of immigrants. As a result, the city has come to encompass an ethnic diversity that goes along with a linguistic diversity, and linguistic changes occur as results of the mixing of ethnicities, cultures and languages. Agha (2007) argues that processes of enregisterments are processes whereby distinct forms of speech come to be socially recognized as indexical of speaker's attributes by a population of language users. Register names, or metalinguistic labels, is the most obvious way in which we encounter facts of register variation in social life. Labels of this kind link speech repertoires to pragmatic effects and hint at the existence of cultural models of speech, linking speech repertoires to typifications of actor, relationship and conduct (Agha, 2007, s. 145). Such models are not static; they are reflexive models that often involve an ideological character of valorizations, which is maintained and changed through reproduction and renegotiation. Looking into how habitants in Oslo and Norway categorize the emerging linguistic practises through labels and names, reveals not only this population's perceptions of the speech styles that they

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recognize and designate, but also ideological structures and competing valorizations present within that population.

Choshi Kasanda, Penehafo Henok and Job Hengari

The relationship between the home and preschool literacy objects and events in three pre-primary schools in Windhoek

Wednesday, July 2, 12:00 – 12:25, room C063

This study sought to find out whether the home literacy objects and events were related to those practiced at pre-primary schools in Windhoek, Namibia. Specifically, the study focused on the pre-primary teachers' set in three different SES areas perceptions of whether the literacy objects and events taking place in their learners' home were similar to those provided by the teachers and contributed to the learners' grasp of the reading process in the pre-primary schools. Three pre-primary teachers and their teaching assistants were purposefully selected to take part in this study. The results indicated that there were a difference in the objects and literacy events that took place in the three pre-primary schools. The pre-primary in the higher SES area provided more materials to the learners as compared to the pre-primary in the lower SES. In addition better facilities and equipment were evident in the higher SES as compared to the other pre-primary schools, this difference also extended to the quality of the teachers. It was also found that parents in the higher SES provided their children with reading materials and often found time to read to their children, hence ensuring closer proximated to what was taking place in the pre-primary classes and hence enhancing the reading abilities of their children.

Sara Kennedy, Josee Blanchet and Pavel Trofimovich

"Making connections": Exploring L2 French learners' pronunciation awareness

Wednesday, July 2, 11:30 – 11:55, Auditorium 3

Second language (L2) learners' language development has been shown to be associated with their language awareness. However, few studies have examined this link in relation to pronunciation development (e.g., Ramirez Verdugo, 2006). In this classroom-based study, we explored the relationship between learners' oral production and their language awareness, measured through peer-to-peer dialogue journals.

Participants were 30 university students of various first languages, who were enrolled in a 15-week French as a second language course in listening and speaking. The course included intonation and fluency work, but mainly focused on connected speech processes such as enchaînement and liaison (linking). The students exchanged weekly dialogue journals, with an average nine journal entries per student. The journal prompts asked students to reflect on their learning by linking their learning inside the classroom to their experiences with authentic French outside the class. Journal entries were analyzed using Benson and Lor's (1999) scheme of quantitative versus qualitative awareness (seeing language as items to be learned vs. as an environment for learning). The students were also recorded reading aloud and speaking at the beginning and end of the course. Their production was analyzed for segmental and intonation errors, the use of enchaînement and liaison, and fluency (hesitations and mean length of run). At the end of the course, the students showed significant improvement in using intonation and enchaînement and in their segmental production and fluency.

Correlations were run between each speech measure and the dialogue journal measures of qualitative and quantitative awareness. For the read-aloud task, students who demonstrated more qualitative awareness of L2 speech made fewer intonation errors and used enchaînement more frequently at the beginning and end of the course. These students also produced fewer hesitations at the end of the course. Students who demonstrated more quantitative awareness used liaison more frequently in the speaking task and produced more hesitations

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in the read-aloud task at the end of the course. This suggests that learners' performance on different types of speaking tasks and on different types of speech measures may be associated with certain types of awareness. Implications for teaching and research are discussed.

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Jose Lai

Prosody awareness in ESL/EFL classrooms: potentials and challenges

Wednesday, July 2, 12:00 – 12:25, Auditorium 3

This pedagogical research aims to explore the potentials and challenges of raising learners' awareness of prosodic features in an ESL/EFL setting. The aim is to enhance intelligibility, clarity of speech and fluency of a group of students with limited exposure to English verbal communication.

With the historic and recent emphasis on the importance of prosody in the understanding of spoken discourse (Halliday, 1967, 1970; Crystal, 1969; Brazil, 1997; Roach, 2009; Goh, 2012), there have been some studies on possible teaching practices and creative learning activities that may help improve learners' awareness of the prosodic features of English (Levis & Pickering, 2004; Wrembel, 2008).

In this study, an experiential approach (Kolb, 1984) to improving pronunciation was adopted. Students were engaged in concrete speaking tasks at the outset based on which focused learning points were identified through transcription, peer- and self-review. This learner-centered learning process was subsequently supplemented with teacher's explicit instruction on stress, pause, rhythm and intonation based on the analysis of authentic spoken texts. Students were also stimulated to identify key speech patterns and prosodic features that make a speech clear and effective both in class and outside of class. With heightened awareness, students were challenged to put their knowledge of English prosody into practice.

Alongside learning pedagogical practices, learners' beliefs about the L2 classroom have also been shown to influence their own learning (Gabillon, 2012). Based on this understanding, this study also intends to describe and analyze a group of ESL learners' perspectives on the learning activities specifically designed to raise their awareness of the features of native-like prosody in an English communication course at a local university in Hong Kong. With limited meta-linguistic knowledge, it is expected that these students would find the language awareness related activities relatively challenging.

To facilitate raising students' language awareness, nearly all students' spoken outputs were recorded and uploaded onto Blackboard Learn, a learning management system for convenient review. Students' engagement was maximized by creating a warm and nurturing classroom atmosphere for them to interact and to practice. To track students' possible improvement over the course term, descriptive speech analysis of students' spoken outputs produced at various stages of learning will be performed. At the end of the course, students would also be invited to comment on the course design and provide suggestions for future course improvement. The data collected are expected to shed lights on the potentials and challenges of implementing explicit language awareness learning components in ESL/EFL classrooms at the tertiary level.

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Jackie Lee

Gender and language in school textbooks – The cases of China, Hong Kong and Japan

Wednesday, July 2, 10:30 – 10:55, room B242

The study of linguistic sexism started in Western societies in the early to mid-1970s with the women's movement which challenged patriarchal dominance in many facets of life. One of the main concerns of early language and gender research was to expose the distorted representation of the two genders in language use and in language systems. This study examined the representation of gender in English language textbooks in three Asian regions: Hong Kong, Mainland China and Japan. These three places are common in that English plays an increasingly important role and is the foreign or second language taught in school. The Whorfian view is that a language can affect a society by influencing the world view of its speakers. Given that Japanese and Chinese are 'sexist languages' and that the three societies have been influenced by patriarchal traditions and prejudice against women, if the foreign or second language learned also has sexist features, sexism and gender segregation will be reinforced in these places. The present study is expected to direct educational professionals towards a critical awareness of gender bias in school education, and have a significant impact on textbook writing and school education in the three regions.

Kirsten Lindahl

Exploring an "Invisible Medium:" Teacher Language Awareness among K-12 Educators of ELLs

Wednesday, July 2, 11:00 – 11:25, room B245

With increasing numbers of English Language Learners (ELLs) in public schools, attention to language development in content-based settings is of paramount importance. While largely studied among L2 teachers, language awareness has been rarely examined among educators of plurilingual youth who are not themselves L2 specialists, and who are often underqualified to attend to the language needs of ELLs (Herrera & Murry, 2005; Short & Fitzsimmons, 2007). This paper highlights a study investigating Teacher Language Awareness (TLA) among preservice K-12 teachers developing skills to work with ELLs. Based upon the theoretical framework put forth by Andrews (2003; 2007) and Wright and Bolitho (2002), the study examines TLA in terms

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of: 1) knowledge of language, 2) knowledge about language (KAL), and 3) pedagogical content knowledge. The study explored how teachers' participation in linguistics coursework affected their development of TLA via three research questions: (1) What is the baseline of TLA held by teachers enrolled in university-level courses on L2 education in the United States?; (2) How does the degree of TLA change between teachers who completed an L2 methods course with incidental TLA instruction, and those who completed an L2 methods course with deliberate TLA instruction?; and (3) What are the attitudes, perceptions, and experiences that underpin the degree of TLA held by K-12 teachers? Participants (N=116) completed quantitative pre-test measures in Analyst and Teacher Domains of TLA, and completed written reflections. At semester's end, they repeated the initial measures and participated in focus-group interviews. Data analyses revealed that all participants' degree of TLA at pre-test was low; yet, a significant effect between pre- and post-test scores of the deliberate group on the Analyst Domain task was revealed, while none was indicated for the incidental group. No significant effect was revealed for either group in the Teacher Domain. Focus group interviews shed light on how attitudes, perceptions, and experiences influenced their TLA development. Results suggest that deliberate approaches to developing knowledge about language are necessary for K-12 teachers in content-area contexts, and that an explicit approach to TLA development may help them integrate TLA as a critical component of pedagogical content knowledge.

Ngar-Fun Liu

"TED karaoke": awareness-raising and conscious practice

Wednesday, July 2, 11:00 – 11:25, room C063

This paper describes the practical challenges of teaching Chinese-speaking computer science postgraduates to present in English. The learners are hampered by L2 speech that is often unintelligible because of inaccurate pronunciation and stress/pause placement. Their shared L1 phonology tends to reinforce problem sounds (Jenkins, 2000). Their research supervisors have sent them on an English course (2.5 hours/week over 13 weeks) to improve their oral presentation. They need interesting outside-class models to watch and speaking practice that provides sufficient cognitive challenge. Motivation is another challenge since they have been identified as weak English speakers.

"TED karaoke" is one novel attempt at raising learner awareness of the features of spoken English and encouraging practice. It involves mimicking 30 seconds of a TED or other speech that a learner likes. The emphasis here is on interest; learners must enjoy the talk before they choose 30 seconds of it to copy. In the first two weeks, learners receive instruction on stress and rhythm in class. Outside class, they watch a talk, print out the 30-second transcript, listen, mark the stressed syllables and pauses and finally copy the speaker as closely as possible. During class, in small groups, they introduce their chosen TED or other talk and deliver the 30-second stretch, twice, first time facing their peers and second, to their backs. In the second delivery, their peers will indicate immediately, by raising their hand, whenever the speech seems unclear to them. The speaker's task is to watch audience reaction the first time and mark "incomprehensible" places the second time. After some peer feedback, they record it for teacher feedback. They will then deliver it in front of the whole class in a live performance, with the TED speaker on screen, karaoke style.

Derwing and Munro (2009) observe that many L2 learners are interested in pronunciation instruction, yet teachers believe that explicit instruction could not be effective, partly because research findings suggest that practice matters more than instruction (Kissling, 2013). "TED karaoke" is an attempt to inspire conscious practice, aided not by pronunciation instruction, but by an awareness of prosody. This paper will explore learner comments and the interplay between "TED karaoke" and comprehensibility, using pre- and post-course comprehensibility ratings (Derwing, Munro & Wiebe, 1998).

Viviane Lohe

Developing Language Awareness in Primary School Children through Multilingual Virtual Talking Books

Wednesday, July 2, 12:00 – 12:25, room B242

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

The study analyses if and how the software MuViT (independent variable) fosters the development of Language Awareness (dependent variable) in primary school children. Language Awareness is defined as “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use” (ALA 1992). It is believed that the MuViT Software can enhance Language Awareness on both the cognitive and the affective level. To evaluate the hypothesis, a pre-post-comparison design has been elaborated. A random sample consisting of an experimental and a control group (n = 50 primary school children in each group) will be tested before and after receiving the treatment (MuViT). The test is divided into two parts:

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

Eventually, the pre-test and post-test results of both the experimental and the control group will be analyzed and compared.

The pilot study (n=27) has shown that the experimental group outperforms the control group on the cognitive level. There are not as many differences between the experimental group and the control group with regards to the affective level though. The pupils of the experimental group even tend to judge the sound of unknown languages more negatively than before. However, these are just tendencies that must be verified and carefully evaluated in the main study. The presentation will be structured as follows: introduction of theoretical background, research interest/research questions, research design, and results of the pilot study as well first results of the main study.

Anita Malmqvist

Multilingualism – a resource in FL teaching?

Wednesday, July 2, 12:00 – 12:25, room B245

Multilingualism constitutes a major fact of life in our world today. There are numerous accounts of subjective experiences of individuals confronted with learning a new language. Although research inspired by such experiences has had a strong impact on the field of applied linguistics, e.g. concerning the development of bilingualism and individuals' identity and sense of self, there has been little focus on its implications for the language classroom. In the everyday FL teaching situation multilingual learners' specific needs, but also their potential for opening new perspectives of interpreting the world, are often disregarded. However, the growing number of multilinguals increases the need for educators to take into consideration the various dimensions of multilingualism and their impact on FL teaching and learning as well as to reflect upon their own attitudes and approaches. In the Swedish classroom today there are no monolingual individuals. The various languages represented thus have a potential as starting points for a multitude of consciousness-raising activities.

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The present paper is an attempt to find out whether the presence of multilinguals in the Secondary and Upper Secondary L3 German classroom is reflected in teaching materials published in Sweden from the year 2000 and onwards. Do the texts deal with a variety of social and cultural experiences? Do the exercises encourage learners to reflect on and compare linguistic phenomena in the languages they know with the target language? As textbooks are often regarded as guidelines for course content and pedagogic practices, they can give some evidence of classroom activities and issues dealt with in teaching.

Preliminary results show that the learners' multilingual competences and ways of perceiving of and interpreting their selves and their learning environment are only to a limited extent reflected in the texts and exercises analysed. A challenge for the future is to make teachers, producers of teaching materials, and policy makers more aware of the presence of these competences and inspire them to take advantage of their special potential in language teaching.

Nausica Marcos Miguel and Mari Felix Cubas Mora

Teachers' Awareness of Instruction of Derivational Morphology in the Spanish L2 Classroom

Wednesday, July 2, 11:00 – 11:25, room B242

Studies about the acquisition of inflectional and derivational morphology by instructed second language (L2) learners are abundant (see Salazar García, 2009). However, the mediating role of the teacher in the acquisition of morphology has not been much explored (e.g., Toth, 2008). This study examines how derivational morphology is taught in the Spanish L2 classroom, and whether language teachers are aware of the importance of morphology within vocabulary and reading instruction.

Five Spanish teachers working at a large US university participated in this study. They were observed and audiotaped during two weeks (approximately 300 minutes each). In addition to this, they were interviewed before and after the observations.

For the data analysis, the vocabulary episodes—i.e., speech events where a word or several words were the focus of instruction—of the observations were transcribed and tallied. From those, less than 10% explicitly dealt with derivational morphology. All in all, the observations reveal that derivational teaching was mostly unplanned, incidental, scarce, and, on occasion, ambiguous. In fact, teachers emphasized the meaning of the stem over the whole word and its affixes. For example, these teachers were not aware of the way they introduced words of the same family throughout their discourse. Oftentimes, they did not provide input that allowed for semantic and/or syntactic differentiation of words with the same stem, but different affixes, that were sequentially presented—e.g., 'revelación' (revelation) and 'revelar' (to reveal).

These results call for encouraging teachers to incorporate instruction of derivational morphology in the classroom and to monitor their discourse. So far, neither textbooks nor teacher training tend to stress the importance of instruction of derivational morphology.

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Ursula Ritzau

Should awareness be included in the definition of polylinguaging?

Wednesday, July 2, 11:30 – 11:55, room B246

In recent years, a paradigm shift in the study of language in society has taken place (Blommaert & Rampton, 2012), reflecting sociolinguistic discussions about how to articulate and study the phenomenon of language in a late-modern (Lytra & Jørgensen, 2008), superdiverse (Rampton, 2013), globalised (Coupland, 2009) world.

Notions such as linguistic repertoire (Blommaert, 2009), languaging, and polylinguaging (Jørgensen, Karrebæk, Madsen & Møller, 2011) have been suggested for the analysis of language as a social phenomenon.

Particularly important for this paper is the term polylinguaging, 'the phenomenon that speakers employ linguistic resources at their disposal which are associated with different 'languages', including the cases in which the speakers know only few features associated with a given 'language'' (Møller & Jørgensen, 2011, p. 100). Polylinguaging is usually investigated with young language learners who use language for stylisation and other identity work, and who are usually aware of their use of such features. However, foreign language learners similarly use linguistic features associated with different languages, although they are often not aware of this. Also, they do usually not do this for stylisation purposes. With these differences in mind, the following research questions is pursued: How and to what degree should the notion of linguistic awareness be included in a revision of the definition of polylinguaging?

The participants of the study are a group of 49 Swiss university students of Danish as a foreign language at the universities of Basel and Zurich. Their written learning journals form the basis of this paper and have been analysed qualitatively for content (beliefs and ideology) and linguistic form (language use).

The findings of the study demonstrate that although the participants adhere to ideas about separate languages, correctness, and authenticity, this ideological package does not match what is going on in the classroom, as they invariably use linguistic features associated with different languages. This gives rise to a discussion of the term polylinguaging, especially whether and how to include stylisation, ideology, and linguistic awareness in the definition of the term.

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Jenny Rosén

Negotiation of language policy in adult language learning classrooms

Wednesday, July 2, 11:00 – 11:25, room B246 (CANCELLED)

The study presented here draws upon the ongoing work in project-CIC, Categorization of Identities and Communication. Project-CIC (<http://www.oru.se/projekt/cic/>) which explores the social practices and the discourses framing a tailored language program for adult immigrants in Sweden (Rosén & Bagga-Gupta, 2013; Rosén, 2013). The aim of the study presented here is to examine how concepts concerning language and identity are oriented towards different analytical levels, reaching from national language policy to classroom interaction. In line with a sociocultural perspective and nexus analysis (Scollan & Scollan, 2004), the interest of the study presented is not in the implementation of policy, but rather on how cycles of discourses are constituted and used in classroom spaces or “practiced language policy” (Bonacina, 2011). The empirical material analyzed in the study encompasses historical archive material including curricula, commission reports, public inquiries, political propositions and laws, as well as approximately 85 hours of audio and video materials as well as ethnographic field notes from two different classroom settings at an institutional arena called Swedish for immigrants (Sfi). In line with the theoretical framework presented above, the focus of the study is the nexus of the discourses in place, formulated at the national geopolitical level in terms of language policy and course syllabi, the organization of time and space in the classroom and, finally, the micro level social interaction in specific classrooms. By illustrating different ways of being and ways with words in the language learning classroom, the analysis shows how the social practices in the project classrooms do not merely constitute spaces where syllabi and language policy are implemented but, rather, that they are contexts where a number of discourses, historical bodies and interaction orders intersect. The analysis sheds light upon how interaction at the micro level is constituted in discourse and, at the same time, constitutes discourses on a macro level as well as the historical bodies of the participants in the interaction.

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Ana Rita Santos, Adriana Cardoso and Susana Pereira

The development of language awareness in the 1st grade of Primary School

Wednesday, July 2, 12:00 – 12:25, Auditorium 2

In Portugal grammar teaching has been acknowledged as a very problematic domain of intervention. In contrast to what happened in other domains of language teacher education, in which the gradual convergence of different theoretical approaches led to effective changes in teaching practice, in grammar teaching the dissociation of the theoretical research from teaching practice has persisted. Recently, the Curriculum reorientation in Portuguese first language teaching led to the redefinition of the role of grammar in language teaching. The change of paradigm is oriented by the following principles: (i) Grammar teaching makes the implicit knowledge explicit; (ii) Explicit knowledge about language should be constructed from observation, manipulation and systematization activities, leading to the development of metalinguistic competences; (iii) Explicit knowledge can improve other linguistic and discursive skills (cf. Duarte, 2008; Denham & Lobeck, 2010, i.a.). In the light of these principles, an intervention program was implemented in a 1st grade class of Primary School (aged 6/7) in the 2012-2013 school year. The program aimed at developing the students' language awareness, namely in the syntactic domain, by promoting the observation and manipulation of sentences, phrases and words.

In this talk, we will present the partial results of this project. Concretely, we will discuss the implementation of a specific activity (Thinking about words), which aims to identify students' conceptions about word classes. Following Tisset (2005), the activity involves the following steps: (i) The teacher delivers to the students paper strips containing sentences previously worked out in the classroom; (ii) The students cut the words that occur in the sentences, (iii) group them and (iv) present to the class the criteria used to create the word groups. The activity was implemented in four sessions of about 60 minutes. The results indicate that students use different criteria according to the development of their language awareness, making use of graphical, phonetic, morphological, semantic and syntactic criteria.

Moreover, the implementation of the program shows that there is an alternative path that is worth pursuing that goes beyond the traditional approach to word class. Early on students are capable of performing tasks that involve observation, manipulation and systematization of linguistic data, provided that they are properly guided to that end.

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Tayebeh Shalmani and Joanna White

Exploring Pre-service ESL Teachers' Awareness and Interpretation of L2 Motivation

Wednesday, July 2, 10:30 – 10:55, Auditorium 4

Although many in-service second language (L2) teachers identify motivating their students as an important challenge, few education programs focus on raising pre-service teachers' awareness of the role that motivation plays in L2 learning. Moreover, if the concept of motivation is introduced at all, the relevant notions are drawn mainly from social psychology, where learners' commitment to learning the target language is examined quantitatively (Norton & McKinney, 2011). There is no consideration of the beliefs and assumptions that most L2 teachers (including pre-service teachers) hold about why learners demonstrate varying degrees of involvement in classroom activities and what factors could account for this variation.

The exploratory study we report draws on two different lines of L2 research regarding the construct of motivation, namely social psychology and poststructuralism. In the study, we investigate how six pre-service teachers in an initial pedagogy course in a Canadian university perceive L2 motivation and how they interpret L2 learners' participation/non-participation. The participants wrote six journal entries over the ten weeks of a practicum during which they facilitated ESL lessons for adult learners. The first journal entry acted as a narrative since it required the participants to reflect on their previous L2 learning experiences. The other writing prompts were designed to elicit their interpretation of L2 motivation. Additional data were collected through interviews and stimulated recall sessions during which the participants watched video-recordings of their ESL lessons and reflected on their students' participation/non-participation, as well as on classroom events and task types that might affect the learners' willingness to participate. Lastly, during a group meeting, the participants discussed topics and stimulus materials relevant to the notion of motivation, exchanged anecdotes, and commented on each other's experiences and points of view.

The findings that emerged from our data suggest that overall, the multi-faceted and complex construct of L2 motivation was mainly ambiguous and under-recognized by the participants. This calls for raising critical awareness of such sensitive notions through teacher education programs.

Åsa Wedin

Teachers' doing of contradicting policies - Language awareness in diverse classrooms

Wednesday, July 2, 12:00 – 12:25, room B246

The focus of this paper is to show how language policies on national level may be appropriated and enacted by teachers on local level. With examples from a school development project, the aim is to show how teachers, by "doing policy", may make sense of policies that may in some sense be contradicting.

Classrooms in diverse settings, where a majority of students have other mother tongues than the one used in school, constitute a challenge both for students and for teachers. In Sweden official educational policies have promoted multilingualism based on democratic factors since more than 40 years, while still a monolingual norm is current in most classrooms. However, parallel to these multilingual policies there has been developed what may be called goal-and-achievement policies, which are more quality driven with a focus on measurable results. These two types of policies may in some ways be considered as contradicting as commonly the dominant language, such as Swedish in Sweden, is the only language valued in assessments and statistics based on school results.

Language awareness in diverse classrooms may be perceived as awareness of which languages are made

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visible, which languages are valued and what linguistic skills among students are acknowledged. In this paper the focus is on teachers' appropriation and enacting of these policies, teachers' doing of policies (Johnson & Freeman 2010, Menken & Garcia 2010). In this paper is shown that the policies are in some ways contradicting and that the multilingual policies are subordinated the goal-and-achievement policies.

While in the local school example, goals and assessment are present both in classrooms and in teachers' written reports, the multilingualism that is represented among students, and teachers, is not. We find that the policy promoting multilingualism is good on goal level but that the means that are used are not efficient. On the local level training and resources are important incentives, while on national level, when it comes to Swedish educational policies, the democracy goals can not be reached if the only thing called for on national, as well as international, level is goal fulfillment.

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Sebnem Yalcin, Sevdeger Cecen Besimoglu and Gulcan Ercetin

The new aptitude construct: Explicit and Implicit Language Aptitude

Wednesday, July 2, 11:00 – 11:25, Auditorium 3

Working memory (WM) has come to be considered as a more critical component of language aptitude in new conceptualizations of aptitude (DeKeyser & Koeth, 2011; Sawyer & Ranta, 2001; Skehan, 2002). Some even argue that WM can replace the language aptitude (Miyake & Friedman, 1998). These arguments call for a reanalysis of memory as a key component of foreign language aptitude construct (Wen & Skehan, 2011; Skehan, 2002). Systematic research studies are needed to investigate WM and language aptitude with current aptitude tests across different contexts (i.e., natural and instructed). The present study explores the determinants of foreign language aptitude with a focus on WM capacity. A total of seventy Turkish university level students with an advanced English proficiency level participated in the study. The instruments used to measure WM capacity included a computerized Reading Span Task (RST) in L1 (Turkish) and L2 (English) and a computerized Operation Span Task in L1. Language aptitude was measured with a computerized aptitude test: LLAMA. The findings did not support the WM as an aptitude model. A detailed correlation and exploratory factor analysis showed that WM stood as a distinct factor from four aptitude subtests in the current study. On the contrary, the findings confirmed a recent validation study by Granena (2013), which reported two distinct factors under aptitude construct namely, explicit language aptitude and implicit language aptitude.

