

13th International Conference of English as a Lingua Franca

Conference Manual

National Cheng Kung University, Tainan, Taiwan

November 18-20, 2022



INTERNATIONAL CONFERENCE







ENGLISH AS A LINGUA FRANCA (WEBINAR)

November 18-20 2022

COLLOQUIUM CHAIRS

(In alphabetical order)

AND INVITED SPEAKERS



WILL BAKER University of Southampton



ALESSIA COGO Goldsmiths, University of London



INMACULADA PINEDA HERNÁNDEZ University of Málaga





National Cheng Kung University

DIANE PECORARI City University of Hong Kong



University of Vienna

INTERNATIONAL CONFERENCE









ENGLISH AS A LINGUA FRANÇA (WEBINAR)

November 18-20 2022

KEYNOTE SPEAKERS

NICOS SIFAKIS

National and

of Athens

Kapodistrian University

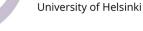


ANNA MAURANEN



Simon Fraser University

JASONE CENOZ University of the Basque Country UPV/EHU



BARBARA SEIDLHOFER University of Vienna



National Cheng Kung University

Program

ELF13 Webinar Programme

Day 1: 18 November, 2022 (Friday)

Time	11/	11111	STATE OF THE STATE		1000
(Taiwan Time Zone,	Room 1	Room 2	Room 3	Room 4	Room 5
UTC+8)	13 1000		1. Jan. 1953	66 m	100000
15:30-15:40	Opening Ceremony				
15:40-16:30	Plenary		12 198 1 3 13	1000	1200
	Dr. Nicos Sifakis, Profes	ssor, National and Kapodis	strian University of Athens		
	Title: ELF, ELF Awarene	ess and the Three Major Sl	hifts in Teaching and Teac	her Education	
1 300000 - 4	Chair: I-Chung Ke, Prof	essor, Yuan Ze University			
16:30-16:40	Break	M A	1 1 10 10 10	A STEPHEN	20
16:40-17:55	Colloquium	Colloquium			
- The 100 -	Dr. Will Baker,	Dr. Alessia Cogo,			
1	Associate Professor,	Associate Professor,			
	University of	Goldsmiths, University			
MAN COLUMN	Southampton	of London			
Committee of the Commit	Title: English as a	Title: ELF and			
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17:55-18:00	Break	March Ty			

10.00.10.25		G4 6	CI I I I D:	TT TT THE NEW A	3.6
18:00-18:25	Aretousa Giannakou	Stefanie Riegler	Slobodanka Dimova	Hao-yu Wu 吳浩瑜	Momoka Kawagoe
107.441	Title: Teachers' Beliefs	Title: "May I just Add	Title: ELF Possibilities	Title: Demonstrating	Title: Teachers' Self-
一 任 任 强 强	on Translanguaging as	a More Pragmatic	in Language Testing	Intercultural	Efficacy for 'Inquiry-
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18:25-18:50	Chu-Han, Kao 高楚函	Lisa Bierbaumer	Chih-Ai, Hu 胡之愛	Sandra Radinger	Simon Humphries,
	Title: Language	Title: The Role of	Title: Analyzing the	Title: What Do We	Tomoko Yashima
	Revitalization: A	Visual ELF in Cross-	Readability of Senior	Mean by 'Drawing	Title: "I Forgot the
1 10000 0	Comparative Study of	Signing: A Focus on	High School English	upon All Resources	Language": Japanese
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18:50-19:15	Michaela Albl-	Simon Perry	Ali Shu-Hsuan Ke 葛	Aicha Rahal	Yukako Nozawa
A STATE OF THE PARTY OF THE PAR	Mikasa, Anne	Title: Non-Native	淑瑄, Vivian Wen-Chi	Title: Models of the	Title: An Analysis of
All Market Land	Catherine Gieshoff	English Speaking	Liu 劉玟琪	Spread of English and	Empathic
	Title: ELF density:	Teachers, ELF, and	Title: Collaborating	the Development of a	Communication in
	Extending ELF	Human Capital	towards a More	Variety: Where Does	Medical English as a
7.20 7 7 7	research to	NAME OF POST OF	Practical CLIL Teacher	English in Tunisia	Lingua Franca: The
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Day 2: 19 November, 2022 (Saturday)