Andrea Young

Seeking out space for Teacher Language Awareness

Wednesday, July 2, 10:30 – 10:55, room B245

In France, as in many other countries (European Commission, 2013), in spite of increasing numbers of allophone children frequenting state schools, most teachers still receive little or no training in how to support children for whom the language of instruction is not the language of the home. Part of the problem resides in the fact that teacher education programmes generally allocate too few hours for the exploration of such issues. In an attempt to create the space in which these questions can be addressed, an innovative CLIL (content and

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language integrated learning) approach, combining an English language course with content relating to the teaching and learning of languages, has been recently proposed at the primary teacher education centre (ESPE) in Colmar, France.

This paper will present and analyse data collected in 2013, through student learning logs, presentations, discussions, questionnaires and feedback pro-forma completed by second year masters students (n=18). Analysis of the discourse of the students reveals the extent of their language awareness prior to, during and following the course with respect to both their future pupils' linguistic repertoires and language policy in schools. Findings underline the necessity of creating spaces in which (future) teachers' language ideologies can be revealed and questioned through modules which follow an active, critical language awareness approach.

Theresa Zanatta and Isabel Civera

From Linguistic Life Stories to Visual Narratives: Undergraduate teacher conceptions about becoming a language teacher

Wednesday, July 2, 11:00 – 11:25, Auditorium 4

Our paper reports on a longitudinal study concerning teacher cognition and beliefs of undergraduate teachers in the Faculty of Education at the University of Barcelona. We will show how two very different types of narratives, written linguistic life stories and visual narratives, can reveal the impact of instructional practices on student teachers' beliefs concerning effective English language teaching.

Teacher cognition, an established area of teacher research (Borg, 2003) has much informed us about the belief systems of practicing teachers (Calderhead, 1996; Cambra et al., 2000; Clark & Peterson, 1986). However, less has been written about the belief systems and their development over time of undergraduate teachers. Student narratives have been used in teacher education programmes to reveal student teacher beliefs in addition to providing opportunities for students to articulate and reflect on their own personal experiences and make meaning of their learning experiences. These narratives play a critical role in teacher development. (Johnson & Golombek, 2002).

The linguistic life story is one example of a narrative where students write about their language repertoires and language learning experiences. (Palou & Fons, 2010) A second kind of narrative, the visual narrative or visual image (Kalaja, 2012) is a less traditional research methodology where students express their personal stories through drawings.

The data presented here comes from two different sets of narratives. The first set includes linguistic life stories written by a group of students in the first year of the teacher education degree at the University of Barcelona, while the second set comes from in-class student drawings and stimulated recall interviews completed by another group of students in the fourth and last year of the same degree programme.

In addition to highlighting student teacher beliefs and their evolution over time, our findings also have a strong practical dimension to them. In this paper we will also show new and innovative teacher education tools which provide varied classroom opportunities for personal narration and instructional practices to enhance teacher development.

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Victoria Zenotz

Metacognitive awareness and critical literacy development through digital stories

Wednesday, July 2, 11:30 – 11:55, room B242

Literacy is a social concept, as it has always included the skills society demanded in each historical moment. Thus, being literate nowadays means possessing the skills to use and adapt information and communication technologies, which are constantly changing, in very different contexts (Leu et al., 2004, p. 1570). Critical literacy (Fairclough, 1989) has been proposed as a tool to enable readers and writers to construct meaning in discourse. Metacognitive awareness has also been considered as a feature of effective readers and writers. In this presentation we'll examine the concept of critical literacy and metacognitive awareness and show the way collaborative digital story writing may contribute to their development.

The first part of the paper discusses concepts such as literacy, critical literacy or metacognitive awareness. In our view the implementation of real social practices help develop learners' critical literacy as well as their metacognitive awareness. The second part presents some research carried out at a secondary school in the north of Spain (2012-2013), which was a case of implementation of critical literacy in a classroom through the creation of digital stories. The Data collected from students data was obtained by using different instruments, including some metacognitive tools. The different stages of their process of "writing" were analysed including watching and commenting models for digital stories, planning a storyboard, creating and selecting images, adding voices and background sounds, editing and sharing the final product. The results obtained through a qualitative analysis offer some valuable insights into learners' literacy progress and metacognitive awareness.

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Poster Session, Wednesday July 2, 14:45 – 15:30

Holly Hansen-Thomas and Juliet Langman

Language awareness in secondary math classrooms: A focus on vocabulary

Poster presentation, Wednesday, July 2, 14:45 – 15:30, Foyer

This poster proposes to examine a challenge for the language awareness literature: the extension of the language awareness paradigm to the training of secondary level content area teachers who work with diverse student populations. Content teachers, unlike language teachers, do not become familiar with language as content, which the language awareness literature suggests is a key tool for enabling teachers to teach more effectively (Thornbury, 1997). In this poster we present data from secondary math teachers in terms of their understanding of language as a system, and the effect it has on their use of vocabulary in the classroom.

Helping content area teachers become “conscious of and sensitive to language issues at school [will] help more of their students fulfill their academic potential” (Breibach, Elsner, & Young, 2011, p. 12). Doing so is a challenge when teacher training in math, for example, touches only briefly, if at all, on language as a teaching tool. Based on data from interviews and classroom observations of two math teachers, we present their ‘untrained’ perspectives on and practices with language. In particular, we examine how teachers who claim “I think vocabulary/terminology is what holds English language learners (ELLs) back in their understanding of problem solving.” as one of our participants did, present and make use of content area vocabulary in their lessons. We explore another common notion: “I thought math was a ‘universal language’ but, working with ELLs I found it difficult myself.” We examine how teachers who become aware of the myth of math as a universal language, begin to change their teaching practice.

Drawing on these insights, we outline a piece of a teacher training program, designed to help math teachers develop their language awareness, with a specific focus on specialized academic vocabulary. In this approach, we outline the importance of focusing on language contextualized in the content area, in order to support teacher interest. We also consider vocabulary structure, focusing on notions such as the three tiers of vocabulary (Beck, McKeown & Kucan, 2002). Preliminary results and future research questions related to teacher training will also be presented.

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Leo Wen Hua Liang

Incorporating language awareness activities into English teaching practicum: A case study in Taiwan

Poster presentation, Wednesday, July 2, 14:45 – 15:30, Foyer

Language awareness, according to the definition on Association for Language Awareness, is defined as “explicit knowledge about language” and “conscious perception and sensitivity in language learning, language teaching and language use.” The second part of its definition plays a significant role in the early development of pre-service or novice English teachers. When they start to experience the transformation from a foreign language

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learner to a foreign language teacher, language awareness activities can serve as the best awareness-raising method that helps students get into the role of language teachers. Several language awareness activities in English Teaching Practicum course are introduced, discussed and analyzed to see if these activities are indeed helpful to the pre-service teachers. The data is collected from students' personal reflections on their previous learning and teaching and also from a questionnaire based on their response to these activities. Suggestions and limitations of this research are also brought up in the conclusion.

Gene Thompson

Developing awareness of communicative language teaching: Lessons from a project to integrate a communicative approach for teaching English in a Japanese high school context

Poster presentation, Wednesday, July 2, 14:45 – 15:30, Foyer

From April 2013, English classes at high schools in Japan must be carried out with English as the medium of instruction, and early evidence suggests concern on the part of Japanese teachers of English (JTEs) about their ability to meet the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) requirements (Glasgow, 2012). The focus of researchers is shifting to how teachers can adapt to the new MEXT policy (Mondejar et al., 2012), and this presentation will report the findings from a collaborative action research project involving the presenter and a novice high school JTE. The project focused on the problem of adapting and supplementing textbook materials to encourage more communicative activities, while responding to ongoing institutional pressure to use a grammar translation yakudoku methodology, and focus on exam preparation. Data were generated through interviews and student test score data. Analysis of the interview data show developments in the novice JTE's understanding of, and ability to, implement CLT. Meanwhile, the student test score results suggest that more communicative approaches are as effective as grammar translation methodologies for preparing students. Overall, the project highlights the difficulties faced by JTEs in implementing communicative language teaching practices in their classrooms, and the 'backward' yakudoku communicative methodology generated in the project may be an effective method which could be tested in other contexts.

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Parallel Session II, Wednesday July 2, 15:30 – 16:55

Abstracts are listed alphabetically by the last name of the first presenter

Maria Helena Araújo E Sá and Silvia Melo-Pfeifer

Multilingual Interaction in the development of Language Awareness: state of the art and perspectives

Wednesday, July 2, 16:00 – 16:25, Auditorium 3

Bilingual interaction, here strictly understood as the use of two languages, has been given much attention in many research fields. A particular interest has been assigned to cross linguistic influence (Kellerman & Sharwood Smith, 1986; Ringbom, 1987). In the scope of multilingual interaction, however, some research regarding the simultaneous use of different languages by the participants has been carried out:

- Within diverse theoretical frameworks: Intercomprehension between Romance Languages (Bono & Melo-Pfeifer, 2008, 2011; Araújo e Sá, De Carlo & Melo-Pfeifer, 2010); Third Language Acquisition (Bono, 2008 & 2011);

- In different settings: at work (Lüdi, Höchle & Yanaprasat, 2010), in academic scientific research contexts (Melo-Pfeifer, 2011) and in school contexts (Kleifgen & Saville-Troike, 1992; Unamuno, 2008).

- Using different heuristic/conceptual tools: focusing namely on cross linguistic influence (Bono, 2008, 2011), and on language awareness (Araújo e Sá & Melo, 2007).

Nevertheless, the still rather short number of studies on this issue, as well as the fact that all of them concern different theoretical frameworks and different settings, make it difficult not only to perceive the available knowledge in this field, but also to understand its complexity.

Following the previous short overview of different theoretical approaches and researched contexts, we will conduct a meta-analysis study based on available published work (identified through different scientific platforms) in order to draw a comprehensive state of the art regarding multilingual interaction and its role on Language Awareness development. We will attempt to answer the following research questions: what are the multilingual dynamics associated to different multilingual settings? Which concepts and methodologies have been employed to study multilingual interaction in relation to their context-bounded nature and their dependence regarding diverse contextual ingredients (Gumperz, 1982)? Which other contexts would be worth studying in order to better understand the role of multilingual interaction in the development of Language and Multilingual Awareness?

Robert Berman and Samúel Lefever

The role of English in the lives of immigrant students in Iceland

Wednesday, July 2, 15:30 – 15:55, room C063

For Icelanders, English is an empowering second language, without which their academic, professional and even extra-curricular lives are hampered. Therefore, Icelandic adolescents tend to learn at least spoken English well. On the other hand, immigrant students whose first language is not English vary greatly in their English proficiency.

We interviewed 18 upper-secondary school students, immigrants to Iceland, to establish to what extent they felt they were learning English; to what extent English was important to them both in and outside school; and what sorts of ideas about English they operated with. We selected 9 Polish immigrants from the largest immigrant community, as well as 9 Filipinos, who represent another large immigrant group, one significantly different both linguistically and culturally from the Poles.

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We found, as anticipated, a great range in English proficiency, especially among the Poles, based, in their case, to some extent on how long they had been in the country. On the other hand, we also found surprising success in English among some of the Poles as well as among many of the Filipinos, with their English in many cases far exceeding their Icelandic proficiency. Students were aware both of the status of English as a world language, as well as its important role in their education and in their future. Students' awareness of the important "place of English" in their present and future lives seemed to be a factor in their learning it.

The results have great educational implications for Iceland including the possible use of English as a medium for instruction for some students. The findings also draw attention to the need for increased knowledge and understanding of the roles languages play in students' lives.

Marilisa Birello and Teresa Ribas

In-service primary language teachers' beliefs about language awareness and writing

Wednesday, July 2, 16:30 – 16:55, room B246

This paper is part of a larger project that is being carried out in Barcelona and explores language teachers' beliefs about the relationship between the teaching of grammar and writing competence. The aim of the research project is to explore ways to help teachers in the tasks of promote language awareness and to help them in the teaching of grammar in order to improve students writing skills.

Beliefs are interrelated forming a complex construct (Woods, 1996; Cambra et al., 2000; Borg, 2006) in which tensions and contradiction emerge (Freeman, 1993; Phipps & Borg, 2009). Beliefs are not easy to define or study (Johnson, 1994) because they cannot be observed directly, they can only be inferred from classroom observations and from teachers' answers to the questions proposed by the researcher (Farrell, 2005).

The aims of this paper are: 1) to explore the concepts of two teachers about language, grammar and writing; 2) to observe their positioning in relation to the teaching of grammar and the role given to language awareness in relation to writing; and 3) to contrast their beliefs about the teaching of grammar and writing with current theoretical frameworks of the field and to define areas where the teaching practice change is possible.

The data consists of two semi-structured interviews of two in-service primary language teachers who participate in a training seminar with other language teachers of compulsory schools and the researchers. The analysis is qualitative, ethnographic, and it is based on discourse analysis (Kerbrat-Orecchioni, 2005; Pavlenko, 2007; Fons, 2012).

The early results suggest that teachers have a system of beliefs, representations and knowledge that reveals contradiction and tensions between beliefs, and between beliefs and practices. From the data it emerge also the lack of confidence that teachers show when they talk about the role of grammar in language learning.

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Gabriela E. Dima and Eugenia Dima

Romanian Translators' Difficulties during the Period of Modernisation of the Romanian Language

Wednesday, July 2, 16:00 – 16:25, room C063

The old Romanian literary language in all the three Romanian Provinces is characterized by a strong religious component. The Romanian Orthodox Church used Slavonian then Greek as cult language, which strongly limited the access to them. Conscious of the necessity to make understandable the religious message, they encouraged the translations into Romanian so that, by the end of the 17th century, all major cult books, including the whole Bible, had a Romanian version. During the next century, however, the accent switched from religious writings to laic texts and scholars who were translating Western European books started feeling the need for a specialised vocabulary to keep up with sciences, literature etc.

Our paper proposes an analysis of language awareness issues as resulting from the brief comments that accompanied the translations carried out from the second half of the 18th century to the first part of the 19th century, period that concludes the modernisation of Romanian and the establishment of an adequate vocabulary in all fields. The translators in the 18th century mainly dealt with Greek originals and they often express the difficulty to transpose Greek words into Romanian because of the structural difference of the two languages. Once translations from Greek were substituted with direct ones from Romance languages such as Italian or French, translators started introducing a large number of borrowings, realizing the ease of adapting Romance words to the specificity of Romanian. To be however sure that no mistakes were to be made about the meaning of these new terms, they used a significant number of glosses to explain them either in romanina or in Greek. A general characteristic of all the translators during this period is that they constantly complained about the poorness of Romanian. Finally, at the beginning of the 19th century, translators had a well-established language to work with. However they continued to have contrasting views on how the language should look like and expressed their awareness in debates or writings that contributed to the formation of present-day Romanian language.

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Aintzane Doiz, David Lasagabaster and Juan Manuel Sierra

How aware are students of their language learning process? Delving into self-perceived improvement and instructional preferences

Wednesday, July 2, 16:00 – 16:25, Auditorium 4

In a country such as Spain where proficiency in English is not widely spread, Content and Language Integrated Learning (CLIL) has become a very popular approach (Coyle et al., 2011) in the belief that it will help to improve students' foreign language proficiency. As a result of the widespread implementation of this approach in the educational system not only in Spain but also across many European countries, research on the effects of CLIL has become a much debated topic. Although some research has been conducted (Pérez-Cañado, 2012; Dalton-Puffer, 2011; Ruiz de Zarobe et al., 2011), there is a dearth of studies on students' awareness of their language learning process in CLIL programs.

In this presentation, we intend to address this issue by asking students taking part in CLIL programs about their preferences and beliefs regarding both language learning and instructional issues. The participants were 221 first-year and third-year secondary education students from the Basque Autonomous Community in the north of Spain. The respondents were invited to fill out a questionnaire with both open-ended and closed-ended items. The questionnaire tackled the following topics: (i) the students' awareness regarding the importance of grammar and language skills in the L2 learning process; (ii) their likes and dislikes for different types of instructional activities; and (iii) their self-perceived improvement after the implementation of the CLIL program. The results revealed that the participants were aware of the importance of grammar and the development of the different language skills; they opted for active participation, autonomous learning and group work, but showed mixed feelings about being forced to speaking in English; finally they perceived improvement in some but not all the language skills. To wrap up, the students' perceptions will be compared to the results available so far in empirical research carried out in CLIL programs.

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Xavier Fontich

Accounting for grammar instruction: Students' metalinguistic activity, grammar content and teaching procedures

Wednesday, July 2, 16:00 – 16:25, room B242

A number of studies have claimed that there is no clear rationale for L1 grammar teaching, referring to its lack of incidence on the use of language, especially on its written mode (Andrews, 2005, 2010). However, some studies (Camps & Milian, 2000; Combettes, 2005; Combettes, 2007; Janks, 2010) point out the need for a revision of grammar contents and teaching procedures (currently mainly formal and teacher-centered): these studies defend a functional perspective on language (i.e. grammar functions as a repertoire of resources and procedural possibilities embedded in communication and meaning) and claim for guiding students towards small group interaction (Littleton & Mercer, 2013), a procedure still underexplored in L1 grammar learning.

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These measures should engage students in a metalinguistic activity, considered the corner stone of grammar learning.

We present a case study on upper secondary students in Barcelona. We explore whether such a revision helps them to succeed in a task of identifying elements in a sentence, within a project oriented to reviewing grammar norms in a text. While these students had always studied grammar from a formal perspective and through the teacher's explanations, we design a set of tasks that draw on the verb as the core organizer of a sentence (where pragmatic-semantic-syntactic issues converge) and a set of ground rules to guide small groups towards a consciously self-regulated interaction.

The analysis of two dialogues show that students (albeit at different levels and with varying degrees of success) are able to integrate pragmatic-semantic-syntactic considerations in their reasoning (taking the verb as the core of the sentence), as well as to engage in fruitful interactions. In sum, students are able to develop a meaningful metalinguistic activity however vague and imperfect it turns out to be at times.

Our research outcomes point to fact that grammar instruction should be oriented to create contexts where students engage in a metalinguistic activity, turning language into an object for reflection. In line with previous studies, we consider this metalinguistic activity a way to assimilate grammar content progressively, especially in the context of integrating grammar and writing (de Pietro, 2009; Myhill et al., 2012).

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Gao Guizhen

Development of Language Awareness in Teacher Training of Bilingual Education

Wednesday, July 2, 15:30 – 15:55, room B246

Since the issue of the document which stipulated that universities provide 5% to 10% of bilingual courses at the undergraduate level in five years (Ministry of Education of China, 2001), the percentage of bilingual education has been increasing in Chinese universities. Language awareness (LA) is considered to be an important dimension of teachers' professional knowledge. This paper attempts to discuss the development of LA of the teachers who will offer bilingual courses for the students of science subjects in Dalian University of Technology, China. The study collected data by two questionnaires. Questionnaire I of pre-session investigated the trainees' English learning experiences to obtain data of a needs analysis; Questionnaire II of post-session looked into the aspects of language awareness fostered by the training activities and practices to get the data of the effects. 24 both pre-service and in-service teacher trainees finished the questionnaires and 5 were interviewed.

A presentation-discussion-production training module where LA component is particularly highlighted was adopted. Presentation is the period where the trainees were trained to raise awareness of language competence. Discussion included group/pair work, and workshops with a focus on language performance awareness. Production is divided into microteaching and macroteaching involving two tasks, one to be done in peer groups and one in the actual class. This is mainly the teaching practice phase which manifested whether teachers-in-training have 'sufficient' LA to do well in their teaching job. The trainees performed teaching by using authentic textbooks in English, which is really an extension of what is acquired in the presentation and discussion. The findings indicated that the key seemed to lie in the way to focus on LA in English by creating a need for accuracy through appropriate activities, therefore making the training progress successfully. We argued that the more aware our trainees are of English, of what English knowledge they should have, and of how much it works, the better they will become language users and teachers. We believe the training module can provide the insights into LA development and give both the trainees and trainers the chance to monitor and evaluate their bilingual education.

Pamela Gunning, Joanna White and Christine Busque

Raising learner awareness through first and second language teacher collaboration

Wednesday, July 2, 16:00 – 16:25, room B246

There is a growing interest in teacher collaboration across the mother tongue and second language curricula. To date, studies have investigated teachers working together to raise students' awareness of similarities and differences in language forms in their first and second languages (White & Horst, 2012). Lyster, Collins & Ballinger (2009) describe a reading project designed to facilitate collaboration in French Immersion between the French and English teachers of the same students. However, cross-curricular collaboration to raise learner awareness of reading strategies has seldom been investigated (Harris & Grenfell, 2005).

The aims of the study we report were to observe and describe areas of collaboration between the French mother tongue and English second language teachers in a Francophone elementary school in Montreal, Québec. Two intact classes of twelve-year-old students were participating in a program in which English as a second language (ESL) was taught intensively for five months and the French academic program was condensed into the other half of the school year. The study focused on the collaboration between the French and English teachers in the instruction of reading strategies. Other areas of collaboration included cross-

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linguistic references (vocabulary and grammar). The study fitted in with the mandate of the Québec Ministry of Education and the school's educational project.

To document the development of the teacher collaboration as they raised learner awareness, data were collected at regular intervals using the following sources of evidence: video recordings of class proceedings, think-alouds, and student interviews; classroom observations and field notes; a task-based strategy questionnaire; teacher and student journals. Findings suggest that teacher collaboration was effective in raising learner awareness of reading strategies. Moreover, strategy instruction transferred across languages, and learners progressed from awareness to autonomous use of the targeted reading strategies.

Sofie Emilie Holmen

Language encounters in teacher education

Wednesday, July 2, 16:30 – 16:55, room B245

What kind of knowledge and skills do teachers need for teaching in multilingual classrooms? The teacher's knowledge and skills are essential to ensure that pupils benefit from teaching (Hattie, 2009). The nature of this knowledge and the expertise required is less well-defined. In this presentation I will discuss what knowledge and skills teachers of the Norwegian language need in order to support multilingual pupils in their language development, and consequently what student teachers need to learn during their studies at teacher education institutions. I will use a theoretical framework developed by the American researcher Deborah Ball and her colleagues at the University of Michigan. The framework was originally developed to say something about Mathematical Knowledge for Teaching and describes various types of knowledge that are important for teachers of mathematics. This division of knowledge is also useful in saying something about teachers of the Norwegian language and their Language Knowledge for Teaching.

The data I will present is taken from the project Language encounters in teacher education at Volda University College 2012-2014 where we have used international students as a resource in grammar teaching in teacher education. We have qualitative data from approximately 60 hours of audio recordings of students discussing grammar and language learning, and 100 written evaluations. In addition, we have quantitative data from two diagnostic tests in grammar.

The results show that the method language encounters is useful in developing several of the skills in Balls framework. A central part of the knowledge and skills required is language awareness as defined by the Association for Language Awareness as "explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" (2012). To develop the skills required the teacher students need to use what they learn in authentic situations during teacher education. Through meetings with many different languages teacher students get a contrastive perspective on grammar which has a positive effect on the development of language awareness (Tenfjord, 2008; Hertzberg, 2008).

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Maya Honda, Wayne O`Neil and David Pippin

Developing language awareness five ways

Wednesday, July 2, 15:30 – 15:55, room B242

Our on-going project with Seattle (USA) middle-school students is designed to develop awareness of the classroom language (English), bringing unconscious knowledge to consciousness: grammatical structure, dialect differences, language change, language acquisition, and the phonology-orthography interface – grammatical (including phonological) structure being the project's linchpin.

To promote language awareness, we take a problem-set approach. For example, we ask how one talks about more than one of something. From their initial 'add s to a noun' reflex, students, working collaboratively, come to see that in regular forms the morphology and phonology of English pluralization do involve 'add /s/', but in a more interesting and phonological way than initially assumed. Students then examine noun-phrase pluralization in other languages (for example, Armenian, Mandarin Chinese, and Cherokee) and come to learn, through cross-linguistic analysis, that there are language-general principles underlying superficial pluralization differences.

Problem sets on question formation in English and other languages (Mandarin Chinese and Tohono O`odham, for example) similarly bring students to an understanding of the language-specific as well as the language-general features of the syntax of question formation. To develop awareness of dialect differences, we examine New England /r/, for example, where standard /r/s disappear or are retained and non-standard /r/s are intruded: for example, the red car is my cah v. the red car is my car; don't draw tonight in the drawing room. The goal is for students not only to explain both /r/-lessness and /r/-intrusion, but also to appreciate the richness of the natural dialect diversity that comprises English.

We are now exploring the phonology-orthography interface and its link between phonological structure and language change; for from a phonological explanation of consonant doubling, as in refer: referred, referring, but not in differ: differed, differing or deplore: deplored, deploring, a question arises: Why does doubling occur as if both –ed and –ing begin with a spoken vowel when –ed generally does not? In this paper, we discuss the five parts of our work, how it has evolved since it began fourteen years ago, and how it has challenged our students' thinking – and our teaching – about language.

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Banu Inan and Dogan Yuksel

Effects of Communication Mode on Negotiation of Meaning and Its Noticing

Wednesday, July 2, 16:30 – 16:55, Auditorium 4

This study examined the effects of communication mode (i.e., face to face versus computer mediated communication) on the instances of negotiation of meaning and its level of noticing by the learners. 64 participants (32 dyads) completed two jigsaw tasks in two different mediums (one in each) and four days after the tasks they were asked to identify the instances where they had communication breakdowns in a stimulated recall protocol. The findings of the study revealed that the average number of the NofM exchanges and durations of the tasks were higher in F2F but the participants of SCMC group noticed a higher average of NofM instances ($M= 10.72$) compared to F2F group ($M= 9.13$) and the difference was significant. Based on these results, we can argue that F2F promotes a better context for the production of NofM, but SCMC environment leads to more instances of noticing.

Erin Kearney, So-Yeon Ahn and Ling Zhai

Novice Teachers Developing a Concept of Language Awareness and Exploring its Pedagogical Potential

Wednesday, July 2, 15:30 – 15:55, room B245

This presentation reports on research-in-progress that examines how novice language teachers interning in a pre-school foreign language program for children aged 3-4 come to understand and apply language awareness concepts and pedagogies. Specifically, we are interested in answering these questions:

- a. How do novice teachers define the concept of language awareness initially, over time, and by the end of their teaching internship (as evident in discussions that take place in a seminar course that accompanies their practical teaching experience)?
- b. How do the definitions expressed in seminar course discussions align with or diverge from what the novice language teachers actually do when they teach in the early childhood classroom?

We begin our presentation by discussing theory and empirical literature on teacher language awareness (Andrews, 2001; 2007; Garcia, 2008; Luk & Wong, 2010; Wright, 2002) that situate our own study and by explaining the perspective on critical language awareness that guided the early foreign language education program that novice teachers were involved in (Clark et al., 1990; Dagenais & Walsh, 2008; Fairclough, 1992; Maraillet & Armand, 2006). With conceptual framing in place, we provide further contextual details about the evolution of the early foreign language program, the structure of the novice teachers' internship and seminar course, and the pre-school setting itself.

We are currently analyzing transcripts from 14 seminar class discussions and will then turn to transcripts of video-recorded classroom interactions between novice teachers and pre-school children. Specifically, we are independently and thematically coding seminar transcripts and identifying segments that include explicit definition of language awareness or that define language awareness more implicitly (e.g. by giving an example, by recounting a moment from teaching experience). The three researchers' codes will be compared and synthesized into more refined analytic categories. This analysis will then be complemented by video excerpt analysis undertaken from a micro-ethnographic perspective (Erickson, 2006). In the proposed presentation, we will review findings of our analysis of seminar discussion data, present the case of one focal participant to demonstrate how teaching interactions compare with comments in the seminar class and discuss the theoretical and practical implications of our study.

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Choonkyong Kim

Are you aware that only the parts are familiar?

Wednesday, July 2, 15:30 – 15:55, Auditorium 4

Second language (L2) vocabulary knowledge is often measured in its size and depth. For many learners, acquiring a substantial size of vocabulary can be daunting enough; yet, the need to expand existing vocabulary knowledge for depth deserves more explicit attention from both learners and teachers. Most students are aware of the importance of knowing a large number of words, and this awareness usually directs their attention to new unfamiliar words to learn and to add to their current vocabulary size. By contrast, their need to achieve sophisticated depth of vocabulary knowledge may often fall short of fueling their effort to learn more about what appears to be familiar vocabulary. A previous study has shown that limited familiarity with single-word polysemies may cause rigidity in acquiring deeper knowledge of those words. The present study investigates L2 learners' explicit awareness (or the lack thereof) of multiplicity of word meaning, their consciousness (or the lack thereof) about limited familiarity with multi-word idioms, and the importance of raising the awareness of both (i.e., multiplicity of word meaning and limited familiarity with known words) for the ultimate goal of acquiring deeper, as well as large in size, vocabulary knowledge. College-level English as a Second Language learners at various levels of proficiency participated in a series of linguistic and metalinguistic tasks designed to examine their level of awareness regarding possibly unfamiliar aspects multi-word idioms, which may initially appear to be familiar, such as 'turn the corner' or 'burn your bridges.' When all parts of such idiomatic expressions are already familiar, what does it take for the learners to become aware of the boundaries of their familiarity with the entire expression as a whole? It is argued that the findings from the present study may be applied to the acquisition of language in areas other than idiomatic expressions – namely semantics. In other aspects of language such as syntax, pragmatics, etc., learners' lack of awareness of limited familiarity with target structures may short-circuit further growth in their acquisition of those target structures. The study also discusses pedagogical implications.

Velma Labad and Vilma Andoy

The English Teachers' Theoretical Orientation to Reading: Its Effect on Students' Reading Comprehension

Wednesday, July 2, 16:30 – 16:55, room C063

This study was conducted to determine the theoretical orientation to reading of the English teachers. It also sought to find out the level of reading comprehension of the preservice teachers. Lastly, it aimed to find out whether there is a significant difference on preservice students' reading comprehension when they are grouped according to their English teachers' theoretical orientation to reading.

The Theoretical Orientation to Reading Profile (TORP) by DeFord 1985) was used to determine the English teachers' reading orientation. Researcher made reading comprehension test was used to determine the preservice teachers' reading comprehension level.

This study made use of descriptive correlation research design. There were 23 English teachers involved in the study. Quota sampling was utilized to determine the preservice teachers. It involved at least 20 (a total of 430) preservice teachers for every English teacher. Universal sampling was used to determine the English teachers. Both preservice and English teachers are not native speakers of English. The preservice teachers were chosen as the respondents because they have been mentored by the English teachers for at least 5 English subjects. The reading comprehension test was administered to the preservice teachers after they have completed their practicum. This was a one shot test.

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The findings revealed that the English teachers were phonics and skills oriented. Majority of the students were categorized in the literal level of reading comprehension. Further, the findings revealed no significant difference between students' reading comprehension level when they were grouped according to their teachers' theoretical orientation to reading. This suggests that whether the English teachers are phonics or skills oriented, this has nothing to do with the reading comprehension level of their students. However, it can be deduced that phonics and skills orientations to reading are orientations necessary for teachers teaching students who are learning to read. The whole language approach is much to be desired in the tertiary level where students are supposed to be reading to learn. The results of the study suggest that students' reading comprehension mirror the theoretical orientation of their English teachers, where the teachers are, the students follow.

The recommendations advanced were: (a) the English teachers should work together to enhance their theoretical orientation to reading- they should balance their orientation to include whole language; (b) the English department head as well as the English teachers should revisit the course syllabus to see to it that activities that would promote reading comprehension be given emphasis.

Silvia Melo-Pfeifer

Multilingual Awareness and Heritage Language Education: Learning from heritage Portuguese children's drawings in Germany

Wednesday, July 2, 15:30 – 15:55, Auditorium 3

We will analyze the impact of formal Heritage Language Education on the development of multilingual awareness. Heritage Language is the designation commonly attributed to a language connected to communities and speakers with immigration background; it is usually accepted that a Heritage Language is spoken and primarily acquired at home and that speakers are bilingual in both this language and in the language of the host country, being more competent in the Heritage Language receptive skills (Carreira & Kagan, 2011; Melo-Pfeifer & Schmidt, 2012), in a continua of biliteracy (Hornberger, 2004). However, a Heritage Language speaker/learner can have multiple linguistic heritages and combine them with the knowledge of several other languages, in formal and informal contexts (García et al, 2013): the host country's language(s) and the languages of the other communities. This plurilingual repertoire may enhance multilingual awareness, perceived both from a social and from an individual perspective: as plurilingual subjects' consciousness of the distinctiveness and features of multilingual settings; and as perception of his/her own knowledge, attitudes and skills (as awareness of plurilingual competence).

After the theoretical discussion of both concepts (Heritage Language and Multilingual Awareness), we will present an empirical research based on the Project "Images of Portuguese (language and teaching) abroad". In the scope of this project, we asked almost one thousand children with Portuguese migrant background in Germany (aged from 6 to 12 years old), enrolled in Portuguese as Heritage Language (PHL) classes, to draw themselves while speaking the languages they knew (following from Mavers, 2009 and Perregaux, 2011). The results evince: i) children' perception concerning the relationship PHL entails with their other linguistic resources (their multilingual minds and repertoires); ii) children's perception concerning different languages and the multilingual milieu they live in.

We will: i) provide some practical pedagogical suggestions in order to enhance multilingual awareness and to achieve an even more positive sense of being plurilingual; and, ii) reflect on some pedagogical and political

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challenges that PHL classes face in Germany related to the enhancement of a deeper and more critical multilingual awareness.

Nausica Marcos Miguel

Teachers' Awareness of Instruction of Derivational Morphology in the Spanish L2 Classroom

Wednesday, July 2, 16:30 – 16:55, room B242

Studies about the acquisition of inflectional and derivational morphology by instructed second language (L2) learners are abundant (see Salazar García, 2009). However, the mediating role of the teacher in the acquisition of morphology has not been much explored (e.g., Toth, 2008). This study examines how derivational morphology is taught in the Spanish L2 classroom, and whether language teachers are aware of the importance of morphology within vocabulary and reading instruction.

Five Spanish teachers working at a large US university participated in this study. They were observed and audiotaped during two weeks (approximately 300 minutes each). In addition to this, they were interviewed before and after the observations. For the data analysis, the vocabulary episodes—i.e., speech events where a word or several words were the focus of instruction—of the observations were transcribed and tallied. From those, less than 10% explicitly dealt with derivational morphology. All in all, the observations reveal that derivational teaching was mostly unplanned, incidental, scarce, and, on occasion, ambiguous. In fact, teachers emphasized the meaning of the stem over the whole word and its affixes. For example, these teachers were not aware of the way they introduced words of the same family throughout their discourse. Oftentimes, they did not provide input that allowed for semantic and/or syntactic differentiation of words with the same stem, but different affixes, that were sequentially presented—e.g., ‘revelación’ (revelation) and ‘revelar’ (to reveal). These results call for encouraging teachers to incorporate instruction of derivational morphology in the classroom and to monitor their discourse. So far, neither textbooks nor teacher training tend to stress the importance of instruction of derivational morphology.

Steffi Morkötter

Strategies applied by young learners in the Austrian and German school contexts in tasks of reading comprehension

Wednesday, July 2, 16:00 – 16:25, Auditorium 2

Reading comprehension is conceived of as an interaction of top-down and bottom-up processing. In the literature on reading competence (cf. e.g. Lutjeharms, 2007), the processes involved in reading comprehension are commonly presented in a bottom-up direction: from the graphophonic level to the recognition of words, syntactic and semantic analyses up to text level (e.g. pronominal reference). Nevertheless, there is a general consensus that both ways of processing, bottom-up and top-down, are usually activated, regardless of a reader's proficiency level in the respective target language. The relative attention paid to them, however, differs according to several factors such as his or her linguistic, cultural and textual knowledge, the aim of reading and the reading style (e.g. skimming, scanning, in-depth-reading etc.) applied. As to language knowledge and skills, foreign language readers differ from first language readers and from one another in their access to the ‘lower levels’ of text comprehension, i.e. concerning for instance word recognition or syntax. Furthermore, foreign (and first) language readers vary in their degree of planning, controlling and evaluating their reading processes, that is in their metacognitive knowledge and skills. But what kind of knowledge resources and strategies do young foreign language learners at the age of 11 to 13 make use of? Are they able to verbalise their proceedings during the process of reading?

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These questions are addressed in a research project on the promotion of language learning competence at the beginning of secondary education in Germany (Morkötter, 2013) and Austria.

In the contribution empirical data (think-aloud protocols, participant observation) regarding foreign language learners' reading comprehension in several languages (Dutch, English, French, Italian and Spanish) will be presented and discussed.

Yoshiyuki Nakata

Language teacher awareness: A case of teacher research on motivational strategies

Wednesday, July 2, 16:00 – 16:25, room B245

In the process of their professional development, most teachers go through a number of critical points (i.e., trajectories), but the question is whether they can create the filter (i.e., meaningful metacognitive experience) through which they negotiate with constraints, keep the essentials while renewing their prior knowledge (e.g., Andrews, 2007; Brownlee & Berthelsen, 2005).

The present study describes a three-and-a-half-year longitudinal case study on a Japanese high school teacher's engagement, both in research and practice, on motivational strategies. The case involved the development of a high school teacher with a specific focus on her psychology and behaviours in 'language teacher' and 'language teacher/researcher' domains. In an attempt to ensure this case was comparable, every effort was made to provide not only personal and idiosyncratic individual data on the individual but also holistic and contextualized detail.

The multiple data sources (data from the participant's Masters thesis, questionnaires, a focus-group interview, and an individual in-depth interview) were collected over three-and-a-half years. In interpretation of the findings of the questionnaires and the interviews, specific reference was made to her trajectories in light of the framework of dynamic systems theory (DST). Details of her narratives regarding the macro-level of metacognitive experiences (Efklides, 2006) were further gathered over two phases: the enrolment phase (during enrolment in the graduate programme including the time of thesis writing), and the retrospective phase (from completion of her degree until the present, including the return-to-work period – in other words, her retrospection before, during and after research engagement on motivation).

Qualitative analysis of multiple data sources revealed that through her metacognitive experience of enrolling on the graduate courses and writing her Masters thesis (her first trajectory), the participant teacher's declarative knowledge of motivation research was integrated into her experiential knowledge as a teacher. When she returned to her classroom as a teacher, the second-round interplay between her declarative knowledge and experiential knowledge seems to have taken place in a more cyclical way (i.e., hypothesizing what is going to happen, monitoring or evaluating what has happened, and thinking about what to do next) (her second trajectory). Through all this experience, she came to take greater ownership of motivational strategies (i.e., strategic competence, subject matter cognitions, knowledge of learners, contexts, and pedagogy) and to realize the importance of raising learner language awareness.

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Catarina Schmidt

Multilingual and multimodal literacies as identity making - including the scaffolding of language awareness
Wednesday, July 2, 16:30 – 16:55, Auditorium 2

This presentation focuses on children's literacies in a multicultural and multilingual context in Sweden in grade 3-5. Empirical data have been accumulated through ethnographical fieldwork, in and out of school, during two and a half year. Theoretically the study draws on research from New Literacy Studies and Critical Literacy. Concepts from the Four Resources Model (Luke & Freebody, 1999) have inspired the analysis of the empirical material.

The analysis has brought forward a very complex text repertoire from which children encounter visual, auditive and written texts which often appears multimodal. This text repertoire can be described as multi-faceted, with a massive amount of information and ideological messages to sift, decode and interpret. At the same time much emphasis in school are put on formal training of skills like spelling and grammar and altogether the repertoires of coding, functional use, meaning making and the critique of texts are not orchestrated. Pedagogical implications are the double need of a more creative and multilingual approach considering the development of language awareness as well as the knowledge of grammar and spelling. An overall conclusion is that literacy education must support and create opportunities for children to view and identify themselves and others as users and meaning makers of multimodal and multilingual texts. The presentation will problematize and discuss these implications in relation to elementary literacy education in multilingual settings.

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Andreia Turolo Da Silva and Julio Araujo

Affordances and language awareness in text-based online environments
Wednesday, July 2, 15:30 – 15:55, Auditorium 2

The aim of this study is to explore the relations between affordances and language awareness while Brazilian learners interact in online environments with the objective of learning English as a foreign language in a language teacher education program offered by the Open University of Brazil. From a transdisciplinary view, built from the sociocultural theories of language learning (Lantolf, 2000), from the interactional sociolinguistics theories (Gumperz, 1982; Stubbs, 1983), from the studies with focus on language awareness (Van Lier, 1994, 2000, 2004; Svalberg, 2007; 2012) and from the studies on computer-mediated communication (Warschauer, 1997, 1998; Lam; Kramsch, 2002; White, 2003), we investigate how learners engage with linguistic affordances

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in the essentially written interactions of the online forums. We focus on the discursive sequences recognized as Language-Related Episodes (Swain, 2000; Shekary; Tahririan, 2006), also understood as collaborative dialogue, to seek evidences of how linguistic affordances emerge, are noticed and acted upon in the form of contextualization cues, which help to sustain the verbal interaction in English. We understand that contextualization cues are highly dependent on context; therefore, we approach the learning environment as a set of nested ecosystems (Bronfenbrenner, 1977; 1994) to identify the enablements, as well as the constraints, offered by the environment while students notice and engage with language learning opportunities as shared knowledge in the negotiation of form, meaning and the learning task itself. The results suggest that the chosen theoretical approach is productive to study language awareness from a holistic perspective, according to what van Lier (1994, 2000, 2004), Svalberg (2007, 2012), among others, propose. This research is sponsored by CAPES-Foundation.

Joanna Zawodniak

The code-switching dimension of guided fantasies in young learner L2 classroom

Wednesday, July 2, 16:30 – 16:55, Auditorium 3

Guided fantasies are known as a Neuro-Linguistic Programming technique encompassing monolingual, imaginary stories expected to encourage positive thinking, speaking and acting. After having read a variety of guided fantasies, I started to consider the opportunities for implementing them into young learner L2 classroom not only as the source of relaxing, multi-sensory experience, but also as a content-oriented springboard for practising new language. Since L1 stories would mainly perform the former function and L2 stories would be hard to understand by young beginners, I decided to invent a series of bilingual, open-ended stories relying on a combination of L1 narration and L2 embedded commands comprised of pre-taught lexis. This session is, therefore, aimed at exploring the relationship between child imaginative faculty and a tendency to transfer understandings across L1 and L2. The study was designed to expose a Polish class of nine-year-olds to eight guided fantasies, each of them being listened to at the beginning of successive lessons continued with reference to previously presented stories (the subjects were engaged in role-plays, interviews, milling-around activities as well as in drawing and describing particular story details). The data obtained from recorded participant observations and fieldnotes show that the bilingually structured guided fantasies inspired the children to ask about English equivalents of certain Polish words and formulaic expressions which they were eager to use in the follow-up tasks. They were noticed to have been meaningfully code-switching and bi-directionally benefiting from their linguistic capital. This is why it might be asserted that the bilingually oriented guided fantasies empowered the subjects to choose what they would like to know, sensitized them to L1/L2 differences and motivated to use their mother tongue to fill in L2 knowledge gaps.



Thursday, July 3, 2014

Detailed Program, Thursday July 3

Detailed Program, Thursday July 3

08:45 – 10:00	Keynote 4: Language Awareness in Polyglots Professor Kenneth Hyltenstam, Stockholm University Auditorium 1						
10:00 – 10:30	Coffee break Foyer, ground floor						
10:30 – 12:30	Parallel sessions III						
	Chair: Joanna White Auditorium 2	Chair: Ingebjørg Tonne Auditorium 3	Chair: Arnfinn M. Vonen Auditorium 4	Chair: Thor Ola Engen Room B242	Chair: Ingela Valfridsson Room B245	Chair: Rod Neilsen Room B246	Chair: Ingunn I. Ims Room C063
10:30 – 10:55	So-Yeon Ahn Exploring language awareness through students' engagement in language play	Graeme Couper Pronunciation teaching: Being explicit about stress	Adriana Cardoso, Maria Encarnação Silva and Susana Pereira On explicit knowledge of language: from teacher education to teaching experience	Golnar Mazdayasna Raising the academic language awareness of non-native content teachers teaching English for specific purposes	Mona Evelyn Flognfeldt New knowledge in action: Language awareness for teachers of English	Yesim Sevinc Social-emotional outcomes of the immigrant experience: The effects of language shift in the Turkish community in the Netherlands	Juliana Shak Supporting young ESL learners in their writing: what really helps?
11:00 – 11:25	Anne-Line Graedler L2 students' comments on language choice in translation	Adelina Castelo and Maria João Freitas Phonological awareness after Portuguese secondary schooling: some results and "challenges"	Roger Berry Learners' use of and reactions to incorrect rules of thumb	Joleen Hanson An assessment of language awareness among future technical and professional communicators	Susan Nacey Metaphor in L2 English: Error or creativity?	Ove Bergersen Functions of talk about language learning in language learning as process and activity	Eva Schaeffer-Lacroix Talking about German verb particles and prepositions identified in concordance lines

Detailed Program, Thursday July 3

10:30 – 12:30	Parallel sessions III (continued)						
	Chair: Joanna White Auditorium 2	Chair: Ingebjørg Tonne Auditorium 3	Chair: Arnfinn M. Vonen Auditorium 4	Chair: Thor Ola Engen Room B242	Chair: Ingela Valfridsson Room B245	Chair: Rod Neilsen Room B246	
11:30 – 11:55	Núria Sánchez Quintana and Marilisa Birello (Multi)language awareness: sharing linguistic biographies in multilingual classrooms	Bernd Tesch A qualitative diagnosis of learning progression (QDLP) with regard to oral communication in the language classroom (Spanish)	Kimiko Hinenoya Accessibility and complexity: Explaining the English article 'the' through the cognitive notion of accessibility	Eli Moe Language requirements in history and mathematics	Sylvi Rørvik English in Norway: awareness of alternatives to L1 English as the norm for teaching	Rosa M Jiménez Catalán Gender patterns in the vocabulary of greetings by children and adult EFL learners	
12:00 – 12:25	Anne Marit V. Danbolt Approaches in teaching metalinguistic awareness in multilingual classrooms	Leila Ranta Teacher surveys: A window onto the theory-practice relationship in L2 grammar instruction	Ugnius Mikučionis Is burde "a weak necessity modal"?	Lise Iversen Kulbrandstad Teacher reflections on second language teaching in diverse classrooms in Oslo	Issariya Thaveesilpa Using 'Semantic association mapping method' to raise Thai university students' awareness in L2 lexical items usage and use	Lars Anders Kulbrandstad Teachers' reflections on new potentially permanent minority languages	
12:30-13:30	Lunch Campus cafeteria						

Detailed Program, Thursday July 3

13:30 – 15:30	Parallel sessions IV					
	Chair: Gunhild Randen Auditorium 2	Chair: Åsa Wedin Auditorium 4	Chair: Claudia Finkbeiner Room B242	Chair: Robert Berman Room B245	Chair: Thor Ola Engen Room B246	Chair: Anne-Line Graedler Room C063
13:30 – 13:55	Galina Chirsheva Conscious translanguaging by young bilingual children in Russian families	Marilyn Steinbach Linguistic competence and identity development of preservice ESL teachers	Claudia Finkbeiner Promoting cultural awareness through the ABCs: Insights from an international research study	Marju Toomsalu Effect of L1 and L2 differences on L2 writing	Seiko Harumi Raising cultural awareness of the use of classroom silence in the Japanese EFL context	John Plews and Kim Misfeldt Study abroad students' awareness of teaching approaches, or problems in domestic classrooms
14:00 – 14:25	Chris Edwards and Maria Luisa Perez Cavana Developing language awareness through the language learning support dimensions (LSSD)	Petra Daryai-Hansen and Samúel Lefever Plurilingual language awareness education in the Nordic and Baltic countries	Sylvia Fehling Intercultural learning & language awareness: The subjective dimension	Ingela Valfridsson Thinking and doing – grammatical concepts in learners' minds and writings	Ulrikke Rindal "Good" pronunciation among teachers of English - Investigating second language awareness in and for teacher education	Saida Khodieva Observations of foreign correspondents: A multi-perspective analysis of news articles on a critical nature event
14:30 – 14:55	Maria Louise Mostert, Andrew Mowes and Jacolynn Anderson The influence of mother tongue and gender on learners' acquisition of English	Agneta M-L Svalberg and Jim Askham A dynamic perspective on language teachers' different learning pathways	Ewa Bandura Enhancing student criticality in language education: A challenge to curriculum development	Zohreh Seifoori Metalinguistic awareness and accuracy of EFL learners' writing: teacher-focus vs. learner-focus	Midori Shikano and Dubois Jennings Awareness raising as a language teacher: A narrative study on an entry-level language instructor's experience in Japan	Tsuyoshi Iida How does metalinguistic knowledge of university students who experienced study abroad change during four years?

Detailed Program, Thursday July 3

13:30 – 15:30	Parallel sessions IV (continued)					
	Chair: Gunhild Randen Auditorium 2	Chair: Åsa Wedin Auditorium 4	Chair: Claudia Finkbeiner Room B242	Chair: Robert Berman Room B245	Chair: Thor Ola Engen Room B246	Chair: Anne-Line Graedler Room C063
15:00 – 15:25	Maria Louise Mostert, Patricia Nandu and Talita Smit Namibian learners' and teachers' perceptions regarding English second language writing activities. The case of selected schools in Windhoek	Carmen Arbones and Isabel Civera Personal learning environment as a language awareness trigger in teacher education	Ayako Shibata Raising awareness of language and culture through translation	Dogan Yuksel and Banu Inan The effects of captioning and key word captioning on the comprehension of language learners	Beth Lewis Samuelson Language awareness of mid-career English language teachers	Jason Sanderson What's in a domain name? Regional language(s) and identity in today's Brittany
15:30 – 16:00	Coffee break					
16:00 – 17:00	ALA General Assembly Auditorium 2					
19:00	Pick-up at the hotel					
19:30	Conference dinner at Hamarstua Restaurant, Domkirkeodden					

Abstracts Parallel session III, Thursday July 3

Parallel session III, Thursday July 3, 10:30–12:25

Abstracts are listed alphabetically by the last name of the first presenter

So-Yeon Ahn

Exploring Language Awareness through Students' Engagement in Language Play

Thursday, July 3, 10:30 – 10:55, Auditorium 2

The proposed presentation explores Korean students' demonstration of language awareness through their engagement in language play in an English immersion camp. In language learning, Cook (1997) notes the significant position language play takes as he identifies two kinds: 1) play with language form that corresponds to the formal (e.g. rhyme, rhythm, grammatical structure, etc.) level of language, and 2) semantic play, "play with units of meaning, combining them in ways which create worlds which do not exist: fictions" (p. 228). Since language play often involves "the conscious repetition or modification of linguistic forms such as lexemes or syntactic patterns" (Belz, 2002, p. 16), understanding how foreign language learners use language play during the learning process could yield deeper insights into how learners display their knowledge of and awareness of the target language, explore the relationships among languages, and further identify themselves as competent users of multiple languages.

This paper details an ethnographic and discourse-analytic study of two classrooms where Korean students aged 11-15 learned English in a two-week English immersion camp programs that concentrated on the development of communicative skills in English. Analysis of episodes of classroom discourse of English learning in these classrooms highlight the ways in which the development of language awareness occurs among learners as they voluntarily participate in acts of language play. In such Korean English immersion camps, the use of English as a medium of communication is highly valued and stressed to the extent that all participants in the camp are required to only use English throughout the whole immersion experience. Nonetheless, using language play sequences as the analytic units, the study presents several interactions that demonstrate the students' engagement in the language play as a way to relate both languages and the display of their "enhanced consciousness of and sensitivity to the forms and functions of language" (Carter, 2003, p. 64). The findings highlight how students' play with language is closely connected to language awareness and thereby, suggests its function as metacognitive tool in foreign language classrooms.

Ove Bergersen

Functions of talk about language learning in language learning as process and activity

Thursday, July 3, 11:00 – 11:25, room B246

In the past two decades, there has been a growing interest for the functions of different types of meta-talk in research on Second Language Learning (SLL). From a discourse theory point of view this has been discussed, among others, by Kalaja & Ferreira (2006) giving weight to learner reports and diaries. Kramsch (2002, 2009) discusses e.g. language learning biographies. Others, as Firth & Wagner (1997, 1998, 2007), have highlighted the importance of multilingual recourses in interactional negotiation and meaning-making – seeing language use and language learning as inseparable concepts. These types of socio-constructivist, socio-cultural and socio-interactive inspired research have enriched the field with a deeper understanding of second language learning as phenomena, and they have brought theory related to second language learning and multilingualism closer to each other. However, the question of how to conceptualise language learning and how to understand the relation between language use and language learning, is still part of an ongoing debate. This paper suggest

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new conceptualisations and answers to this discussion by taking a rhetorical view on language learning and language use and by describing second language learning as movements in an Aristotelian sense of the word.

The empirical base for the discussion will be the argumentation in a set of interviews with polish immigrants to Norway. The interviews were carried out in Polish, so the central question in the discussion will not be how meta-talk in general relates to learning processes, but how language use in a person's first language relates to the learning processes of a second language. In this paper I will discuss three different movements or aspects of language learning:

- A. Language learning processes as a movement between two separate and different languages.
- B. Language use as an activity with a form which can be expanded into new languages – the different languages as overlapping phenomena.
- C. The relations between learning processes and activities.

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Roger Berry

Learners' use of and reactions to incorrect rules of thumb

Thursday, July 3, 11:00 – 11:25, Auditorium 4

Within the interface/non-interface debate there is a copious literature investigating whether and what kind of consciously-taught rules are an aid to learning. Such studies, however, fail to take into account that many rules of thumb taught in classrooms are in fact incorrect or at best misleading. This paper presents results from a preliminary study into learners' use of and reactions to incorrect rules. It focusses on two well-known incorrect rules about English grammar, one about using 'a' for first mention and 'the' for second mention and the other about 'any' being about the negative and interrogative equivalent of 'some'. The subjects - 44 university undergraduates on a formal course in English Grammar - were asked

- a) if they were aware of the 'rules'
- b) if they had tried to apply them consciously in their performance
- c) if in such a situation they had discovered that the rules were wrong
- d) what their reaction to such a discovery was

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Some interesting results will be presented, for example that some learners felt the rules to be useful, even though they knew them to be wrong. This may be an explanation for why such rules are so resilient in spite of widespread knowledge that they are wrong.

Adriana Cardoso, Maria Encarnação Silva and Susana Pereira

On explicit knowledge of language: from teacher education to teaching experience

Thursday, July 3, 10:30 – 10:55, Auditorium 4

The main goal of this paper is to present and discuss the beliefs and representations about explicit knowledge of language teaching (henceforth EKL) of both in-training future teachers and in-service primary teachers. Specifically the study focus on student's and teacher's acknowledgment of the new Portuguese L1 teaching Curriculum, that conveys a clear paradigm change in Portuguese language education, assuming that grammar teaching is based upon language awareness development and metalinguistic activities (cf. Cardoso, 2008; Reis (Coord.), 2009; Costa, Cabral, Santiago & Viegas, 2011).

To identify the invariants and divergences in self-perceptions of students and teachers about EKL teaching, a questionnaire survey was conducted among in-service teachers, master's degree students and bachelor's degree students. The questionnaire was organized in four separated parts, attempting to discern: (i) prior language learning experience; (ii) beliefs towards the process of teaching and learning language; (iii) practices regarding teaching and learning grammar; (iv) needs for training in this domain. 21 responses to the questionnaire survey were aleatorily extracted and submitted to inductive content analysis (Bardin, 2008). The convenience sample was constituted by trainees in different training situations:

Group 1 – 17 in-service teachers.

Group 2 – 13 master's degree students.

Group 3 - 12 bachelor's degree students.

The results of this exploratory study show that, although we can see an evident gap between students' and teachers' beliefs, there are some puzzling convergent points. Hence, all inquiries: i) consider that EKL teaching is important, mainly because of its instrumental role in the development of other linguistic skills (reading and writing); ii) feel strongly motivated to do it; iii) stress their difficulties in this field, due to poor linguistics background and insufficient. On the contrary, students and teachers diverge in what concerns the familiarity with the new curricular guidelines, teaching strategies and resources and, more evidently, in the understanding of the theoretical and methodological framework that underlies the new orientations to grammar teaching. The discussion and analysis of teachers' and students' beliefs (cf. Birello, 2012, Mohamed, 2006; Borg, 2003; Ferreira, Pereira & Leite, 2013) draws attention to the relationship between teacher cognition and practice, highlighting fragilities in teacher education as well as potential conceptual changes that may lead to effective changes in classroom practices.

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Adelina Castelo and Maria João Freitas

Phonological awareness after Portuguese secondary schooling: some results and "challenges"

Thursday, July 3, 11:00 – 11:25, Auditorium 3

Researchers in Educational Linguistics argued that the promotion of language awareness is a means to achieve several educational goals, namely respect for language diversity and improvement of skills in native and foreign languages (e.g. Garrett, 2006; Hudson, 2008). In the Portuguese context, studies have shown the importance of developing metaphonological competence (e.g. Veloso & Rodrigues, 2002; Freitas, Rodrigues, Costa & Castelo, 2012); the mother tongue syllabus for primary and secondary school currently includes this topic. However, some studies reveal low levels of metaphonological competence in Portuguese college students (e.g. Veloso, 2005; Castelo, 2012) and research on how to train this competence in secondary school students is missing. Considering the facts above, this paper aims (i) to observe results obtained by 36 Portuguese college students in metaphonological tasks and (ii) to identify the "challenges" which a teacher should face when promoting phonological awareness in secondary school students.

The subjects were individually tested, listening to recorded (pseudo)words and saying aloud their responses. We used three tasks of sound awareness adapted from common tasks in literature on phonological awareness (sound detection, sound replacement, word segmentation) and two tasks created for this research (phonological process awareness, explicit phonological knowledge).

The results show (i) performance levels' variation according to the type of task (e.g. 90% of success in sound detection; 11% in explanation of phonological processes), (ii) use of orthographic strategies during task solving (e.g. letter value identification during word segmentation), (iii) several specific conditions associated with lower performance levels (e.g. presence of sounds that never occur isolated in European Portuguese in the test trials; demand of autonomous analysis of linguistic regularities to achieve the correct response) and (iv) some aspects which favour success (e.g. corrective feedback on responses about a type of stimulus during the practice trials). The discussion of the data in our study supports the setting of the "challenges" a teacher should consider when promoting phonological awareness in secondary school students – e.g. the distinction between sound and writing system; the training of articulation of isolated segments; the development of activities that promote different types of metaphonological competence.

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Graeme Couper

Pronunciation teaching: Being explicit about stress

Thursday, July 3, 10:30 – 10:55, Auditorium 3

There has been research to show the important role of stress in intelligibility (Hahn, 2004). However, few studies have investigated teaching stress. This paper builds on earlier work which defined and tested two variables in the context of teaching syllable codas: Socially Constructed Metalanguage and Critical Listening (Couper, 2011). It applies the same approach, based on a cognitive linguistic theory of language in conjunction with socio-cultural theories of learning, to teaching stress. The findings of two small-scale exploratory studies are presented. The first study focuses on stress at the level of the word while the second study extends this to focus on tonic (or sentence) stress. The teaching begins with learners' current perceptions of stress in both their own languages and English and works towards improved understanding and production of English stress. This approach relies on both learners and teachers understanding the language specific nature of stress and helps to develop common understandings and achieve more effective communication both during explanations and in providing feedback. This involves socially constructing metalanguage and using critical listening techniques. These studies explore learners' perceptions of stress as a basis for classroom responses which might lead to more accurate perception and production of English stress. The participants (seven in study one and six in study two), on a university preparation course, attended a series of lessons (10 and 15 hours respectively). The teaching is described along with learners' reactions to it. A qualitative analysis across the two studies leads to a number of key insights into pronunciation learning and practical suggestions for the classroom. Changes in learners' perceptions are also reported on. Finally, a larger scale investigation is proposed to provide greater empirical evidence in support of these findings.

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Anne Marit Danbolt

Approaches in teaching metalinguistic awareness in multilingual classrooms

Thursday, July 3, 12:00 – 12:25, Auditorium 2

Literacy growth, at every level, depends on learning to treat language as an object of thought (Snow et al., 1998). Thus, enhancing metalinguistic awareness is essential in the early reading instruction. Teachers often face challenges when teaching metalinguistic awareness in multilingual classrooms, as there is a lack of a repertoire as well as instructional material within this field.

In this presentation, I will discuss findings from an action research project where teacher and second grade pupils (7-year old) constructed a fantasy language, the language of the polar bears, to find ways of including a multilingual perspective in the approach to metalinguistic awareness. In a classroom conversation the pupils were encouraged to invent polar bear words for words like “fish”, “seal”, “eat” etc. Data was collected by video recordings, field notes and classroom observations as well as interviews with the two teachers involved in the project. The data was analysed through a thematic content analysis of the classroom conversation, as well as through an investigation of the linguistic forms that were suggested by the pupils in creating the fantasy language.

This approach stimulated reflections on language forms as well as language use. However, as Burgess (2006) states, the development of phonological sensitivity appears to be associated with oral language skills. I will argue that constructing a fantasy language offers potential for language play and thus may promote language awareness, but there are several considerations to make and some challenges still remain.

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Mona Evelyn Flognfeldt

New Knowledge in Action: Language Awareness for Teachers of English

Thursday, July 3, 10:30 – 10:55, room B245

This paper builds on Andrews' (2007) model of teacher language awareness (TLA), including both declarative and procedural dimensions of teacher knowledge. It focuses on teachers of English in upper primary and lower secondary schools (Years 5-10) in Norway. The paper examines aspects of TLA that are explicitly singled out or implicitly recognised as professionally important in the teachers' reflections on their most significant learning outcomes after a year's in-depth study of English. This English course is part of the national strategy for further education for teachers (Kompetanse for kvalitet 2012-2015), incorporating both subject area instruction and a professional development project linked to the teachers' current practice in the English language classroom. The aim of the present study is to identify what elements of explicit language knowledge that teachers of English perceive as particularly salient for their work with young learners. As a result of content analysis of 40 teachers' end-of-course reflective notes and summative blog entries, certain themes are identified as vital vis-à-vis the challenges these teachers face professionally. In their reflections, a number of teachers express great enthusiasm for the transformative potential of the course they have attended. Two themes stand out as

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particularly important in their reflections, namely the coursework devoted to assessment for learning and ways of working with vocabulary development, notably alternatives to the time-honoured weekly vocabulary test. Around the world, an extensive body of research addresses teacher education and the development of professional knowledge for teachers. However, teacher education in Norway is still relatively under-examined (Hammerness 2013). Insights into experienced teachers' challenges and achievements in the classroom and their expressed learning outcome after a year of further education can inform teaching and learning practices in basic English language teacher education.

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Anne-Line Graedler (Hedmark University College, Norway)

L2 students' comments on language choice in translation

Thursday, July 3, 11:00 – 11:25, Auditorium 2

This paper explores discursive practices in commentaries on lexical, grammatical and pragmatic choices in translation tasks, written by Norwegian advanced learners of English. The focus is on the verbalizing of arguments and explanations in the students' reflection upon and justification of translation choices:

- From which perspective do students comment on their choices (personal/intuitive, objective/theory-based, etc.)?
- To what extent do they use metalanguage, and what kind of metalanguage is used (relevant/irrelevant, translation metalanguage/general linguistic terms, etc.)?
- How do they support their claims with empirical evidence and references to other sources?

Translation has traditionally been a component of advanced foreign language study programs (Malmkjær, 1998), and is also about to become reestablished as an effective tool of L2 learning, partly based on arguments connected to the notion of the awareness of language in general, and of contrastive aspects in particular (cf. Duff, 1990, pp. 6-7; Whyatt, 2009; Cook, 2010, pp. 121-123).

The reasons underlying translators' choices may be expressed through comments linked to the translation process, of which there are two general categories: process-related think-aloud protocols (TAPs) and reflective meta-discourse in written commentaries. While TAPs can extract information about cognitive processes, students' level of linguistic awareness is not necessarily documented in this type of experimental research (Bernardini, 2001). In the present study, the translation commentaries are written texts where L2 students are supposed to reflect upon and explain choices related to various aspects of translation (cf. Munday, 2012). The data consists of all the commentaries accompanying 330 student translations from Norwegian into English in a corpus of learner texts, submitted by 135 university level students (Graedler, 2013). Corpus-based techniques are used to extract discursive features of the use of metalinguistic terms, and of verbs that indicate students' ability to rationalize their choices in an objective manner (cf. García Álvarez, 2007). In addition, qualitative analysis is applied to a smaller selection of the data, where the focus is on the students' overall approach to specific topics, and the potential relationship between the commentary and the quality of the translation text.

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Joleen Hanson

An Assessment of Language Awareness among Future Technical and Professional Communicators
Thursday, July 3, 11:00 – 11:25, room B242

This presentation is based on the premise that language awareness is a vital prerequisite for effective workplace communication. Due to an increasingly globalized economy, technical and professional communicators in particular often need to “optimize” texts for accurate machine translation, cost-effective human translation, or maximum readability by multilingual audiences (Kohl, 2008). In order to successfully optimize English-language texts, technical and professional communicators must have explicit knowledge about the structure of English. For example, they should be able to identify noun phrases, distinguish transitive from intransitive verbs, and recognize passive constructions. Unfortunately, U.S. college students majoring in technical and professional communication often have little awareness of grammatical terminology or the structure of English because explicit teaching about grammar has declined in the U.S. due to extensive research indicating that it does not increase the grammatical correctness of student writing. However, the need to communicate effectively and efficiently in a multilingual environment provides a new purpose and focus for explicit instruction about the structure of English and about language in general. Establishing the need for this kind of instruction and developing effective methods for fostering and assessing students’ language awareness within an academic environment that eschews grammar instruction is a challenge that this presentation will attempt to address. I will begin by describing the process of optimizing English texts for global readers and highlighting the explicit linguistic knowledge that the task requires. Next, I will present the results of a pre- and post-survey of student knowledge about language that was conducted at the beginning and the end of a college-level course in general linguistics. The survey questions were keyed to the linguistic knowledge needed to optimize texts for global readers. The 38 survey participants were undergraduates majoring in Professional Communication and Emerging Media at a four-year polytechnic university in the United States. Survey results will indicate whether students were better prepared to optimize English-language texts after taking one course in linguistics than they were before. The findings will also guide further investigation into the relationship between language awareness and effective professional and technical communication in a globalized business environment.

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Kimiko Hinenoya

Accessibility and Complexity: Explaining the English Article 'the' through the cognitive notion of Accessibility

Thursday, July 3, 11:30 – 11:55, Auditorium 4

Traditionally, the definite article 'the' is thought to identify the referent, so that the hearer can recognize what is being discussed (Lyons, 1999). Recently, however, this notion has been challenged and the cognitive notion of 'accessibility' has been gaining support in order to explain uses of 'the' (Epstein, 2002).

This abstract outlines how the article 'the' relates to the notion of accessibility (access paths). The following four types of 'the' are classified:

Type 1: (Structural accessibility) I saw a cat in the garden. The cat was chasing a mouse.

Type 2: (Situational-visible) Pass me the salt please!

Type 3: (Situational non-visible) Where is the bathroom, please?

Type 4: (Conceptual accessibility) I've been to a wedding. The bride wore blue.

Clearly, some uses of 'the' are more complex than others (Type 1 <2, <3, <4) because their access paths vary. The more accessible the intended objects (referents) are, the easier it is for learners to understand the meaning of 'the'. Compare (2) "the salt" and (3) "the bathroom", above: the salt is more accessible than the bathroom to both interlocutors, because the salt is easily visible in the situation. Here, the salt and the speaker can be connected using an access path (a line can be drawn in between). However, with the bathroom, since the speaker does not know where the actual bathroom is, an access path cannot be drawn. Therefore, a conceptual kind of access path has to be brought in to justify the explanation. Here, an invisible object becomes visible in our consciousness. Types 1, 2, 3 and 4 thus indicate increasing degrees of complexity because of their different degrees of accessibility. The pedagogical implications of this framework suggest that teachers should consider the different degrees of accessibility when teaching learners the uses of 'the'. That is, as Robinson (2007, p. 193) states, "tasks should be designed and sequenced for learners on the basis of increases in their cognitive complexity...". To help learners developing awareness of such varying degrees of complexity/accessibility, teachers can introduce the physical/ structural sense of accessibility before the conceptual types: (2) before (3), and (1) before (4).

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Rosa M. Jiménez Catalán

Gender patterns in the vocabulary of greetings by children and adult EFL learners

Thursday, July 3, 11:30 – 11:55, room B246

Research on the gender variable in foreign language education seems to point to differences in favour of females. Awareness of this issue is relevant for teachers and researchers alike as eliciting tasks may be determining the outcomes and may be favouring one sex in detriment to the other. However, an important question not addressed so far is whether gender differential patterns remain, change or disappear over time. This study aimed to ascertain whether there were gender differences in the salutations and closings used by children and adult EFL learners. Our sample comprised two groups of Spanish EFL learners, children and adults, who had received a similar number of hours of English instruction. The children group consisted of seventy two 4th year EFL learners; the adult group eighteen learners. The instrument for data collection was a self-introductory letter in English. The method adopted was mainly quantitative as we first identified and counted the number of male and female EFL learners who used standard formulae. However, in order to uncover possible differential patterns we also applied techniques of content analysis to the greetings employed by males and females. A preliminary analysis of the data showed that in the adult group more females than males employed salutations and greetings. As to children, the figures indicated that a small percentage of learners followed conventions. However, when these were further investigated, it was the girls who outnumbered boys in the use of salutations and closings. As we will see, there were subtle differences in the use of salutations and closings by children and adults but concerning gender, the tendency in favour of females was confirmed. The present study relates to language awareness as some aspects of explicit and implicit lexical and pragmatic knowledge are revealed in the way learners used greetings in letters. Considering the letter as a kind of social interaction, and greetings as carriers of expressive meaning, our research suggests that the analysis of greetings can be a valid way of exploring learners' awareness of lexical and pragmatic rules and how these evolve in different age groups.

Lars Anders Kulbrandstad

Teachers' reflections on new potentially permanent minority languages

Thursday, July 3, 12:00 – 12:25, room B246

Due to immigration over the past few decades, Norway has become more linguistically diverse. As of January 1, 2013, 14 per cent of the total population were either immigrants to the country themselves, or children of immigrants (Statistics Norway, 2013), and it is estimated that about 300 different languages are presently in use (Wilhelmsen, Holth, Kleven & Risberg, 2013). The percentage of immigrants and 'Norwegian-born to immigrant parents' who are multilingual in the sense that they use two or more languages on a daily basis, is unknown. It is also uncertain whether any of the languages currently spoken among immigrants will establish themselves as new permanent minority languages alongside the existing minority languages in Norway. test

Research has found empirical support for the widespread belief that there is great acceptance for linguistic variation in Norway, also in public contexts (Trudgill, 2002; Kulbrandstad, 2007, 2011). But will new potentially permanent minority languages also be met with acceptance? This paper will present and discuss data that shed light on this question, namely individual interviews with six teachers who reflect on social and educational consequences of a possible further broadening of the linguistic diversity in the country through the establishment of new and enduring minority languages.

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Lise Iversen Kulbrandstad

Teacher reflections on second language teaching in diverse classrooms in Oslo

Thursday, July 3, 12:00 – 12:25, room B242

An OECD review (Taguma et al., 2009, p. 8) states that Norwegian schools need to be “more responsive to linguistic and cultural diversity” and that “teachers are not yet well prepared to adapt their teaching to the specific needs of immigrant students”. Following a white paper approved by the Norwegian Parliament in 2013, the government now supports the competence development of teachers and teacher educators in multilingualism and second language learning for a five year period. Results from qualitative classroom research represent one important knowledge base in such competence development.

The aim of this paper is to present the results of a case study of a teacher developing her literacy teaching practices to groups of low achieving students in 4th and 5th grade in a school in Oslo where 60 % of the students have language minority background. The municipality had introduced new curriculum guidelines putting stronger emphasis on the teaching of Norwegian and reading and at the same time abandoning the curriculum guidelines of Norwegian as a second language. How do teachers try to adapt their teaching practices to such new situations?

The teacher in the case study volunteered to take part in an action research project with the aim of building classroom cultures for language learning. The teacher chose to work with direct teaching of vocabulary within a newspaper literacy project. Her teaching practices were videotaped, and her reflections on her practices and on language teaching in general were audio taped. Both the video and the audio recorded material were transcribed and analyzed qualitatively searching for patterns in segmentation and reassembling processes. I will present an analysis of sequences of her teaching and of her reflections. She concludes that teaching in diverse classrooms has made her aware of the importance of working explicitly with languages: “I have learned to be very explicit when it comes to focus on language”.

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Golnar Mazdayasna

Raising the Academic Language Awareness of Non-native Content Teachers Teaching English for Specific Purposes

Thursday, July 3, 10:30 – 10:55, room B242

The aim of conducting this study was to explore content teachers' beliefs and attitudes concerning the academic language and professional skills they need to develop for teaching English for Specific Purposes. A total of 80 subject-specific instructors from different faculties and universities in Iran participated in the study, which was designed on a qualitative survey basis using interviews and class observations. The findings of class observations revealed that content teachers lack the appropriate pedagogical content knowledge and language proficiency required to enhance learners' genre awareness and discourse knowledge. Extensive qualitative analysis of the interviews revealed that it is important for non-native content teachers to increase their declarative and procedural knowledge of English in order to explain the meaning of semi-technical and technical vocabulary; to provide grammar instruction; to remedy students' lack of comprehension; to raise students' awareness concerning the similarities and differences between first language (Persian) and target language (English); for interpersonal rapport-building purposes; for performing classroom activities; and, for posing questions. The paper concludes that subject-specific teachers could benefit from cooperating and collaborating with language practitioners in order to increase their knowledge of disciplinary culture, pedagogy, and develop their communicative language ability because content and medium of instruction are inextricably intertwined. Correspondingly, policy makers and curriculum designers are seriously invited to think of teacher education as an indispensable phase of curriculum development and renewal.

Ugnius Mikučionis

Is burde "a weak necessity modal"?

Thursday, July 3, 12:00 – 12:25, Auditorium 4

This talk is partly inspired by the article «How to Say "Ought" in Foreign: The Composition of Weak Necessity Modals» (von Fintel & Iatridou, 2008), and partly follows from my own previous research (Mikučionis 2010, 2012).

In many pedagogical grammars of Norwegian, it says that the modal verb *burde* is used to express recommendation. While such a description of the meaning of *burde* may suffice for pedagogical purposes at a certain level, it is commonly known that more theoretical approaches to modality usually operate with two main categories, viz. possibility and necessity. The relationship between the meaning of *burde* and these two categories is not straightforward. Most researchers will agree that *burde* is used to express necessity of some kind, but at the same time it is obvious that there are differences between necessity expressed by *må* or *skal* on the one hand and by *bør* or *burde* on the other. Therefore some scholars distinguish between strong vs. weak necessity.

In this talk, I propose an alternative analysis, where the distinction goes between neutral and non-neutral attitude and then, inside non-neutral attitude, between complex and simple attitude. In my model, the neutral attitude is expressed in Norwegian by *kan*, while *må*, *vil*, *ville*, *skal*, *skulle*, *bør* and *burde* are all used to express non-neutral attitude. The modals *må*, *vil* and *skal* are often used to express non-neutral simple attitude, while *skulle*, *bør* and *burde* are used to express non-neutral complex attitude. "Complex" means here that the speaker expresses her non-neutral attitude at the same time as she signals that this attitude is not the only one

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which is licensed. Thus, utterances like *Du skulle/bør/burde vaske hendene* are not analyzed as expressing weak necessity, but as expressing complex attitude. In other words: it is, in the speaker's view, necessary that you wash your hands, but at the same time the speaker signals that your attitude needs not coincide with the speaker's. To prove the validity of my model, I analyze the relationship between modality and negation as well as the relationship between several attitudes expressed in one utterance.

My conclusion is that the notion of complex attitude reflects the linguistic reality better than the notion of weak necessity. The distinction simple vs. complex attitude is not only useful for theoretical discussions about modality, but also for pedagogical purposes at advanced level. In other words, explicit instruction about, and consciousness around, the distinction simple vs. complex attitude may be expected to contribute to increased language awareness. Discussions of cross-linguistic material, i.e. the expression of this distinction in various languages, including students' native language(s) and the language(s) they are studying, may be especially fruitful.

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Eli Moe

Language requirements in history and mathematics

Thursday, July 3, 11:30 – 11:55, room B242

Success in the educational system is closely linked to having a good command of the language of schooling in the country of residence. Learners' level of language proficiency has an impact on their success in all school subjects: languages as well as other subjects. Having a migrant or minority background may thus affect young learners' school performance.

This paper reports on a two year project within the 2012 - 2015 program of the European Centre for Modern Languages. The team members come from Canada, Finland, Lithuania, Norway and Portugal. The main aims of the project (and this paper) are to

- a) raise an awareness of language requirements inherent in subject matter subjects in compulsory schooling
- b) indicate which level of language proficiency young migrant and minority students need in order to be successful in history/civics and mathematics.

With the common European Framework for languages (CEFR) as a starting point around 160 language descriptors were collected and developed with two age groups in mind: 12/13 and 15/16 year old migrant or minority students in compulsory education.

Researchers and teachers at an international workshop provided feedback on the initial descriptors. Then two online questionnaires were launched

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- 1) 78 international language experts validated the descriptors by assigning them to CEFR levels.
- 2) 230 teachers of mathematics and history/civics assessed whether pupils in the relevant age groups needed the competence indicated in the descriptors in order to succeed in mathematics and history/civics.

The results are diverse. On the one hand, specific CEFR levels of language requirements emerge for the two subjects and age groups. On the other hand, the data yield no clear cut conclusions – maybe because of diverse language requirements inherent in subjects and competence aims and the inexperience of many non-language teachers in thinking in terms of language requirements.

Susan Nacey

Metaphor in L2 English: Error or creativity?

Thursday, July 3, 11:00 – 11:25, room B245

Prodromou (2007, p. 21) observes that “What is considered creative in the mouth of an L1-user is often seen as deviation in the mouth of even the most advanced successful bilingual user of the language.” Judgment of acceptability is thereby attributed to who has the authority to say something rather than what is said, a standard that ipso facto bars foreign language learners from ever being perceived as creative in their L2. Yet presupposing that creativity is a general aspect of human intelligence that may be realized in ‘everyday’ prose rather than the language of poets and bards only (Carter, 2004), it follows that L2 writing may be creative as well.

This paper explores the dividing line between ‘difference’ and ‘deficiency’ in the written language of EFL learners by focusing on the complex concept of metaphorical creativity and its identification (see e.g. Nacey, forthcoming, pp. 157-203). Creativity merges the known with the familiar; metaphor — according to cognitive theorists — links disparate semantic domains to illuminate a less familiar (often abstract) concept in terms of a more familiar (more concrete and/or embodied) concept (see e.g. Steen, 2011). The products of the creative process are new, and in some sense extraordinary. The prototypical metaphor — according to the traditional view — is vibrant and novel, provoking new insight (see e.g. Black, 1981). Metaphor and creativity would thus seem to go hand in hand. Indeed, L2 language users, who per definition have access to two or more languages, may also produce manifestations of ‘bilinguals’ creativity’ resulting from the ‘mixing’ of languages (Kachru, 1985; Kumaravadivelu, 1988, p. 313 and p. 316).

This corpus-based study examines all occurrences of metaphorical language in roughly 20,000 words of argumentative texts written by advanced Norwegian students of English that meet (at least) one of three oft-mentioned criteria of creativity: novelty, significance (i.e. the deliberate ‘crafting’ of language), and appropriateness (i.e. intelligibility) (Boden, 2004, p. 43; Cameron, 2011; Kövecses, 2010, p. 664; Pitzl, 2009; 2012; Semino, 2011; Steen, 2008); the potential role of the L1 is also investigated. The overarching goal is an evaluation of these criteria as valid measures of creativity, in an attempt to tease apart “what looks like a mistake but is in fact poetry” (McArthur, cited in Rubdy & Saraceni, 2006, p. 23) in L2 learner language.

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Núria Sánchez Quintana and Marilisa Birello

(Multi)language awareness: sharing linguistic biographies in multilingual classrooms.

Thursday, July 3, 11:30 – 11:55, Auditorium 2

This study is part of a larger project, called ECRELEN: "The Evolution of language teachers' beliefs in multicultural multilingual schools" carried out in collaboration with universities in four European cities: Paris, Pécs (Hungary), Trento (Italy) and Barcelona.

Due to the changes that had taken place in Education, especially in teaching and learning languages in a globalized world, the aim of the research is to explore teachers and students' beliefs (Woods, 1996; Borg, 2006; Cambra et al., 2000) through biographical and reflective narratives (Nunan & Benson, 2005) in order to determine their conceptions about languages and multilingualism.

From a wider corpora, in this paper we focus in teacher and students' narrative and reflective texts created in a teaching experience in a primary school in Barcelona that aimed to share linguistic biographies and raise (multi)language awareness (Fons & Sánchez-Quintana, 2010). Following a qualitative research methodology, the analysis of narratives is based on discourse and biographic narratives analysis: not only what beliefs and conceptions about languages teacher and students express but the way they express them (Kerbrat Orecchioni, 2005; Pavlenko, 2007).

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Questions that guide our study are: What are the main relevant issues about multilingualism that arise from teacher and students' narratives? What are the effects of multilingual biographical practice do teacher and students express?

By examining the different data created as part of a teaching experience that tries to include students' family languages through their linguistic biographies, we observe that multilingual biographical practice produce different effects: greater awareness of the diverse and common nature of languages, new appreciation of the repertoires, better group cohesion, more motivation for learning new languages, and awareness of the strategic potential of multilingual communication in classrooms (García, 2009).

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Leila Ranta

Teacher surveys: A window onto the theory-practice relationship in L2 grammar instruction
Thursday, July 3, 12:00 – 12:25, Auditorium 3

Researchers who study the impact of form-focused instruction (FFI) aim to understand L2 learning in the classroom and enhance the effectiveness of grammar instruction. Presumably, researchers believe that their scholarship has direct relevance for the language teacher. There is, however, reason to be pessimistic about practitioners' 'uptake' of ideas from SLA, given negative attitudes towards research frequently expressed by teachers and even teacher educators (e.g., Freeman & Johnson, 1998). Yet, clearly, it is not an all-or-nothing situation. In this paper, I explore the relationship between theory and practice by examining the results of five surveys of the beliefs and/or practices of Canadian ESL teachers.

Task-based curricula in adult ESL in Canada usually leave it to the teacher to decide how to provide FFI. The aim of the first survey was to examine the relationship between teachers' self-efficacy about teaching grammar and their educational background. Teachers who had taken a university-level pedagogical grammar course reported being significantly more confident about designing grammar practice activities than those who had not.

The next two surveys probed the degree to which adult ESL teachers use traditional teaching techniques such as gap-fill exercises vs. innovations such as consciousness-raising tasks promoted by SLA researchers (Fotos, 1994). Almost all of the teachers reported using traditional techniques; a much smaller percentage claimed to have used consciousness-raising tasks.

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The final two studies examined teachers' views of feedback on errors during L2 oral production. Findings from research on corrective feedback (Lyster & Ranta, 1997) suggest that learners may not always notice the corrective function of recasts, the most widely used type of feedback (i.e., correct reformulation of learners' errors). A survey of ESL teachers in 1993/4 and in 2012 revealed a significant increase in the number of teachers who believed in the value of more explicit forms of feedback, a change that is in line with research findings.

Taken as a whole, the results of these teacher surveys suggest that research can impact practice in different ways. Implications from this 'survey of surveys' will consider directions for future research and teacher education with respect to L2 grammar instruction.

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Sylvi Rørvik

English in Norway: awareness of alternatives to L1 English as the norm for teaching

Thursday, July 3, 11:30 – 11:55, room B245

Originally, English was the language spoken on a small island separated from the rest of Europe by the English Channel. As this small nation's power increased through colonization, the language spread around the world until it became "the language on which the sun never sets" (Crystal, 2003, pp. 120-121). Kachru's three-circle model illustrates the spread of English in the world (Kachru, 1992, pp. 356), and in this model Norway is in the Expanding Circle, since English is a foreign language in Norway, i.e. it is learnt to communicate with people from other countries (ibid, pp. 356-357). Given that non-native speakers of English now outnumber native speakers (Jenkins, 2009, pp. 15-16), it is no longer necessarily the case that Norwegians learn English primarily to communicate with L1 speakers. This begs the question of which English should be used as the norm for teaching in Norway.

The latest version of the Norwegian national curriculum avoids this question of language awareness entirely by not specifying which variety should be used as the norm: it simply states that pupils should learn "English" (cf. The Norwegian Directorate for Education and Training: English subject curriculum). Traditionally, however, the standard has been British English, although gradually American English has become more accepted (Rindal, 2013, pp. 20-21). This paper aims to answer the question of whether historical L1 contexts should still be given special status as the "gold standard" that Norwegian learners of English should try to emulate. Specifically, the following research questions will be addressed:

1. Which alternatives exist to British and American English as the norm for the teaching of English in Norway?
2. Given the contexts in which Norwegians use English today, would a non-native variety be a more appropriate standard than British or American English?

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Although this paper discusses English teaching in a Norwegian context, it is also a contribution to the international debate about the status of English as a Lingua Franca, which is one of the possible alternatives to L1 English as the norm for teaching.

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Eva Schaeffer-Lacroix

Talking about German verb particles and prepositions identified in concordance lines

Thursday, July 3, 11:00 – 11:25, room C063

Within the language awareness community, metatalk is commonly considered as a significant foreign language learning activity (Doughty & Williams, 1998; Suzuki & Itagaki, 2007; Swain, 2006). It seems useful to defend this form of activity with arguments which may be accepted by theoretically oriented linguists. This paper presents the results of a study which shows under which conditions corpus-based metatalk can support the elaboration of scientific concepts (Vygotsky, 189, p. 196). The project was executed in a French school librarian training center. The three German-learning students were offered a 24-hour course based on the film script of the television series *Weissensee* (Hess, 2010). The main task of the project was to write an additional or alternative film script scene. The course design integrated semantic categories inspired by Culioli's enunciative theory (Culioli, 2002; Gilbert, 2005), data exploration methods used in corpus linguistics (Johns, 1991) and metatalk activities which are compatible with the interaction theory (Matthey, 2010). In addition to nine two-hour face-to-face sessions, the students were proposed six one-hour online sessions focusing on the discussion of the meaning of verb particles and prepositions identified in concordance lines. Due to their high frequency in the stage direction part of film scripts, these challenging language features were considered as relevant for the execution of the main writing task of the project. The students examined such features through less or more guided corpus consultation before discussing them together. The main corpus of the project contains the film script of *Weissensee*. The students accessed it on the Sketch Engine website (Kilgarriff, Rychly & Pomikalek, nd). Our quantitative and qualitative analysis of the text productions and of the discussion scripts leads to following results: at the end of the project, the number of the verb particles and prepositions increases, and their use tends to be semantically more appropriate and more varied than before. Furthermore, one of the students in particular explores the linguistic categories of certain items and makes progress with respect to that point when producing her main writing tasks. The elaborated language descriptions are consistent with existing descriptions, and some of them provide additional knowledge.

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Yesim Sevinc

Social-emotional outcomes of the immigrant experience: The effects of language shift in the Turkish community in the Netherlands

Thursday, July 3, 10:30 – 10:55, room B246

Immigrant communities always face the battle between language maintenance and shift, the outcome dependent on thousands of individual linguistic choices made on an everyday basis. People in such communities are generally not very aware of the direct link between choices and consequences in this domain, but what they often are aware of is that not speaking the heritage language well is evaluated negatively within the ethnic community. This may cause anxiety, particularly when bilinguals' aim is to use their heritage language 'properly' (Sevinc, 2012). Language anxiety is not often studied in sociolinguistics, which focuses on the mechanisms of shift and maintenance, and the larger issues of social, political and economic inequality. It is particularly likely in a community in which language shift is slow, and language is a core value of identity. The Turkish immigrant communities are a perfect illustration, especially in countries where the Turkish population is sizable, e.g. the Netherlands. Many studies have documented the linguistic repertoire of this community in the Netherlands (Backus, 1996; Dođruöz, 2007), some have investigated different components of language maintenance and shift in the first and second generation through questionnaires (cf. Phalet & Güngör, 2004; Vedder & Virta, 2005; Extra & Yađmur, 2010), yet so far none of them have addressed the changes underfoot in the third generation currently growing up.

In this talk, I will offer a comparison across three generations of Turkish immigrants in the Netherlands based on the results of a large-scale survey and interviews related to language maintenance and shift as well as emotional implications. My hypothesis, to be explored in on-going project, is that there are links between community attitudes, social interactions, identity, language use, and the emotional responses to the language-related aspects of the immigrant experience.

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Juliana Shak

Supporting young ESL learners in their writing: what really helps?

Thursday, July 3, 10:30 – 10:55, room C063

Recent studies appear to show that interaction is fundamental to L2 development. From a cognitive perspective, interaction is regarded as an essential means by which learners obtain linguistic data, and it is through interaction that learners' attention may be directed to the correctness or incorrectness of their knowledge of the target language in their output. The sociocultural approach, on the other hand, views interaction as a dialogic collaboration between learners, and its emphasis is on how language is used by learners during an interaction to co-construct knowledge. However, in classroom situations where learners are interacting with their peers of similar levels of L2 proficiency, it is difficult to see how interaction during task performance can reliably generate input for them to learn from one another or how it can mediate joint construction of L2 knowledge between learners. Such is the case in Bruneian ESL primary classrooms. The present study examined the possibility of providing young learners with appropriate linguistic assistance in order for them to participate successfully in an L2 writing task where the language required was beyond their current level of proficiency. Specifically, the study addressed the following research questions: (i) Does the provision of linguistic assistance in writing tasks influence the L2 written performance of Bruneian pupils in Year 5?; (ii) Does peer interaction in this population lead to better quality of L2 writing than does individual work?; and (iii) Does the nature of linguistic assistance impact the quality of L2 writing?

A total of 257 Year 5 children (age 10) from six different schools took part in this intervention-based study. Using a quasi-experimental design, participants were assigned to either a treatment group which worked in dyads and received enhanced linguistic assistance in their writing tasks, a treatment group which worked in dyads and received basic linguistic assistance in their writing tasks, or the control group which received no linguistic assistance in the tasks and learners worked individually. The intervention took place over a period of eight weeks. Two primary sources of data, peer interaction output and children's written production, were collected and interpreted using quantitative measures.

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Bernd Tesch

A qualitative diagnosis of learning progression (QDLP) with regard to oral communication in the language classroom (Spanish)

Thursday, July 3, 11:30 – 11:55, Auditorium 3

John Hattie writes in his influential study “Visible learning”: “I realized that the most powerful single influence enhancing achievement is feedback. This led me on a long journey to better understand this notion of feedback”(Hattie, 2009, p. 12). Explicit feedback is always connected to explicit diagnosis (e.g. by testing and assessment) and mostly linked to certain dates and deadlines, whereas implicit incidental diagnosis seems to be the normal case within language teaching. Here, feedback is not always explicit and sometimes carried out in such a way that learners may have difficulty to measure how “good” their contribution was (communicatively successful, appropriate to the situation and to the communication partner, etc.).

In my talk I will concentrate on a feedback procedure for oral communication within the foreign language classroom presented by the example of Spanish and focusing on self- and peer-evaluation. Speaking and spoken mediation are highly integrative skills which makes feedback complicated: speaking is in most cases linked to listening, and spoken mediation includes always two skills, one receptive and one productive, and at least two languages. Moreover, the integrative character of linguistic activities is emphasised by their interaction with intercultural communicative competence, text and media competence and, above all, language awareness, especially in the case of mediation. Thus, it becomes clear, that effective diagnosis and feedback in this field are subject to

- a) the construction of adequate and complex learning tasks
- b) the systematic feedback of learning progression (making learning visible).

It may seem difficult to deal with these two factors at the same time within the language classroom, but there are ways to reduce complexity without losing information. Qualitative diagnosis of learning progression (QDLP) is a procedure which consists of collecting and analysing data on oral activities (reception and production) in a systematic and documented way. It is qualitative as it is based on self- and peer-evaluation. And it is formative as it aims at the analysis of learning progressions rather than of learning achievements.

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Issariya Thaveesilpa

Using ‘Semantic Association Mapping Method’ to Raise Thai University Students’ Awareness in L2 Lexical Items Usage and Use

Thursday, July 3, 12:00 – 12:25, room B245

This study aims to develop a better understanding of Thai University undergraduate students in employing L2 lexical items grammatically in their Fundamental English Writing at the paragraph level. The researcher investigates the effect of ‘Semantic Association Mapping Method’ (SAMM), adapted and modified from Thornbury (2002, p. 89), on 72 students pursuing Bachelor’s Degree in natural science and social science, at Kasetsart University, Bangkok, Thailand.

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SAMM, a modified lexical learning tool, was introduced for the experimental group; the subjects, therefore, attended nine-hour training sessions to utilise SAMM in order to become conscious of how L2 lexical items are employed in authentic paragraph writing. The control group, on the contrary, was asked to practice lexical items by the Dictionary work method, adapted and modified from Sökmen cited in Schmitt (1997, p. 245). Data were collected utilising two research instruments: pre-post tests of lexical items learning ability adapted from Nation's (2001) Productive levels test: version C, and semi-structured interview administered at the end of the course to find out the subjects' attitudes and comments towards SAMM. Furthermore, questions for the experimental group were used to elicit the perceived effectiveness and ineffectiveness of SAMM. The data obtained from the two research instruments were triangulated to confirm the reliability and validity of the findings.

According to the Statistical Package for the Social Science (SPSS), ANOVA showed that subjects from the experimental group significantly outperformed subjects from the control group in their ability to employ lexical items grammatically and had positive attitudes towards SAMM. Moreover, they showed an increased awareness of the need to autonomously apply SAMM to broaden their perspectives of vocabulary learning.

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Parallel session IV, Thursday July 3, 13:30–15:25

Abstracts are listed alphabetically by the last name of the first presenter

Carmen Arbones and Isabel Civera

Personal Learning Environment as a Language Awareness Trigger in Teacher Education

Thursday, July 3, 15:00 – 15:25, Auditorium 4

This paper is an action research study of the implementation of Personal Learning Environment (PLE) as an assessment tool in teacher education. In this study, SymbalooEDU, a self-management tool, was used. It aims to find out whether personal learning environments are meaningful and useful for students and lecturers to assess learning as well as whether they trigger language awareness along the learning process.

Personal Learning Environments have only been present since 2006 (Atwell, 2007). The open nature of the PLE, its focus primarily on the learner (Schaffert & Hilzensauer, 2008) and the new approach to using technologies it presents provide the ideal structure to integrate the different objectives of the course programme. Prensky (2001) argues that many of the skills that new technologies have fostered, such as parallel processing, graphics awareness or random access, with profound implications for student learning, are usually ignored by teachers. PLEs can emphasize these skills by considering simultaneously different ways of processing information as well as providing a space for reflection on metacognition and self-regulated learning.

The project was conducted in the English Language Teaching Module taught in the last year of a four-year teacher education degree for students intending to teach English in primary and infant schools. It involved over 80 students from the Teacher Education Faculty at the Universitat de Barcelona. The content of the module ranged over various subjects on teaching and learning English as a foreign language at primary level such as Language Teaching Methodology, Storytelling and Teaching Practice.

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

The main strategy was designed to help trainees take greater responsibility for their own learning by developing the use of formative assessment as an integral part of the learning process itself. Language awareness played a key role throughout the process. The methodology comprised the following elements:

- A PLE was adopted as the medium for students to build up their knowledge and skills in English Language Teaching and Learning. This also presented the opportunity for students to make links between different courses of the module.

- The students also wrote a weekly logbook in which they considered how they perceived their own progress throughout and the work. This allowed them to be aware of their improvement in terms of both, course content and language.

Three data-gathering procedures were established:

- Students' reflections in two stages: Weekly logbook entry and final essay. Their objective was to collect data related to the students' experience.

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- Observation of the screenshots of the students' environments. For this, students were asked to send lecturers a screenshot of their PLEs in SymbalooEDU.
- Individual interviews at the end of the course. This procedure was applied so as to triangulate data.

Preliminary findings show that the use of a PLE as a learning tool seems to be fostering students' language awareness by means of reflection on their learning and provide a basis for further research and understanding of the role of reflection in initial teacher education programmes.

Ewa Bandura

Enhancing student criticality in language education: A challenge to curriculum development.

Thursday, July 3, 14:30 – 14:55, room B242

The aim of my presentation is to discuss the way foreign language education could take up the challenge of achieving one of the main goals of contemporary university i.e. developing students' criticality (Barnett, 2012). It can be achieved by focusing on the educational rather than purely instrumental purposes of foreign language teaching, such as enhancing critical awareness and skills, seen as central to Byram's model of Intercultural Competence (Byram, 2012). Two of the recently published research reports on the critical dimension in university language education could be referred to in the ensuing discussion of the more holistic vision of curriculum (Houghton & Yamada, 2012; Johnston et al., 2012).

The results of a series of my own small-scale classroom studies as well as of the large-scale international ABC's project conducted at the Jagiellonian University between 2009-2011, have inspired changes in some of my course syllabi and the development of a new one called 'Critical Skills for Study and Life.' I will argue that foreign language university education can contribute in a variety of ways to the enhancement of critical skills and habits of the graduates. Lecturers need to be encouraged to emphasize the critical dimension in their syllabi, and students made aware of its significance for their future as intercultural communicators and citizens. An active approach to acquiring knowledge should be promoted, which involves selecting sources, identifying contexts and implicit values, uncovering ideologies, being inquisitive in searching for explanations, evaluating on the basis of explicit criteria, and taking responsible actions. Suggestions of practical teaching ideas will be presented, drawing on the experience of the ABC's project, which helped to diagnose and stimulate the development of critical awareness and reflexivity, as well as of the regular taught courses designed to develop students as critical persons in a more explicit way.

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Abstracts Parallel session IV, Thursday July 3

Galina Chirsheva

Conscious translanguaging by young bilingual children in Russian families

Thursday, July 3, 13:30 – 13:55, Auditorium 2

Translanguaging, or code-switching, is the use of morphemes, words, clauses or sentences of one language within utterances in another language. Doing this consciously, bilingual children know “how to do things with code-switching”. Children’s pragmatics of translanguaging varies at different age stages. Having separated their languages, a bilingual child begins realizing that they have different pragmatic value within his/her family and outside home environment.

The objectives of the paper are: 1) to reveal the order in acquiring pragmatic functions of translanguaging by young bilinguals; 2) to show how children use their bilingual pragmatic competence for effective translanguaging. The data are obtained from video-recordings and written/electronic dairies made by parents of three Russian-English simultaneously bilingual children, from birth through to pre-school age. The children have been growing up in Russia, in ‘one parent – one language’ bilingual contexts.

Considering works on code-switching (Poplack, 1980; Gumperz, 1982; Appel & Muysken, 1987; Auer, 2003; Jorgensen, 2003; Wei, 2003; Myers-Scotton, 1997; 2002; 2006 among others) and bilingual development of children (Elwert, 1959; Rūke-Draviņa, 1967; Fantini, 1978; Grosjean, 1982; Saunders, 1988; Meisel, 1994; Baker, 1996; Aidman, 1999; Jarovinskij, 1999; Sofu & Sire, 1999; DeHower, 2009; Ringblom, 2012 among others), as well the author’s own data, it is possible to point out a number of pragmatic functions of conscious translanguaging. Some of them coincide with those in monolingual speech but vary due to the interaction of two codes. The functions of conscious translanguaging are supported by parameters and aims of communication. They are: message oriented, addressee oriented, emotional, persuading, phatic, humorous, quotational, time-saving, metalinguistic, and serving as self identification or a secret code. Bilingual children start conscious switching between two languages with message oriented function and gradually involve almost all the above mentioned functions into their bilingual communication. The author will show how bilingual background makes young children master their skills of switching between two languages to achieve their communicative goals effectively.

Petra Daryai-Hansen and Samúel Lefever

Plurilingual Language Awareness Education in the Nordic and Baltic Countries

Thursday, July 3, 14:00 – 14:25, Auditorium 4

The paper will introduce a three year project called Developing the Language Awareness/Eveil aux langues Approach in the Nordic and Baltic countries (DELA-NOBA) funded by Nordplus Horizontal. Eveil aux langues is defined as a specific approach within language awareness where “part of the activities concerns languages that the school does not intend to teach (which may or may not be the mother tongues of some pupils)” (Candelier, 2003b), i.e. “the language or languages of the school and any foreign (or other) language learnt.” (ibid.) The objectives of the project are to integrate and further develop the approach in the Nordic/Baltic context and to examine and explore students’, parents’ and teachers’ attitudes, knowledge and skills regarding plurilingualism. In the project teaching activities derived from previous European projects (e.g. Evlang, Ja-Ling, FREPA) which focus on language awareness and language diversity are implemented in primary and secondary pilot schools in the participating countries (Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, and Sweden). The project will adapt and evaluate the teaching materials for the Nordic/Baltic context and collect information about plurilingualism in the countries for comparison.

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A preliminary part of the project will be to conduct surveys among the students' parents with regard to their language use and attitudes. Furthermore, teachers of languages and other subjects in the participating countries will be surveyed as to their language perspectives and teaching practices. The next step will be to implement language awareness activities with the students, including language autobiographies. The project will conclude with a final evaluation of the Language Awareness/Eveil aux langues activities by students, teachers and parents.

This paper will report the preliminary findings of the initial parent and teacher questionnaires and discuss the position of plurilingualism and its impact on plurilingual language awareness education in the Nordic and Baltic countries.

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Chris Edwards and Maria Luisa Perez Cavana

Developing language awareness through the Language Learning Support Dimensions (LSSD)

Thursday, July 3, 14:00 – 14:25, Auditorium 2

The field of language awareness has been developing since the 1990s, and includes a claim that improved language awareness facilitates learning (Svalberg, 2007). If one works from this assumption, it is possible to develop a set of dimensions that make the five domains of language awareness described by James & Garret (1991) explicit and accessible to learners. Drawing from the relevance of language awareness for language learning. The authors propose a framework based on five language related dimensions, where language awareness and their effectiveness can be explored.

The Language Learning Support Dimensions – Willingness to communicate; Ego flexibility (Openness); Strategic self-regulation; Social integration; Creativity – were created from an exploration of an apparent correspondence between the characteristics of the so-called 'good language learner' (Rubin, 1975; Stern, 1975; Naiman et al, 1978) and the seven dimensions of The Effective Lifelong Learning Inventory (ELLI) – an instrument designed to identify the key elements of an individual's capacity for lifelong learning. This instrument has been shown to be a robust indicator for assessing learning disposition through the relevant categories related to seven malleable dimensions of learning dispositions that can be developed to become a better learner. The ELLI was developed and described in 2004 (Deakin Crick et al., 2004) and has been in constant use since. It has therefore been extensively trialled and has collected a large evidence base. The main purpose of the Language Learning Support Dimensions is to increase the self-awareness of language learners in relation to their beliefs, attitudes and understanding of their language learning.

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There does appear to be a strong connection between the descriptions of the ELLI and similar dimensions as they have been identified and studied in numerous research studies in the field of second language acquisition over the last thirty years (Oxford/ Ehrmann, 1995; Dörnyei, 2005). As a result of our investigation we are proposing these five Language Learning Support Dimensions (LLSD).

The ELLI dimensions have been developed for general application, irrespective for example, of age, context or subject. However, as our target group is higher education students learning languages, we aimed to investigate the scope for development of this instrument specifically for language learners.

We have therefore commenced an exploration of any correspondence between these seven dimensions and the characteristics of the so-called 'good language learner' (Rubin, 1975; Stern, 1975; Naiman et al, 1978). There does appear to be a strong connection between the descriptions of the ELLI and similar dimensions as they have been identified and studied in numerous research studies in the field of second language acquisition over the last thirty years (Oxford/ Ehrmann, 1995; Dörnyei, 2005). As a result of our investigation we are proposing five Language Learning Support Dimensions (LLSD).

This paper discusses the initial steps in testing the suitability of these dimensions for self-assessment and their usefulness to language learners. It also considers several implications derived from this development.

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Sylvia Fehling

Intercultural Learning & Language Awareness: The Subjective Dimension

Thursday, July 3, 14:00 – 14:25, room B242

Recent approaches of teaching culture focus on learners as cultural subjects. Thus, the subjective dimension has become a key factor in the scientific debate on intercultural learning (Fehling, 2014, forthcoming; Schmidt & Finkbeiner, 2006).

However, considering the complexity of the entire domain of intercultural learning and the variety of related fields of research involved, many open questions remain, such as the interrelation of the subjective dimension, intercultural learning and language awareness. The presentation focuses on these issues by addressing the following questions:

- How is the subjective dimension constructed within the intercultural learning process?

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- How do students evaluate the subjective intercultural learning process?
- Which role does language awareness play in constructing the subjective dimension?
- Which conclusions can be drawn in respect to teaching culture?

These questions are discussed by using data from students, who participated in the ABC's of Cultural Understanding and Communication (Schmidt, 1998; Schmidt & Finkbeiner, 2006). The ABC's model offers a chance to prepare students for the interaction with others by making them aware of themselves using the following three steps: In Step A each participant writes an autobiography concentrating on key events of her or his life. In the next Step B the participant conducts an interview with a person from another culture and writes a biography about this person. Step C consists of a comparison between Step A and Step B concerning cultural similarities and differences.

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Claudia Finkbeiner

Promoting Cultural Awareness through the ABCs: Insights from an International Research Study
Thursday, July 3, 13:30 – 13:55, room B242

The presentation will focus on an international two year long intercultural literacy project that was funded by the EU and US government (FIPSE, Atlantis, EACEA). The project aimed at developing intercultural awareness with the help of an intercultural model, the ABCs of Cultural Understanding and Communication (TRANSABCs). The model was disseminated, adapted and applied on 12 campuses across Europe and the USA. It incorporates literacy activities to create cultural awareness as well as language awareness to help participants gain knowledge of self and others through autobiographies, biographies, reflection on diversity issues, and cross-cultural analyses. Over two years more than a thousand students participated in the ABCs process and more than a thousand autobiographies, biographies and cross-cultural comparisons were collected. Furthermore, surveys as well as polarity profiles were administered to the students before and after the treatment and around 40 follow up interviews were conducted. Triangulated data sources assisted in data analyses and interpretations to bring greater credibility to the findings. The pre- and post-cultural competency tests as well as the random sample semi-structured interviews at the end of two years addressed whether the ABCs of Cultural Understanding and Communication would help present and future teachers and other professionals be more knowledgeable about communicating and connecting with culturally diverse students or co-workers. The results show significant effects of the model particularly among those participants that had rather low scores in the ABCs intercultural competence test before the treatment. Both qualitative and quantitative will be presented.

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Seiko Harumi

Raising cultural awareness of the use of classroom silence in the Japanese EFL context

Thursday, July 3, 13:30 – 13:55, room B246

This paper addresses the issue of classroom silence in Japanese EFL context. The use of classroom silence and its meaning to Japanese EFL learners is not fully understood from a socio-cultural perspective and has generally been interpreted negatively, as a lack of interest or unwillingness to interact. Among participants in cross-cultural settings, it can lead to fundamental misunderstandings and problems. As a consequence, cultural awareness of its use, particularly by native English teachers and among peers from different cultural backgrounds, is relatively low and remains a serious issue which needs to be dealt with as an essential aspect of classroom practice in relation to the L2 acquisition.

In order to examine how the cultural values associated with Japanese interactional styles affected classroom interaction, this study adopted a multiple method to look at the function of classroom silence in L2 learning. First, a questionnaire was completed by 130 Japanese EFL learners studying English at Japanese Universities and 53 native English teachers. This questionnaire enabled the value of silence both inside and outside the classroom to be analysed. Further, in order to understand its actual use in the classroom, 12 hours' classroom interaction was also observed and analysed. This observation and analysis sought to establish whether the use of classroom silence is culturally-oriented or context-specific. The feedback from the questionnaire survey was cross-analysed with the data in the classroom.

The findings of this study indicated two very different ways in which silence is used, one negative and the other positive. Participants' responses emphasised the cultural values involved in the use of silence and the observed classroom interaction itself reinforced their views. However, opportunities for students and teachers to learn about these invisible and subtle differences in the use of silence in L2 classroom appear to be extremely limited. The study suggests pedagogical approaches which may help to increase teachers' and learners' cultural awareness of classroom silence, through classroom activities and learning materials acting as mediators in fruitful interaction.

Saida Khodieva

Observations of Foreign Correspondents: A Multi-Perspective Analysis of News Articles on a Critical Nature Event

Thursday, July 3, 14:00 – 14:25, room C063

When the earthquake and tsunami hit Japan in 2011, media response was massive. Apart from providing minute-by-minute coverage, news outlets from all over the world drew possible scenarios about the development of the nuclear accident due to the damage caused to the Fukushima Daiichi Nuclear Power Plant. Given the complexity and urgency of the issue and the important role the news media plays in our lives in informing us about the world events and shaping our perception, this study attempts to explore the themes the media is engaged with in order to report on the Fukushima nuclear accident and related issues. Particular attention is given to the way the event, locations, and people are represented in news discourse. The study compares printed media within and across three different countries – the United States, Russia, and Germany – to find out the similarities and differences between three perspectives on the situation in Japan. The focus lies on the examination of foreign correspondents' observations of the events in Japan within the first two weeks after the accident took place. This was a period followed the earthquake and tsunami and, therefore,

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comprises the media's most immediate response to the event. Drawing on the Critical Discourse Analysis by Fairclough (1989, 1992, 1995, 1997), Wodak (1997) and van Dijk (1988, 1993) and the Human Global Positioning System by Finkbeiner (2009), this study systematically examines and compares the relationship between language and culture and how such relationships are represented in the foreign correspondents' news stories from three different countries. Results indicate that these news stories are built on a range of different choices at the level of syntax and lexis that are significant in shaping the story and public opinion, yet they are not always obvious at first glance. The foreign correspondents in selected news stories employ evaluative and emotional stance; however, the content differs both within and across countries.

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Tsuyoshi Lida

How does metalinguistic knowledge of university students who experienced study abroad change during four years?

Thursday, July 3, 14:30 – 14:55, room C063

There have been many studies on the relationship between metalinguistic knowledge and L2 proficiency. These studies showed different relationships between them: non-relationship, weak relationship, and strong relationship. As far as English as a foreign language is concerned, research found that there is a moderate relationship between them. However, there have been a few longitudinal studies on the relationship between metalinguistic knowledge and L2 proficiency. In particular, no study has investigated the relationship between metalinguistic knowledge of students who studied abroad and their L2 proficiency. The present research had two purposes: (1) Does study abroad affect students' L2 proficiency? ; (2) Does study abroad affect the relationship between students' metalinguistic knowledge and L2 proficiency? A total of 20 university female students participated in the study. They all belonged to a department that required them to study abroad for about a year. In the pre-study-abroad program of this university, they studied English intensively including academic courses in English. They went to English-speaking countries for about two semesters in their second and third year. After study abroad, they took academic courses, writing graduation essays in English. During study abroad most students first took English as second language courses, then enrolling academic courses. They took the TOEFL iBT, TOEIC tests, and metalinguistic knowledge test before and after study abroad. Both qualitative and quantitative analyses were carried out. The results showed that they gained higher scores in the tests after study abroad. However, the relationship between metalinguistic knowledge and reading become a

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little weaker after study abroad. These results suggest that study abroad affects students' fluency, but not accuracy. Also, they indicate that proceduralization of declarative knowledge might have taken place during study abroad because of great exposure to natural English. Finally, metalinguistic knowledge needs to be developed before study abroad.

Maria Louise Mostert, Andrew Mowes and Jacolynn Anderson

The influence of mother tongue and gender on learners' acquisition of English

Thursday, July 3, 14:30 – 14:55, Auditorium 2

The language policy of schools in Namibia states that learners should receive instruction in their mother tongue during the first three years of their primary school education (Ministry of Education and Culture, 1993). The multilingual nature of Namibia results in the notion of mother tongue medium of instruction not to be implemented effectively. Therefore some schools have English as medium of instruction from grade one (Wolfaardt, 2004) and this could result in the neglect of the mother tongue. The researchers realized the importance to investigate the influence that the neglect of mother tongue medium of instruction might have on learners' proficiency in the second language. Therefore this study was conducted to find out if there is a difference in English Second Language performance in grade five of those Afrikaans learners who received mother tongue instruction during the first three years of formal education as opposed to those that received instruction through English. The specific areas in which there were differences in the two groups' performance were also investigated as well as gender differences. A quantitative approach was employed based on a causal-comparative design. The researcher tested proficiency through a number of tests: a vocabulary test, a syntax test and an oral communication test that was an interview with each participant. A total of 70 learners were part of the study. Trends were demonstrated in the study but further research is needed before any solid conclusions can be made about the influence of the neglect of mother tongue instruction.

Maria Louise Mostert, Patricia Nandu and Talita Smit

Namibian learners' and teachers' perceptions regarding English second language writing activities. The case of selected schools in Windhoek

Thursday, July 3, 15:00 – 15:25, Auditorium 2

This paper focuses on the attitudes and perceived competencies of Grade 11 learners in the English second language (ESL) writing activities they do in class, as well as the attitudes and perceived competencies of teachers, to teach these writing skills. The Namibia Senior Secondary Certificate syllabus outlines the writing activities to be taught in the ESL classroom as follows: writing essays, reports, newspaper / magazine articles, book/film reviews, letters, diaries, grammar activities, summaries and poems. Each of these activities are investigated with regard to participants views on the level of enjoyment, the usefulness of the writing activities, as well as the perceived level of competence in the writing activities. Differences in the learners' perceptions on ESL writing activities based on sex and the performance level of schools are also discussed. For this research purposeful sampling was used to select one higher performing, one average performing and one lower performing school in Windhoek, Namibia. The three schools were chosen on the basis of how learners performed in ESL writing in the 2008, 2009 and 2010 examinations. A total of 300 grade 11 learners were selected from the three schools using random sampling of full class groups. Questionnaires and focus group discussion with grade 11 learners and teachers from each of the sampled school were used to collect data. The paper discusses the findings and indicates for example that more learners felt writing activities were easy compared to those who saw them difficult. The research also revealed differences in how learners enjoyed and upheld the usefulness of the ESL writing activities. Chi-square results in relation to sex demonstrated that in

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most cases, the differences between boys and girls were not statistically significant. However, several chi-square analyses done on the schools' performance level in relation to perceptions on ESL writing activities yielded clear and statistically significant differences between the three schools.

John Plews and Kim Misfeldt

Study abroad students' awareness of teaching approaches, or problems in domestic classrooms

Thursday, July 3, 13:30 – 13:55, room C063

We explore foreign language (FL) students' awareness of various teaching approaches used in study abroad (SA). On the rare occasion when SA research describes the pedagogy of a given program, it reveals that mostly form-based approaches are used, with language use and meaning being left to the immersion context outside the classroom. In our paper, we begin by describing our motivations for introducing task-based and drama-pedagogical approaches for teaching Canadian undergraduate students German as a FL in an intensive short-term SA program in Germany. Briefly, these approaches were chosen in order to place students' developing sense of subjective, affective, and creative ownership of the FL as a primary curriculum goal. These communicative and functional-notional approaches are also believed to lead more optimally to second language advancedness than structural-analytical approaches. Our interest lay primarily in whether students' notice a relation between the instructional approaches used in the program and their personal sense of language development, or whether the immersion context alone featured in their narratives of learning. We thus explore and analyse student awareness and perception of these approaches as they express their lived experience of them in semi-structured curriculum research interviews conducted with 68 participants in a qualitative study conducted in 2010, 2011, and 2012. Results show that students do not necessarily identify specific activities when reflecting on their classroom experiences. However, more significantly, they do reflect on personally relevant learning processes and linguistic, intercultural, and psychological / developmental learning effects in association with the different approaches used in the SA. But most surprising and concerning are students' frequent positive-negative differentiation between approaches used in SA and those used in domestic classes in Canada. Put mildly, such a differentiation reveals a crisis in pedagogy in postsecondary modern language instruction in Canada. Put more optimistically, student awareness of the approaches used in SA indicate a path out of that domestic crisis.

Ulrikke Rindal

"Good" pronunciation among teachers of English - Investigating second language awareness in and for teacher education

Thursday, July 3, 14:00 – 14:25, room B246

In both secondary and tertiary education in Norway, English has a dual role: it is at once the aim of teaching and learning activities, and simultaneously the medium of these activities. All participants in English language teaching – students, teachers and teacher educators – agree that a certain level of English language proficiency is required in order to teach English, especially in a country with increasingly higher levels of English competence. However, there are few established criteria of what constitutes a "good" pronunciation of English, and pronunciation norms vary considerably among teachers and teacher educators.

Research into attitudes towards foreign accents suggests that these affect how school leaders and students judge teachers' proficiency (Boyd, 2004). Most teachers of English in Norway are non-native speakers of English, and thus pronounce English with varying degrees of Norwegian influence. As the status of English in Norway is in transition from that of a "foreign" language to more of a "second" language, the traditional view

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of native speakers as indisputable models of pronunciation is faltering (Rindal, 2013). Native speaker varieties are still presented as target pronunciation by some educators, while others allow for national identity and personal idiosyncrasy in L2 pronunciation. This situation calls for investigations into language attitudes towards Norwegian-accented English pronunciation, and the relation of these attitudes to the evaluations of language- and teacher proficiency.

This paper presents an ongoing study of second language awareness in Norway, arguing the necessity of such research in English language teaching contexts, and the communication of such research to L2 educators at all levels. Language awareness related to both native and non-native varieties of the target language is fundamental for the development of learners' communicative competence, which is a main goal for English language teaching in Norway (KD, 2006). Knowledge about shared or diverting norms and perceptions related to local variation in the L2 is crucial for teachers and teacher educators who regularly define what oral proficiency is, including which English pronunciation is "correct" or at least "good enough", and make high-stakes decisions based on these definitions.

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Beth Lewis Samuelson

Language Awareness of Mid-Career English Language Teachers

Thursday, July 3, 15:00 – 15:25, room B246

The purpose of this study is to trace the development of experienced elementary bilingual/ English-as-a-second-language (ESL) teachers as they constructed their professional knowledge the role of linguistics in L2 literacy through pedagogical practice and graduate coursework. Theories of language awareness provide the basis for understanding how teachers' accounts of how their literacy teaching practices are informed by linguistic concepts.

The question of requisite technical knowledge about linguistics needed by teachers has been the frequent subject of deliberation among teacher educators. Fillmore and Snow, for instance, have recommended a thorough grounding in educational linguistics, with proposed courses in linguistics, cultural diversity, academic discourse, second language acquisition, and text analysis (2000), particularly for teachers of reading (Snow, Burns, & Griffin, 1998) and of English as an additional language (August & Hakuta, 1997). While the field of educational linguistics has developed as a field of study for post-graduates and researchers (Spolsky & Asher, 1999; Van Lier, 2004), relatively little is known about how teachers actually use their knowledge of linguistic principles and what they deem to be important in their teaching practice. This gap is particularly apparent in the case of mid-career, experienced teachers. This study asks specifically what beliefs, assumptions, and attitudes about linguistics are typically held by experienced ESL teachers. Furthermore, how do teachers blend literacy pedagogy with linguistic concepts in meaningful and productive ways?

The field of language awareness "straddles a cognitive to sociocultural spectrum and involves such apparently

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distinct areas of research and practice as cognitive linguistics (attention and awareness in language learning), language teaching, language use and intercultural communication (cross-cultural awareness)” (Svalberg, 2007, p. 287). Language awareness research attempts to acknowledge the complexity of teacher expertise in content and pedagogical content knowledge (Shulman, 1987) by investigating the role of linguistic knowledge from a highly interdisciplinary perspective. Thus, language awareness research places a high premium on the experiences of teachers. Whereas language teacher educators have assumed that students taking coursework in language theory would find ways to transfer that knowledge to their teaching practice, language awareness research suggests that this is not always the case. Teachers do incorporate their knowledge into their practice, but they do so in ways that are not well understood (Grabe, Stoller & Tardy, 2000).

In their study of the value that teachers themselves place on linguistic knowledge, LaFond and Dogancy-Aktuna (2009) noted that beginning and advanced teachers are more likely to have a positive perspective on the role that linguistic knowledge plays in their teaching, whereas intermediate teachers are more likely to adopt negative stances. They emphasized that while they have identified a U-shaped curve in the attitudes of teachers, based on their relative levels of experience, they note that the reasons for this distribution is not well understood. They recommend additional research that investigates the perspectives of the teachers, and particularly the perspectives of experienced teachers who have been teaching ELT for several years.

The results of this study show that experienced teachers of ELT have developed a reservoir of expert knowledge about how language works and how children learn language, and that this expertise is frequently not acknowledged by administrators or non-ELT colleagues. In their discussions of their common concerns and daily practice, these teachers did not just apply concepts they had learned, but transformed them and interrogated them to establish their usefulness. The teachers rarely discussed “theory into practice” explicitly, but rather developed discursive routines for discussing their professional concerns with the epistemological resources available to them.

Jason Sanderson

What's in a domain name?: Regional Language(s) and Identity in Today's Brittany

Thursday, July 3, 15:00 – 15:25

The Internet Assigned Numbers Authority (IANA) recently approved an internet domain extension for the French region of Brittany (*.bzh). This is the second region-specific extension (*.cat for Catalonia was the first - for both sides of the Pyrenees) and the first entirely confined within the territory of a single state. B-z-h is an abbreviation for the name of the region in Breton (Breizh) and its acceptance by the IANA is the culmination of years of lobbying. Activists see this as a sign of international recognition and while some may try to belittle the importance of this decision, the mere presence of these letters --and what they signify-- in URLs will raise awareness both for the region and the Breton language in France, Europe and around the world.

This development comes after the Regional Council of Brittany's decision (2004) to recognize the existence of Breton and Gallo as languages of the region and a constitutional amendment (2008) to deem so-called Regional Languages as part of the country's heritage. Despite these advances, however, France still has not ratified the European Charter for Regional and Minority Languages, which was part of President Hollande's political campaign in 2012. Furthermore, a recent report shows that enrollment in regional language immersion programs is in decline in various regions, including Brittany. Unfortunately, this goes along with an ever aging population of speakers of these languages, the impact of which is compounded by a weak rate of transmission to younger generations.

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Within Brittany, forward momentum in some sectors has been offset by the fact that it has been relatively unilateral. While the regional government officially holds both regional languages in the same regard, most of the progress made in language status in Brittany has benefited Breton, the Celtic language of the region, while Gallo, the Romance language of the region, remains marginalized and is seldom brought to the fore. The situation in Brittany, therefore, is complicated. It shows clear signs of improving, but with unique challenges. Quantitative and qualitative survey data will also be discussed in relation to how they illustrate the importance Bretons attribute to their traditional languages.

Zohreh Seifoori

Metalinguistic awareness and accuracy of EFL learners' writing: teacher-focus vs. learner-focus

Thursday, July 3, 14:30 – 14:55, room B245

The unfavorable consequences of anti-grammar reaction emulating from the communicative movement culminated in a gradual shift of the pedagogical pendulum back towards language awareness. Metalinguistic awareness is now assumed to play a paramount role in a writing classroom at least in English as a foreign language (EFL) contexts. This study launched to examine the impact of teacher and learner-focused language awareness assignments on the accuracy of Iranian post-graduate students' writing. 60 participants in two intact classes were recruited from a population of 70 postgraduate students taking Advanced Writing Course. The groups' initial homogeneity was assessed via a modified version of the TOEFL test as well as a writing pre-test. The groups were further randomly assigned as the control group (CG), and two experimental groups. Using the same process-oriented instruction and teaching materials, the participants in all groups received some basic instruction in the structural features of academic writing at the pre-writing stage of the class when the structural features dominating each genre were introduced briefly. In the first experimental group, the teacher-focus (TF) group, however, a collection of various content-based tasks compiled by the teacher were assigned to be done by the students and reviewed in the class weekly. In the learner-focus (LF) group, the same assignments were carried out by the students as self-study. The control group, however, did not receive any structural assignments. The treatment perpetuated for six sessions and the analyses of the data obtained from the writing post-test revealed that both TF and LF groups outperformed the control group. TF group, yet, surpassed the LF group and produced significantly more accurate texts. The findings lend credence to the significance of focused language awareness in EFL contexts and offer a number of pedagogical implications.

Ayako Shibata

Raising Awareness of Language and Culture through Translation

Thursday, July 3, 15:00 – 15:25, room B242

In this paper, I will investigate how translation practices can raise Japanese university students' awareness of language and culture by analyzing their translation drafts of short documentary films. It will also observe whether linguistic awareness affects their attitudes of essay writing in English.

This translation project is a part of curriculum in my English class, including information gathering, discussion, translation, revising, audio recording and subtitling. The original films aim at introducing local Japanese Buddhist temples and statues. Because the contents of those films are highly cultural-oriented, it is necessary for students to acquire knowledge and terminology of Japanese Buddhism for explaining temples and statues in detail. Through all the processes of translation, there are several findings concerning cultural and linguistic awareness effective for English language education. Firstly, it is seen that the students became critical towards their translation drafts, showing that their cultural and linguistic awareness was sensitized. Secondly, they

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became aware of considering the potential audience and cared for pronunciation, speed and the length of subtitles. Finally, they seem to have identified themselves as Japanese translators; they reflected upon (1) how much they should translate culture-reflecting expressions in English, which may not be able to equate to the original meanings and concepts; (2) how much they should ask native speakers of English to proofread and (3) what is the significance of translating such films by them as Japanese, non-native speakers of English.

The effectiveness of this sensitization is observed in their attitudes of essay writing in English. In the same English class, the students were required to write an essay. At face-to-face tutorials, students who attended the translation project were more sensitive in choosing words and phrases and considering how they should discuss their research topic in English than others who did not participate in the project.

Interviews of the students also show clearly the fact that they became more sensitive to writing an essay in English after the translation experience. I would suggest that translation is effective in both awareness raising and English language education.

Midori Shikano and Dubois Jennings

Awareness rising as a language teacher: A narrative study on an entry-level language instructor's experience in Japan

Thursday, July 3, 14:30 – 14:55, room B246

The experiences of language teachers as they enter the teaching profession have not been documented sufficiently (Farrell, 2006). Feeling such need, this study attempts to report on a narrative inquiry that explored on an entry-level elementary school language instructor's first experience of teaching. This is a single-participant qualitative study, which is empirical and exploratory. The participant, an American male teacher, narrated his teaching experience of the first three and half years, through interview sessions in 2011, telling the stories of "awareness and growth" that came to him.

The study attempted to address the three research questions: 1) What was the participant's first teaching experience in Japan like? 2) How has his awareness as a language teacher risen over time? And 3) What contributing factors affected his awareness rising, identity shift, and growth? The textual data was analyzed in the framework of adapted Step Coding And Theorization (SCAT) (Otani, 2007) and Membership Categorization Analysis (MCA) (Stokoe, 2013). The storyline and membership categories identified from his narration indicated that awareness as a language teacher gradually arose through the phases as fear, hesitation, discovery, confidence, and sense of responsibility in his profession. The results were also interpreted that his identity shifted along his awareness and sense of professionalism, as he was looking at 'self' in the mirror of multiple identities, in contrast to the people in other membership categories as Japanese society, neighbors, colleagues, people about him, the English team, the advisor, etc. The results also inferred that he could use such members as 'multiple resources' he could consult with and talk with (i.e., mentor-protégé, son-family, team-teaching colleagues, etc.), which seemed to have helped his professional growth and awareness rising as a language teacher.

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Marilyn Steinbach

Linguistic competence and identity development of preservice ESL teachers

Thursday, July 3, 13:30 – 13:55, Auditorium 4

In an ESL teacher training program in a medium-sized city in Quebec, Canada, most of the teacher candidates are French speakers with varying degrees of mastery of English. Issues of linguistic competence in English as a second language are important in the development of professional identity of these future English language teachers (Borko, 2004). In the historical and political context of protecting French language and culture in Quebec (Belkhdja, 2008), questions of cultural and national identity are significant for their social identities and their perceptions of their roles as teachers of English language and cultures. The idea that connections between linguistic competence and subject matter knowledge are closely linked is an important issue in language awareness for second language teachers (Andrews, 2001), particularly for non-native English speaking teachers (NNESTs). How do preservice NNESTs' perceptions of their own linguistic competence affect their process of developing subject matter knowledge and developing professional identities as second language teachers?

I administered survey questionnaires on linguistic competence and social/cultural identity to 35 teacher candidates in their first year in the program. After an initial analysis of the survey data, I followed up with in-depth interviews with students in their first and second years in this program. The survey data indicate shifting concepts of linguistic competence and conflicting cultural identities, and a preliminary study (Steinbach & Kazarloga, in press), outlines the influence of the context of conflicting political and social discourses on the contradictory desires and objectives of these teacher candidates. The interview data will be analyzed in 2014 and presented along with the survey data results.

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Agneta M.-L. Svalberg and Jim Askham

A Dynamic Perspective on Language Teachers' Different Learning Pathways

Thursday, July 3, 14:30 – 14:55, Auditorium 4

This paper is concerned with the learning process through which teachers of English on an MA level programme construct Grammar Awareness. Two contrasting profiles are presented based on interaction data from grammar workshops, where students worked on collaborative consciousness raising grammar tasks, plus

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two interviews with each student – one immediately following the course and one 15 months later, by which time both students were practising English language teachers in differing professional contexts. We take as our point of departure that all learning is a complex process (Larsen-Freeman & Cameron, 2008).

In order to understand it, we therefore approach it through different lenses observing the learners from as many dimensions as possible. One lens is the Engagement With Language framework (Svalberg, 2009) which allows us to consider the interdependent cognitive, affective, and social aspects of engagement. Another is the interaction of factors such as the task, the group and the individual. Thirdly, the interpretation is informed by a person-historical perspective (past, present and future). The result is a complex snapshot of two contrasting, multidimensional learner identities (Lantolf & Pavlenko, 2001; Block, 2007) and hence, we would argue, an enhanced understanding of radically different pathways to learning success. We also question the 'autonomy' construct and suggest that 'interdependence' has been undervalued. One of the two learners, a talkative leader and initiator, would normally be classified as highly autonomous while the other would not as she verbalizes little and prefers to listen and follow. Highlighting the limitations of trying to assess quality of learning from verbal output, the analysis shows that both are highly engaged and successful learners.

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Marju Toomsalu

Effect of L1 and L2 differences on L2 writing

Thursday, July 3, 13:30 – 13:55, room B245

Researchers have argued that attention to linguistic form is beneficial in second language learning/teaching. However, studies of content based language teaching have failed to establish a connection between awareness of language and language outcomes.

Inspired by research that shows correlation of L2 proficiency in writing with metalingual knowledge, an assignment in a content-based EAL course required that students identify grammatical structures in English the translation of which into English requires grammatical transformation, and attempt to demonstrate how English learners of the same L1 will benefit by focusing on the differences. The comparative approach was modeled in the course text using Mandarin and Hopi languages and also in class using a non-Indo-European language that students were not familiar with. No significant improvement was observed in the use of the forms discussed by students in the assignment. In a follow-up free-form discussion, it was established that most Persian and Arabic speakers were not able to identify the differences between L1 and L2 whereas Mandarin speakers used the examples presented beforehand in the text and in class. Based on the students' responses, it could be argued that if learners have not been taught to be aware of the forms and structures in L1, it would be best to only emphasize target language structures and forms in the learning and teaching process. Think-aloud protocol may shed more light into how more proficient bilingual individuals identify these differences when translating from L1 to L2 or writing in L2.

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Ingela Valfridsson

Thinking and doing – grammatical concepts in learners' minds and writings

Thursday, July 3, 14:00 – 14:25, room B245

The role of explicit knowledge of grammar rules in foreign language learning is still debated. The same goes for the mental images, or understanding, of the grammatical concepts that are combined to form the rules.

The aim of the present project is to find out what correspondences there are between learners' understanding of some basic grammatical concepts, their preferred methods for teaching and learning and their performance in written production.

The subjects of the study are adult learners of German as a foreign language. All learners are multilingual with a good command of at least Swedish (L1 for most of them) and English. The concepts 'case' and 'accusative object' are in focus in this presentation. Since case marking is the most important means in German to signal the grammatical functions 'subject' and 'object' and virtually unknown in Swedish and English this requires the learner to re-think and to re-organize their mental map.

After having completed a webbased pre-test including among others questions about some chosen grammatical concepts, the learners were offered three presentations of the functions of case marking. These were constructed using different theoretical positions in grammar teaching: one influenced by processing instruction (VanPatten), one by languaging (Swain) and one with explicit explanations of the concepts. The order of the presentations was random. In a post-test the learners once again answered the questions about the concepts and also commented on the three ways of presenting the grammatical concepts. The verbalized understandings of the concepts were then compared to the use of case marking in short texts the learner wrote before and after the intervention period.

In this presentation some preliminary results will be discussed. Some of these indicate that the visual support in the version influenced by input processing was both valued and important for success. A challenge for the future might then be to develop more visual aids and include them more frequently in language teaching.

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Dogan Yuksel and Banu Inan

The effects of captioning and key word captioning on the comprehension of language learners

Thursday, July 3, 15:00 – 15:25, room B245

This study examines the impact of use of captions and key word captions on the comprehension of audiovisual materials by EFL (English as a Foreign Language) learners. Recent technological advances and trends increased the importance and prevalence of using video clips and/ or video streaming in language classrooms. Key word captioning refers to using captions only for some key words to facilitate the comprehension of the materials. The use of captions was criticized because it was believed that it might hinder the processing of the aural input as the cognitive load of the learner increases due to its dual task of decoding aural and visual input. To lessen

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the cognitive load, Guillory (1998) proposed the use of key word captioning to facilitate the comprehension process. This study examines the effects of use of captions and key word captions on the comprehension of audiovisual materials by EFL (English as a Foreign Language) learners. 120 EFL students from a major public university were divided into three groups namely caption, no caption and key word caption groups. BBC Documentary Series, Planet Earth, Episodes 1-3 were used as the audio-visual material in this study. A Multiple Choice Comprehension test prepared by a board of experts was used to measure the comprehension levels of the learners. Each group completed the test after watching the documentary videos. A One-way ANOVA with three levels was applied to the participants' comprehension scores. The preliminary findings revealed that captions and key word captions groups outperformed in the comprehension tests compared to no captions group. Detailed analysis of the findings together with a discussion will be provided in the presentation.



Friday, July 4, 2014

Detailed Program, Friday July 4

Detailed Program, Friday July 4

9:00 – 10:00	Keynote 5: What's the target? A folk linguistic study of young Stockholmers' constructions of linguistic norm and variation Associate professor Ellen Bijvoet and Professor Kari Fraurud, Stockholm University Auditorium 1					
10:00 – 10:30	Coffee break					
10:30 – 12:30	Parallel sessions V					
	Chair: Sylvi Rørvik Auditorium 4	Chair: Lars Anders Kulbrandstad Room B245	Chair: Ulrikke Rindal Room B246	Chair: Lise Iversen Kulbrandstad Room B242	Chair: Susan Nacey Auditorium 2	Chair: Gunhild Randen Room C063
10:30 – 10:55	Sheue-jen Ou The neural basis of word order in English vs. Chinese sentences	Krishna Parajuli Multilingualism and linguistic heritage: Experiences, practices and the policy guidelines of Nepal	Maria Luisa Perez Cavana Developing metalinguistic awareness through multilingualism: the MAGICC project	Claudia Finkbeiner and Jennifer Schluer Lexical awareness and conceptual awareness in EFL reading: Focus on the development of EFL teachers' diagnostic skills	Marlise Horst and Joanna White Measuring and enhancing cognate awareness	Susan Erdmann We would do the same to us; Personal pronoun use in immigrant additional language writing
11:00 – 11:25	Ingebjørg Tonne and Joron Pihl Morphological correspondences in the reading-writing relation among L2 learners	Arnfinn Muruvik Vonen Plain language awareness in language policy in Norway	Marte Monsen and Gunhild T. Alstad Language teacher awareness research – methodological and ethical considerations	Ulla Fürstenberg and Martina Elicker Ritual vs. awareness: challenging trainee teachers' beliefs about English grammar	Gunhild Tveit Randen Assessment of language awareness in a second language	Thorhildur Oddsdottir and Brynhildur Ragnarsdottir Awareness omkring dansk blandt børn og unge i Island. Elevernes ambitioner og holdninger samt lærernes forventninger og udfordringer

Detailed Program, Friday July 4

11:30 – 11:55	Machiko Achiba Investigating ESL sociopragmatic awareness: Evidence from an interview, and peer- and adult-based comparisons	Jens Haugan A stream of words – On word formation and adaptation of loanwords in Norwegian	Martin Stegu Business students' awareness of gender-inclusive language	Juliet Langman, Holly Hansen-Thomas and Tiffany Farias-Sokoloski The role of language objectives: Building math and science teachers' language awareness in secondary classrooms	Suzie Beaulieu and Leif French Effects of language awareness on advanced L2 learners' agency	Jannecke Hofset Lærerartankar om grammatikkundervisning i vaksenopplæringa
12:00 – 12:25	Charlotte Kemp Is there a relationship between theory of mind and metalinguistic awareness in monolingual, bilingual, and multilingual adults?	Debasish Mohapatra Higher education, language policy, and the world of work: changing conditions and challenges	Carmen Archie Teacher training for a language-aware elementary science education	Rod Neilsen Demystifying 'grammar': Rethinking language awareness for teacher training	Dennis Banda, Mary-Grace Musonda Kasengo and Geoffrey Tambulukani Rubbishing or nurtured? The emergent literacy practices and behaviours children bring along to formal schooling	Hilde Osdal Kvifor har så få vaksne innvandrarar vandra inn i den nynorske skriftkulturen?
12:30 – 13:30	Lunch					
13:30 – 14:30	Closing session Auditorium 1					

Parallel session V, Friday July 4, 10:30–11:25

Abstracts are listed alphabetically by the last name of the first presenter

Machiko Achiba

Investigating ESL sociopragmatic awareness: Evidence from an interview, and peer- and adult-based comparisons

Friday, July 4, 11:30 – 11:55, Auditorium 4

This case study explores the role of sociopragmatic awareness in second language acquisition. The learner in the study is a female Japanese who was 8 years, 7 months old and had been in Australia for 17 months when the data were collected. The study attempts to determine: (1) the extent to which the learner's sociopragmatic awareness is similar to that of L1 English speakers and (2) whether there is evidence of the learner's sociopragmatic awareness in a new environment.

In order to examine the L2 child's sociopragmatic awareness, first, the learner's choices of request strategies in terms of politeness were compared with those of her classmates and Australian adults. A questionnaire was given to the learner, her 47 classmates and 54 Australian adults, and they ranked seven utterances in order of politeness from most to least polite. Second, another questionnaire was given to the learner and her classmates. This questionnaire had two scenarios with four interlocutors with different status. Based on the analytical framework of the Cross-Cultural Speech Act Realization Project (Blum-Kulka, House & Kasper, 1989), responses in the questionnaire were coded for three major levels of directness, subtypes of conventional indirect strategies, perspectives, and use of "please". Finally, there was a follow-up interview with the learner two weeks after the questionnaires had been administered. The interview was recorded and transcribed.

The results from the first analysis showed similarities between Australian adults, the learner and her classmates; however, regarding specifics, there were some dissimilarities among them. The results from the second analysis showed that the learner and her classmates were remarkably similar in their use of strategies with perspectives and "please" to "teacher", "friend's mother" and "mother". However, with "friend", the learner did not use "please", while a slight majority of classmates did. The interview indicated that the learner distinguished between her peers with whom she did not use "please", and her seniors with whom she did. This may suggest pragmatic transfer from Japanese. Taken together, the findings from the questionnaires as well as the interview provided ample evidence of the learner's sociopragmatic awareness.

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Carmen Archie

Teacher training for a language-aware elementary science education

Friday, July 4, 12:00 – 12:25, room B246

In this paper the concept and evaluation of a teacher training to enable a language-aware elementary science education will be presented. The concept of a language-aware elementary science education is very complex (Archie, 2013), because it requires considering the students' science abilities and schemas and equally their existing language competencies (based on scaffolding language-scaffolding learning, Gibbons, 2002). On this

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knowledge the expectations of the science aspects as well as the anticipated language competencies need to be adapted in the planning of a successful language-aware science class. An overall principle in the language-aware elementary science education considers metacognitive and metalinguistic skills by using language awareness and language reflection. Planning in this context requires a high content knowledge and pedagogical-content-knowledge of the teachers in the fields of elementary science education as well as language skills and how to advance them. Research shows that elementary school teachers do not possess sufficient knowledge in these areas (Tracy, 2010; Appelson, 2007). An upgrade of this knowledge could be achieved through an in-service teacher training.

The training has been evaluated on three levels (based on Lipowsky's concept of evaluation of teacher trainings, 2010) with open and closed questions as well as videotaped lessons of the participating teachers in a prae-post-design. The questionnaires were developed based on theories of science and language teaching competencies to assess the teachers' prior knowledge and attained knowledge. Existing tools (e.g. Kleickmann et. al., 2005) were adapted to show the changes in the teachers' interests and self-assessment on the aspects of a language-aware classroom. The concept of the language-aware elementary science education has been proven stable and valid. Internal consistency of the instruments are adequate, the sub-categories of the pedagogical-content-knowledge necessary for planning language-aware elementary science lessons are stable and sensitive enough to assess achievement. The findings from the questionnaires will be presented in the paper with regards to possible achievements and challenges of a teacher training for an language-aware elementary science education.

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Dennis Banda, Mary Grace MusondaKasengo and Geoffrey Tambulukani

Rubbishing or Nurtured? The Emergent Literacy practices and behaviours children bring along to formal schooling

Friday, July 4, 12:00 – 12:25, Auditorium 2

This paper is based on a study which sought to establish the literacy behaviour which preschoolers in selected households of Lusaka's Bauleni, Kalikiliki and Woodlands Extension exhibited. The study had a sample size of 21 pre-schoolers and 15 care-givers. The population from which this sample was drawn from was all the pre-schoolers and all care-givers in the three areas. This study was considered necessary due to the current grade one curriculum which considers or portrays first graders as empty vessels to be filled with knowledge. The study chose a purposive sample of 21 (11 girls and 10 boys). These children had not yet enrolled in any formal school and had never been to school. The participants were drawn from three neighborhoods of Lusaka, two in high-density areas and one low-density area. In addition, the researcher interviewed 15 female care-givers, comprising parents and guardians. The study employed qualitative and quantitative research methods that included semi-structured in-depth interviews, participant observation, document study and testing. This paper explores the link between the initial literacy teaching and emergent literacy and numeracy practices that children come along with from their homes when they start conventional learning at school. The paper explores the nature and types of literacy and numeracy practices and behaviours that children exhibit in their homes, rural or urban, long before they start formal schooling. Using examples from different households of varying economic statuses in Lusaka, the paper problematizes aspects of teachers, parents and curricular developers ignoring the emergent literacy and numeracy practices children exhibit long before they start formal schooling. The paper identifies these as factors in the ever widening gap between the home culture and school culture. The paper concludes that there is need to sensitise, guide and empower the parents, teachers, curricula developers so that they take into account the literacy and numeracy practices children come along with from their varying homes as stepping stones to the provision of formal schooling. The paper further holds that curricula developers must get more involved in children's emergent literacy and numeracy practices for them to integrate these aspects in the curricula development and implementation if the gap existing between the school and home culture is to be narrowed. In addition, the paper argues that there is need to take another look at language in education policy, which currently, appears to favour former colonial masters' language to the detriment of indigenous languages in which emergent literacy and numeracy practices flow. Ultimately, issues of emergent literacy and numeracy practices children come along with to school from their homes need to be looked at in conjunction with issues of low literacy levels in our schools. One recommendation from this study was that early childhood education may be run as private-public partnerships or through incorporation of preschool in the already existing primary schools. The other recommendation was that there was need to design adult literacy programmes so as to empower parents in helping their young ones become literate. This would address the existing situation in most areas as parents seemed left out from the education of their children.

Suzie Beaulieu and Leif French

Effects of language awareness on advanced L2 learners' agency

Friday, July 4, 11:30 – 11:55, Auditorium 2

Research has demonstrated that explicit instruction provided in the form of language awareness tasks helps French as a foreign language learners develop receptive and productive knowledge of sociolinguistic variation phenomena (e.g., ne deletion vs. retention in negative statements, according to level of formality of the situation) (van Compernelle & Williams, 2013). Research has also revealed that in spite of having developed accurate sociolinguistic knowledge of the target features, students may choose to demonstrate an act of social

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agency in which they actively refrain from using sociolinguistic traits in their everyday speech (van Compernelle & Williams, 2012). To expand the scope of this growing line of research, a pilot study was carried out at a large French-speaking university in Canada to investigate whether such agency would also be exerted by advanced French as a second language (FL2) learners in a university learning environment.

Students (n=18) were registered in a 45-hour advanced FL2 course designed to introduce them, via various language awareness tasks, to the most common morphosyntactical, lexical and phonological sociolinguistic features found in French (e.g., ne deletion / retention and schwa deletion / retention). At the end of each week, students were asked to fill out a questionnaire asking them whether they were aware of the form and meaning of the sociolinguistic variable targeted that week (i.e. its formal, neutral and socially marked realizations) and whether they would incorporate the neutral and socially marked traits into their sociolinguistic repertoire.

A preliminary content analysis of the data indicated that (1) instruction helped the students develop an increased awareness of the social meaning of the target sociolinguistic features, and (2) students' meaning-making purposes outside the classroom was the most important factor influencing their willingness to integrate the informal features into their sociolinguistic repertoire. In fact, the findings show that the more the students had access to meaningful interactions with French native speakers outside the classroom, the more they wished to make productive use of the neutral (i.e. not socially stigmatised) morphosyntactical, phonological and lexical features in their everyday lives. Discussed are the combined effects of increased sociolinguistic awareness and agency that appear to trigger important changes in students' L2 repertoire.

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Maria Luisa Perez Cavana

Developing metalinguistic awareness through multilingualism: the MAGICC project

Friday, July 4, 10:30 – 10:55, room B246

One of the main study fields of language awareness has focused on multilingualism, where a significant amount of research has been produced over the last decade (Jessner, 1999; Kemp, 2001; Cenoz, 2000). In particular the work developed by Jessner (1999, 2008) using dynamic system theory have proved to be very productive to explore and explain the complexity involved in multilingual systems.

The MAGICC project (Modularising Multilingual and Multicultural Academic competence in BA and MA level), funded by the European Lifelong Learning Programme (2011-2014), aims to develop multilingual academic competence using a transversal module of scenarios for both the BA and the MA-cycle. The scenarios involve innovative and effective types of activities and tasks for developing students' multilingual and multicultural core communication competences for academic and professional purposes. These scenarios are currently being piloted by the different European partners and a significant corpus of samples of multilingual students from different nationalities is going to be collected and analysed.

This paper aims to study the multilingual performances of the students working with the MAGICC scenarios taking the dynamic system theory as a framework. It wants to focus on how working with the challenges that

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the multilingual scenarios and tasks (business or study situations) present, have affected the learners' multilingual awareness in particular in relation to crosslinguistic awareness and metalinguistic awareness.

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Susan Erdmann

We would do the same to us; Personal pronoun use in immigrant additional language writing

Friday, July 4, 10:30 – 10:55, room C063

Personal pronouns provide important sites for the analysis of discursively constructed identity because they link linguistic form with cultural, social and psychological matrices. Investigations into personal pronoun functions have described how their use can reveal attitudes about gender (Ariel & Giora, 1998), class and status (Ivanič, 1998) and authorial presence (Kuo, 1999; Tang & John, 1999; Hyland, 2002, 2009, 2010 et. al.). For inexperienced additional language writers faced with the prospect of producing acceptable academic writing within educational settings, pronouns present a special challenge as rules governing their use can vary depending upon discipline, tradition and instructor (Hyland, 2002). Further, when asked to produce prose addressing topics about which they have first-hand knowledge, additional language writers encounter a conflict between familiar and inclusive pronoun usages and the generic usages more common in formal writing.

This presentation examines personal pronoun use in academic writing produced by immigrant pupils in Norway attending upper-secondary school, charting how these usages reveal something about the pupils' attitudes towards group identification. The student assignments, written as part of the pupils' obligatory English instruction, address issues relating to language maintenance within immigrant communities and thus take up topics immediately relevant to the pupils' lived experiences. The decision to use a first person plural subjective or objective pronoun, in addition to the authorial presence signaled by pronoun function, indexes relationships between the subjects of discourse and the stance, attitude or awareness of the writer. Adapting taxonomies of pronoun function from Hyland (2002) and Tang & John (1999), I argue that while immigrant pupils identify most closely with the receiving country, Norway, and with the language and attitudes of the dominant culture, their pronoun choices also reveal considerable affiliation with smaller group identifications, particularly solidarity with immigrants as a group.

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Claudia Finkbeiner and Jennifer Schluer

Lexical awareness and conceptual awareness in EFL reading: Focus on the development of EFL teachers' diagnostic skills

Friday, July 4, 10:30 – 10:55, room B242

Diagnostic skills play an integral part in teacher education programs and are of special importance in the areas of teaching reading in a foreign language. In this regard, a particular challenge lies in noticing and acquiring target language concepts which might differ from or be absent in the linguistic and cultural repertoire the students bring to the L2 reading task.

From a language and cultural awareness perspective, it is therefore important for future teachers and learners to become aware of the concepts they hold and how these might differ from target language concepts. For prospective teachers in particular, it is equally essential to learn how to promote and support the development of students' awareness and to learn how to develop adequate strategies and methodologies to accomplish this.

The presentation will illustrate how a collaborative research-oriented seminar design helped increase prospective EFL teachers' proficiency and autonomy in diagnosis, subject matter and research skills. The data stem from two seminars on EFL reading strategies, which offered them the chance to analyze videos from the ADEQUA video database (see Finkbeiner et al., 2006, 2008, 2012). These videos showed EFL learners engaging in reading tasks in text-based collaborative learning environments. The collaborative principle was also applied to the overall seminar design: two teachers, two tutors, and prospective teachers analyzing learners' reading strategies in pairs (see Christ et al.'s 2012 peer analysis approach). Peer scaffolding (cf. e.g. Vygotsky, 1978) and the expert model LMR plus (Finkbeiner, 2001, 2004) built the methodological foundation of these research-oriented seminars. During self-access learning sessions, the peer groups systematically browsed through an empirically selected subsample of focus strategies and were supported by their tutors. They conducted qualitative analyses of specifically those video data that represented EFL learners' cognitive conflicts between the L1 and target concepts. Self-access learning sessions alternated with plenary sessions and face-to-sessions where the students could present and discuss their analyses. This seminar design deepened the students' interest in professionalizing their diagnostic skills with respect to L2 reading and resulted in a great number of research portfolios and a systematically sampled video database for teacher education purposes.

Ulla Fürstenberg and Martina Elicker

Ritual vs. Awareness: Challenging Trainee Teachers' Beliefs about English Grammar

Friday, July 4, 11:00 – 11:25, room B242

Blyth (1997, p. 55) argues that much of teacher education, grammar teaching in particular, "reinforces pedagogical tradition by passing on long-held yet unexamined practices". Thus, standard – often simplistic – rules of pedagogical grammar are passed on to a new generation of language teachers like "rituals" that do not require "a clear understanding of [...] the conceptual knowledge underlying linguistic performance" (Blyth, 1997, p. 56). If we want to challenge this tendency in teacher education, trainee teachers of L2 English first need to be made aware of the limitations of the "simplistic rules of thumb" they have themselves picked up in their careers as language learners. Unchallenged, these rules lead to "conceptual confusion" and, when the students become teachers themselves, attempts to explain "complex grammatical choices by improvising criteria and rules" (Negueruela Azarola, 2013, p. 230). Guided metalinguistic reflection can therefore be seen as the first step towards developing an appropriate level of teacher language awareness (TLA) (cf. Andrews 2007: 10).

In our study, trainee teachers at various stages of their studies were recorded as they identified and corrected typical grammar mistakes concerning the verb and verbalized the grammatical rules they applied to solve the task. The analysis of these verbal protocols shows that the students rely heavily on rules of thumb remembered from L2 English instruction in secondary school which they then attempt to reconcile, often unsuccessfully, with elements of more sophisticated conceptual knowledge and metalinguistic terminology acquired through university-level L2 English instruction. As a result, they "oversimplify or unnecessarily complicate otherwise suitable pedagogical grammar rules" (Roehr, 2004, p. 15).

In our talk, we will demonstrate this by analysing students' imperfect understanding of the narrative use of the past simple vs. past progressive and show how the pedagogical rules they apply in this case also negatively affect their interpretation of unrelated grammatical concepts such as verb complementation. In addition, we will discuss the need for tasks that "promote conceptual manipulation" (Negueruela Azarola, 2013, p. 221) and encourage guided metalinguistic reflection to promote language awareness in L2 English instruction for advanced learners. We will also outline our ideas for such tasks.

Jens Haugan

A stream of words – On word formation and adaptation of loanwords in Norwegian

Friday, July 4, 11:30 – 11:55, room B245

The connection between a word, i.e. a linguistic sign (Saussures' signifiant), and meaning (signifié), is said to be arbitrary. Principally, the language users simply reach an agreement on the meaning of a linguistic expression.

It is rather common to create new words for new things or phenomena that are introduced via another language or linguistic society by direct translation. Most new Norwegian words within a technical domain come via English, which is a Germanic language just like Norwegian. Therefore, one would expect that importing words from English would be rather natural and unproblematic. In addition, we have the Language Council of Norway (Språkrådet), who would discuss and possibly recommend new words.

One of the new words Språkrådet recommends as a substitution for the equivalent English word "streaming", is "strømming" (New Norwegian "strøyming") for direct sending of data (mostly movies or music) from the Internet. The question is whether "strømming" is a good substitution for "streaming" and what the

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consequences would be if we imported and translated this kind of words without regard to the inherent Norwegian grammar.

The Language Council of Norway is an official state institution with high competence on language and grammar. Another perspective is, of course, the average language user. What kind of language awareness do we find with regard to loanwords that are not consistent with or even violate Norwegian grammar? The talk will be about words, word formation, semantic roles, language awareness and language change.

Jannecke Hofset

Lærartankar om grammatikkundervisning i vaksenopplæringa

Friday, July 4, 11:30 – 11:55, room C063

Dette innlegget rapporterer frå ei pågåande undersøking i samband med eit mastergradsprosjekt ved UiB, basert på data samla inn frå kommunal vaksenopplæring hausten 2013. Læreplanen i norsk og samfunnskunnskap for vaksne innvandrarar legg vekt på at undervisninga skal vere kommunikativ (Vox, 2012). Målet med prosjektet er å få innsikt i kva lærarar tenkjer om grammatikk og grammatikkundervisning når målet er kommunikativ kompetanse.

Sjølv om andrespråksforskarar framleis diskuterer kva form grammatikkundervisning bør ha, er dei samde om at andrespråksinnlærarar kan ha utbyte av grammatikkundervisning (Ellis, 2006, s. 86). Newby argumenterer for kognitiv og kommunikativ tilnærming til språklæring der mentale prosessar og utvikling av grammatikk som ferdigheit står i fokus (Fenner & Newby, 2006). Larsen-Freeman (2003) framhevar behov for øving i grammatikk fordi utvikling av ferdigheiter tek tid.

Metodisk baserer eg meg i hovudsak på Borg, som åleine eller saman med andre har utført ei rekke undersøkingar på «teachers` beliefs» (heretter kalla lærartankar) om undervisning generelt og grammatikkundervisning spesielt (Borg, 2003);(Borg & Nishimuro, 2013). I denne samanhengen er undersøkinga av integrering av grammatikk i det vaksne TESOL-klasseromet særleg interessant (Borg & Burns, 2008). Det har vore utført liknande undersøkingar i ei rekke land med referanse til Borg (Petriaki & Hill, 2010);(Moini, 2009). Så langt eg kjenner til, har det ikkje vore utført slike undersøkingar i Noreg.

Lærarane i norsk som andrespråk svarte på spørjeskjema med opne og lukka spørsmål, og analysen vil ha både kvalitativ og kvantitativ karakter. Dette innlegget tar for seg svar på spørsmålet "Kva legg du i god grammatikkundervisning?" med fokus på i kva grad lærarane legg vekt på grammatikk som ferdigheit. Det som kjem fram i denne undersøkinga, som baserar seg på sjølvrapporterte lærartankar, vil forhåpentleg gje godt grunnlag for vidare undersøkingar på dette feltet der ein kan nytte andre metodar som observasjon og intervju.

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Marlise Horst and Joanna White

Measuring and enhancing cognate awareness

Friday, July 4, 10:30 – 10:55, Auditorium 2

French-speaking learners of English have a potentially important advantage when it comes to comprehending English texts -- provided they can see the connection between 'contrary' and 'contrairement,' and recognize the many other "good friends" available in English. Our analyses of French-English cognates on the BNC lists of 10,000 frequent word families show that helpful cognates far outweigh false friends. But do learners recognize these helpful cognate connections and importantly, are they able to make use of them? To answer these questions, we developed a cognate awareness test and administered it to 500 learners of English in French-medium secondary schools. The test is part of a larger project designed to address the gap in vocabulary attained at school by secondary learners of English in Quebec and the knowledge needed to function in English at university -- a gap that contains hundreds of French-English cognates.

The first part of the test focused on single words. Here performance on cognates was higher than on comparable non-cognates, and words like 'origin' (French 'origine') were translated more accurately than words where the formal resemblance across the two languages is less obvious (e.g. slave/esclave). So while the learners recognized many "easy" cognates, we conclude there is scope for training in recognition strategies. As for the use question, learners' performance on a second task requiring them to read and translate two short texts -- one that was cognate rich and another that was cognate-impooverished -- did not consistently show the expected comprehension advantage for the cognate-rich passages. We explained this by the preponderance of very frequent non-cognate words (e.g. 'love' vs. cognate 'adore') in the cognate-low texts. In a follow-up investigation, we used a new software tool (VPCognate) to overcome this problem. We developed texts that were longer and in the format of a cloze task. Again, the results showed no significant difference between the means for the cognate rich and cognate impooverished versions of the texts.

We will discuss the pedagogical implications of our findings and our ongoing research in this area.

Charlotte Kemp

Is there a relationship between theory of mind and metalinguistic awareness in monolingual, bilingual, and multilingual adults?

Friday, July 4, 12:00 – 12:25, Auditorium 4

Metalinguistic awareness (cognition about language) and theory of mind ("mind-mindedness") develop in childhood. A relationship has been found between performance in a false belief task assessing theory of mind and a metalinguistic test of synonymy in 5 year old monolingual children (Doherty & Perner, 1998), indicating a relationship between children's ability to understand belief and their cognition about language.

Metalinguistic awareness continues to develop in adulthood, and researchers have investigated the role of

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bilingualism and multilingualism in development because the experience of using a number of languages appears to affect subsequent language learning and performance on tests of metalinguistic awareness (Kemp, 2001). A previous study on adults (Kemp, 2011) found that the cognitive advantage that multilinguals appear to have in language learning and metacognition did not appear in a test of theory of mind, nor memory.

In this paper, I present a study investigating the relationship between young adults' performance on tests of grammatical metalinguistic awareness (MLAT4), memory, and theory of mind. The results will verify (1) whether there is a relationship between adults' performance on tests of theory of mind and metalinguistic awareness; (2) whether multilinguals perform worse on a test of theory of mind the more languages they can use; and (3) whether adults perform better on a test of cognition about grammar according to the number of languages they can use. The participants were assessed on their memory and theory of mind using Dunbar's narratives (Dunbar, 2008), on their metalinguistic awareness using the MLAT 4 (Carroll & Sapon, 1959), and on their language backgrounds using a self-report questionnaire.

The findings will be compared with Doherty and Perner's (1998) discovery that children's ability to understand belief and their cognition about language are related in order to discover whether the same relationship holds in adults. The findings will also indicate whether adults' use of other languages relates to their performance on the tests in order to find out to what extent bilingualism/ multilingualism contributes to the development of these types of cognition.

Juliet Langman, Holly Hansen-Thomas and Tiffany Farias-Sokoloski

The role of language objectives: Building math and science teachers' language awareness in secondary classrooms

Friday, July 4, 11:30 – 11:55, room B242

This study aims to illuminate the linguistic foundation of good teaching practices in the content areas by examining teacher practices through an extension of Tharp & Gallimore's (1988) metaphor for learning: making teaching for developing student thinking visible. Through interviews and focus groups, we examine how secondary science and mathematics teachers frame their own teaching with ELLs. An examination of perceived strengths and challenges points to areas for increased teacher training in the area of teacher language awareness (TLA).

A growing body of literature suggests that language awareness is a critical component in teachers' pedagogical knowledge and practice (Breibach, Elsner, Young, 2011; Andrews, 2007). To date, the predominance of TLA research has been conducted in language (including L2) teachers' classrooms (Andrews, 2007; Borg, 2003; Borg & Burns, 2008). The present work supports the call for attention to the needs of ALL content teachers who work with ELLs to have some training in language awareness (Lindahl, 2013).

The current study outlines a challenge for content area teachers, and a new avenue for research for language awareness scholars- namely the ways in which LA infuses and can support pedagogical practices that support ELLs. In this paper, we draw on a database of interviews, focus groups and observations of 50 math and science teachers, half of whom are engaged in teacher training that focuses on addressing the needs of ELLs in their mainstream secondary classrooms in the United States. All interview and focus group materials are transcribed and analyzed employing qualitative and discourse analytic data analysis techniques articulated in (Gee & Green, 1998; Gee, 2012).

In this paper, we report on one area of language awareness that impacts teacher practice: how teachers

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understand and use language objectives as part of their lesson planning. Preliminary observations from teachers showed that while required by their administrators to post and use language objectives as well as content objectives in their classrooms, they have little to no understanding of what it means to couple language objectives to their teaching. Based on our analysis of how these teachers both define and employ language objectives in their teaching, we propose future research on how to provide math and science teachers with tools for incorporating language into everyday teacher practice.

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Debasish Mohapatra

Higher education, language policy, and the world of work: Changing conditions and challenges
Friday, July 4, 12:00 – 12:25, room B245

The new millennium has witnessed the rapid intensification of social, cultural, and economic formation that in ensemble come under the general conceptual rubric of globalization. The study of globalization is generating considerable academic interest in a variety of disciplines, including anthropology, economics, sociology, political science, law and education, particularly higher education. As our institutions of higher learning become more liberal, democratic and international, we need to be willing to invoke new modes of thinking, new operational systems, establish new cultural views, create new campus cultures and support new university functions, in order to fully realize our mutual goals.

Based on the on the findings of National Policy on Education, 1986 (modified in 1992) and National Knowledge Commission, 2006-2009, this paper would try to look at the impact our language policies within the context of changing conditions and challenges under new neoliberal market capitalism. Because the concept and materiality of globalisation are bound up in rhetorical processes and geographic areas, today's curricula are inevitably implicated in the struggles over the meanings and effects of globalisation. Today a great challenge facing English educators all over the world is how to imagine and work for reformed curricula that provide alternatives to the exploiting forces of global economy. Knowledge and innovation is now the core of economic development accounting for over 50 per cent of growth, and education has become the engine of development in the global knowledge economy, creating constant pressures on the whatever policy which we envisage to raise the standards and to provide opportunities for our learners. And our educational policy is increasingly shaped by global market ideologies and demands. Against this background of power and scope of economic and technological transformations whatever innovations our policy makers imagine, we must be able to negotiate our visions within specific institutions and against specific constraints of powerful corporate-

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management models commanding our educational system.

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Marte Monsen and Gunhild T. Alstad

Language teacher awareness research – methodological and ethical considerations

Friday, July 4, 11:00 – 11:25, room B246

There is a growing amount of research focusing on teachers' awareness of language (Andrews, 2007; Borg, 2003). Several approaches and terms are used to describe the phenomenon, such as 'teacher language awareness', 'teacher beliefs about language', 'teacher reflections about language', 'language teacher cognition' or 'teacher knowledge about language'. The different terms and research approaches raise several fundamental questions about what counts as teacher language awareness. Within the field of teacher awareness research epistemological questions regarding the boundaries between 'perceptions', 'beliefs', 'reflections', 'knowledge' and 'awareness' arises (Fenstermacher, 1994; Woods & Çakır, 2011). Intertwined into these questions are methodological and ethical issues. How is language teacher awareness examined – and what are the ethical implications of the different methodological approaches to language teacher awareness? In light of recent Scandinavian research into language teachers in schools and kindergartens, this paper discusses methodological and ethical issues that arise in language teacher awareness research.

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Rod Neilsen

Demystifying 'Grammar': Rethinking language awareness for teacher training

Friday, July 4, 12:00 – 12:25, room B242

This paper reports on a project in progress which aims to identify what kind of language awareness pre-service teachers need in training, in response to the (2011) stated aim of the new Australian National Curriculum that teachers of all disciplines will be required to provide pedagogy responsive to the language learning needs of students whose first language is not English.

The project aims to identify concrete ways in which to build confidence and knowledge bases in pre-service teachers for dealing with language in their discipline. Ten teacher educators from three Australian universities were interviewed to seek information about their views on current practices and opinions for refinement and improvement. Next, ten pre-service teachers were asked to describe their experiences of language awareness issues experienced both in academic studies and in the classroom. Interview data is being analysed drawing from Vygotskian theories of knowledge construction and also from motivational theory. Preliminary findings are that confidence in dealing with language may be built on principles of language awareness rather than conceptualizing notions of 'grammar' as something apart from language. From the data collected shared resources will be developed that provide language awareness concepts accessible to teachers of all content areas.

Thorhildur Oddsdottir and Brynhildur Ragnarsdottir

Awareness omkring dansk blandt børn og unge i Island. Elevernes ambitioner og holdninger samt lærernes forventninger og udfordringer.

Friday, July 4, 11:00 – 11:25, room C063

Præsentationen bygger på en pilotundersøgelse foretaget med spørgeskemaer til elever i 9. og 10. klasser i 12 folkeskoler forskellige steder i Island – og deres lærere i dansk.

Undersøgelsens teoretiske fundament bygger blandt andet på motivationsteorier, awareness om kulturel og sproglig beslægtethed, kulturel og sproglig synlighed i nærmiljøet, samt sproglig afstand eller nærhed i forhold til modersmål og målsprog.

Fokus bliver lagt på elevernes holdninger til dansk og det danske i nutiden, i en større nordisk sammenhæng, i skole og fritid samt deres "visioner" angående funktion/anvendelighed af sproget i fremtiden og oplevelse af deres L2 possible self (Dörnyei, 2009) når det gælder de nordiske sprog. elevernes følelse af sproglig afstand eller nærhed i forhold til målsproget lærernes forventninger har til deres elevers kompetencer i dansk når de går ud af grundskolen og i praktiske situationer i deres dagligdag hvad lærerne anser som den største udfordring i danskundervisningen hvad lærerne anser som de største forhindringer i at realisere deres faglige ambitioner hvad lærere og elever mener, kunne være den bedste støtte i deres arbejde / indlæring. Hensigten med pilotundersøgelsen er at den indgår i et større samarbejdsprojekt hvor der bliver fokuseret på dansk i Vestnorden og i andetsprogmiljøer i Danmark.

Hilde Osdal

Kvifor har så få vaksne innvandrarak vandra inn i den nynorske skriftkulturen?

Friday, July 4, 12:00 – 12:25, Auditorium 4

Kvifor har så få vaksne innvandrarak vandra inn i den nynorske skriftkulturen?

Ca. 3 % av vaksne minoritetsspråklege i nynorsk kommunar får opplæringa si på nynorsk. Læremiddelmangel, uklart lovverk og lave løyvingar vert ofte sett på som hovudårsakene til dette. Mi hypotese er at dette først og fremst er konsekvensar av språkhaldningar: mellom innvandrarak, i språksamfunnet generelt, men også mellom nynorskbrukarak .

Når målet er optimal læring (Spolsky, 1989; Gardner & McIntyre, 1992), er det rimeleg å tru at det å møte den målforma som er dominerande i distriktet elles, vil verke motiverande for språkkinnlæringa. Kvifor er då nynorskprosenten så lav? I prosjektet mitt vil eg først og fremst sjå på kva rolle haldningar til språk spelar, her dei to målformene nynorsk og bokmål. Vert nynorsk oppfatta som det markerte eller spesielle språket, knytt til det rurale (Mæhlum m.fl. 2007; Bull i Bull og Lindgren, 2009)? Kva konsekvensar har dette for språkbruk og språkval? Og kven gjer vedtaka om målform i opplæringa? Eg har sendt ut eit spørjeskjema for å sjå på grunnlag for vedtak om målform og dei viktigaste argumenta for det valet som er gjort. Spørsmåla går til alle nynorsk kommunane, i tillegg til nokre kommunar som er språknøytrale, men der fleirtalet av skulelelevane har nynorsk som hovudmål. I tillegg vil eg intervjuje deltakarar og lærarar i norskopplæringa for vaksne innvandrarak.

Eg ønsker også å kunne finne ut korleis slike spørsmål vert løyste og vurderte i andre land og regionar med liknande språktilhøve, t.d. Friesland og Wales. Dette kan vere spørsmål som eg vil kjem inn på i samanheng med dette prosjektet, men som nok må verte nærare granska i eit seinare prosjekt.

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Sheue-jen Ou

Awareness of Word Order in English vs. Chinese Sentences: The Neural Basis

Friday, July 4, 10:30 – 10:55, Auditorium 4

English sentences specify location by proceeding from a smaller place to a larger one. For example, "ALA 2014 will be held at Hedmark University College in Hamar, Norway" begins with an institution, then proceeds to a town, then a country. However, the corresponding Chinese sentence (ALA將在2014年，挪威海哈馬爾鎮的海德馬克大學舉行; literally "ALA will in 2014 year, Norway Hamar town de [modifier marker] Hedmark University hold/occur") follows a whole-to-part approach. Citing iconicity, linguist H. Y. Tai introduces the principle of temporal scope (PTSC) and categorizes this as a culturally-based conceptual difference. This presentation proposes a more neurological interpretation.

Abstracts Parallel session V, Friday July 4

Based on numerous empirical findings in neuroscience, and combining the new dorsal-ventral stream model of Ina Bornkessel and her colleagues with the interaction of top-down and bottom-up hierarchical organization of cognition, this presentation examines and questions Tai's presentation of the natural word order of Chinese from a neurobiological perspective. English follows the cortical hierarchy levels of the perception/sensory input mechanisms, from simple neurons to higher-level concepts—a bottom-up approach. In contrast, Chinese jumps to the observed visual appearance (the final product, according to the neural mechanism perspective), then proceeds to the details or components—a top-down or an analytic approach. This paper explores possible different neural pathways for constructing Chinese and English syntax, and concludes with possible influence of Chinese writing system on Chinese sentence word order.

Krishna Parajuli

Multilingualism and linguistic heritage: Experiences, practices and the policy guidelines of Nepal

Friday, July 4, 10:30 – 10:55, room B245

Nepal is a multilingual country. According to the report of the Central Bureau of Statistics (CBS) 2012 of Nepal, this country is a home to more than 123 languages. These languages belong to four different language families: Indo-European (Indo Aryan), Sino-Tibetan, Dravidian and Austro-Asiatic. Nepal had adopted a nation language policy before 1990. Because of this some languages were and still are threatened by extinction. There are more than 30 languages which have less than 1000 speakers. One of them has only two speakers. It is a language isolate and is known as Kusunda. One of them has no speakers at all but is spoken by only a speaker whose mother tongue is different. This language is known as Dura. Moreover, there are a number of languages which are seriously endangered. But after the people's revolution in 1990, Nepal exercised multiparty system and the then interim government provided with the constitution that guaranteed the right to preserve, promote, revitalize the endangered languages and impart education through mother tongue education. Since then people are aware of their languages. Despite these practices, it has still numerous challenges to save such linguistic heritage of this country. It has again had the other historical movement in 2006 that overthrew the monarchy that had been ruling for the last 200 years. This ultimately led Nepal to a new country as the Federal Republic of Nepal but its constitution has yet to be made by the constituent assembly. The question is whether the coming government and the forthcoming drafting of the new constitution mention the guidelines to address the linguistic issues come up with the clear policy to save this linguistic heritage of such a small country where more than 123 languages reside.

Many countries have already practiced archiving, documenting, revitalizing using the latest technology of language documentation of the lesser used languages. Nepal has to undergo a lot of challenges in this regard. So, in this paper we will discuss such issues, mention the number of languages spoken in Nepal and list the policy guidelines of the government and also discuss their relevance to the addressing of language endangerment, documentation and process of revitalization.

Gunhild Tveit Randen

Assessment of language awareness in a second language

Friday, July 4, 11:00 – 11:25, Auditorium 2

This paper is based on my PhD study, where I investigate the assessment of language ability in five bilingual students in the first grade, focusing on text competence, vocabulary and language awareness. One of my research questions, which I will focus on in this paper, considers how a test made for L1 Norwegian students will work when used on L2 students, and to what extent the results from such a test can be considered useful

as a basis for differentiation in language teaching.

Language awareness is considered a key aspect for the development of literacy skills (Snow, Burns et al. 1998; Sweet & Snow 2003). According to Bialystok (1991, 2001, 2009) bilinguals have specific advantages over monolinguals in terms of language awareness, as regards analyzing knowledge about language and controlling attention to their language processing. There is reason to expect that language awareness can be transferred from L1 to L2 (Bialystok, 2001; Cummins, 2008).

According to the test score my students have a low degree of language awareness, which would normally indicate that the students have difficulties in acquiring the skills of reading and writing. This result is not, however, consistent with the assessment of literacy skills, which shows that four of the five students can already read and write at an age-appropriate level in two languages and using two alphabets. A qualitative analysis of the conversation in the test situation indicates that the low test score is caused by other elements than a low degree of language awareness, and that this test is not useful for assessing these students' language awareness.

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Martin Stegu

Business students' awareness of gender-inclusive language

Friday, July 4, 11:30 – 11:55, room B246

German-speaking communities have been showing a relatively strong awareness of gender-inclusive language for some time now (and more so than for example Romance language communities; c.f. Guentherodt et al., 1980; Pusch, 1984; Mills, 1995). However, not surprisingly, not all German speakers share the same positive attitudes towards this relatively recent phenomenon, and individual viewpoints may vary according to social factors such as age, education, and others (c.f. Kollmann, 2010).

One of the most common arguments – or excuses? – employed by critics of gender-inclusive language focuses on the syntactical, morphological and orthographical transformations that it sometimes necessitates, particularly in German. For example, 'participants' can be rendered in German in all of the following gender-inclusive forms: 'Teilnehmerinnen und Teilnehmer', 'Teilnehmer/innen', 'Teilnehmer_innen', 'TeilnehmerInnen', 'teilnehmende Personen', 'Teilnehmende', 'wer [...] teilnimmt', etc. It seems fair to assume that people who have a background in linguistics and/or consider themselves politically progressive are more likely to be amenable to such linguistic usage than those who are unfamiliar with the field and/or politically more conservative.

Abstracts Parallel session V, Friday July 4

The proposed paper will present the results of a study that is currently being conducted for the purpose of a Bachelor's thesis (Hofbauer in prep.) for which business students – i.e. future managers – are asked about their general, mostly 'folk theoretical' awareness of and attitudes towards gender-inclusive language and their personal usage of such language in different contexts (e.g. at the university and in private settings, orally and in written form). The study includes questions on which role participants think gender-inclusive language should play in their future career, and on whether they as potential future leaders plan to encourage employees and colleagues to use gender-inclusive language. Additionally, participants are asked about their knowledge of gender-related issues in English as well as other languages.

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Ingebjørg Tonne and Joron Pihl

Morphological Correspondences in the Reading-Writing Relation among L2 Learners

Friday, July 4, 11:00 – 11:25, Auditorium 4

Studies show that morphological and lexical awareness is a particularly important variable for reading comprehension after the primary school years. Research on L1 students' reading and writing competence has revealed correlations between reading and writing with regard to metalinguistic awareness, specifically also with regard to the subtypes morphological and lexical awareness. On the other hand; studies of L2 reading and writing relations are scarce and partial. In this paper we study potential correlations between reading and writing regarding morphological and lexical awareness for 3rd – 6th grade students with Norwegian as a second language. A reading-writing pattern emerges showing that derivational morphological features in the students' reading correlate with derivational features in the students' writing, whereas we find no significant correlations for compositional and inflectional morphology in the reading-writing relation in our study. In addition, complex expressions, also called opaque expressions, are found to be partially understood by the students when they read, but these kinds of expressions are almost absent in their writing. The study contributes to filling in the picture of how the two literacy activities—reading and writing—interact in a L2 literacy development perspective.

Arnfinn Muruvik Vonen

Plain language awareness in language policy in Norway

Friday, July 4, 11:00 – 11:25, room B245

Texts from official authorities often contain information that is highly important for their readers, and still these texts are not always written in a way that make them fully accessible for the readers they are intended for. There are several reasons for this paradox. Sometimes the authorities have to handle complex matters, and there may be many reasons why the authors of official texts have to make caveats and choose approximate expressions. Often, however, the authorities have much to gain from expressing themselves clearly and

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comprehensibly, and it is important to promote their awareness of this fact. Promoting plain official language may save valuable man-hours that would otherwise have been spent on explaining the contents of difficult letters to frustrated recipients. Plain language may, in fact, strengthen democracy by empowering citizens that might otherwise feel alienated and excluded by the language of official texts.

The promotion of plain language is an important part of language policy in Norway, as it is in a number of other countries. It is an official goal that citizens shall receive correct and clear information about their rights, obligations and opportunities, have access to information about the activities of the government and be invited to participate in the designing of policies, programmes and services. As digital communication becomes more and more important in the relationship between authorities and citizens, this goal is becoming even more crucial. In this presentation, I will present some of the work that has been done and is being done by the Language Council of Norway in order to promote plain and reader-adapted language. Some of this work is carried out together with other Norwegian government agencies and with Nordic and international partners.

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