Time (Taiwan Time Zone, UTC+8)	Room 1	Room 2	Room 3	Room 4	Room 5	
9:00-9:50	Invited Talk Dr. Diane Pecorari, Professor, City University of Hong Kong Title: What Are the Outcomes of English-Medium Instruction? Chair: Yuen Yi Lo, Associate Professor, University of Hong Kong					
9:50-10:00 10:00-10:25	Break Patrick NG 吳清良 Title: Global Englishes in Three Japanese Universities: Beliefs and Pedagogies	Sugene Kim Title: ELF Communication Experience and Its Effects on Japanese L2 Learners' Attitudes towards Translanguaging	Mu-Hsuan Chou Title: Students' Task Goal Orientations, Perceived Communication Competence, Anxiety, and Willingness to Communicate in EMI Courses	Andrew Nowlan Title: Japanese-Student Perceptions of Diversity and ELF in Bangkok, Thailand	Marcella Caprario Title: English Use among International University Students in the United States: Challenges, Coping Strategies, and Attitudes	
10:25-10:50	Ludmila Kalasnikova, Alicia Salomone Title: Raising ELF Awareness through an EMI Teacher Training Course at Universidad de Chile	Fing-Ling KANG 康婷綾, Pei-Ning LEE李松濤 Title: Validating the Instrument for Assessing Pre-Service Teachers' Knowledge of Language as an Epistemic Tool in	Daisuke Kimura, Aurora Tsai Title: Uncovering the Iceberg: Native- Speakerism as a Manifestation of Coloniality of Power	Zi-Yi Cheng 鄭子郊, Kuo-Cheng Wu 吳國 誠, Sui-I Liu 劉述懿, Hsia-Ling Tai 戴遐齡 Title: Developing Glocalized Materials for Bilingual Course in Physical Education	Chih-Ying Kylie Wu 吳芝黛 Title: The Effects of Virtual Reality Game on EFL Learners' Listening Comprehension and Vocabulary Learning	

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10:50-11:15	Chen-Li Huang,	Shoichi Matsumura,	Virginia Shiang-lan	Maria Rhodora S.	Josef Williamson
A STATE OF THE STA	Hsueh-Jen Tsao, Shih-	Chapple Julian,	Shen 李香蘭	Salazar	Title: The Negotiation
RANGE BY	Ming Chiou	Toshinobu Nagamine	Title: Developing	Title: Comparing	of Nominal Address
Trens and	Title: World Exemplars	Title: Student	Intercultural	Levels of Self-	Forms in a Japanese-
A SHOULD BE	of Bilingual Education	Perceptions of Native	Competence in the	Perceived and Actual	American BELF Email
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11:20-12:35	Colloquium	Colloquium (in Chinese)			
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12:35-14:30	Break	ausign und praeties			
14:30-14:55	Maria Corazon	Susanne Ehrenreich	Pei-Ning Lee 李珮寧,	Koichi Saito, Aina	Slobodanka Dimova,
SY 3/ 102 102	Saturnina Castro	Title: English in	Ting-Ling Kang 康婷	Tanaka	Joyce Kling
	Title: Written Corrective	International Business	綾, Sung-Tao Lee 李	Title: An Exploration	Title: Approaches to
	Feedback: Varying	– Converging		into the Development	EMI Teacher Training
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135 /2	Implications to	Disciplinary		University Student's	
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14:55-15:20	Xianming Fang 方賢明	Eng Hai Tan 陳永海	Yu-Chuan Joni Chao	Ryo Mizukura, Enric	Vanja Vukovic
	Title: Requests in	Title: Online Induction	趙毓銓, Meng-Chien	Llurda	Title: Structural
111111111111111111111111111111111111111	English as a Lingua	Program for High	Yang 楊孟蒨	Title: English Teaching	Accommodation in
THE REAL PROPERTY.	Franca: Sequential	School Students:	Title: A Case Study of	Goals by Multilingual	Spoken ELF
	Organization and	Effectiveness and	a Bilingual Approach	Native and Non-Native	Interactions: A
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15:20-15:30	Break	and the same	1000 St. C. V.		
15:30-16:20	Plenary		a later		18.4
B. Start F. Land	Dr. Jasone Cenoz, Profess	sor, University of the Base	que Country – UPV/EHU		
	Title: Learning English as			anguage and CLIL Classe	S
160 X 10	Chair: Shin-Mei Kao, Pro			100	
16:20-16:30	Break	Name of Part 2000			
16:30-17:45	Colloquium				
336 36 3	Dr. Inmaculada Pineda				
11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Hernández, Assistant				
DE 16 10 10 10 10 10 10 10 10 10 10 10 10 10	Professor, University of				
	Málaga				
	Title: How Can Teacher				
	Training from an ELF				

478.3	Perspective Help ELT						
200 120	Practitioners and CLIL						
THE REST	Teachers?						
17:45-17:50	Break	Break					
17:50-18:40	Plenary	Plenary					
Transmit	Dr. Anna Mauranen, Professor and Research Director, University of Helsinki						
No The	Title: ELF as Language: Issues of Complexity and Standards						
ALBERT .	Chair: Chiou-Lan Chern, Professor, National Taiwan Normal University						

Day 3: 20 November, 2022 (Sunday)

Time (Taiwan Time Zone, UTC+8)	Room 1	Room 2	Room 3	Room 4	Room 5
9:00-9:50	Title: From Deficit-Based Semiotizing in the Conta Chair: Keith Tong , Profe		of Teaching: Dialogicality,	Heteroglossia, Translangu	aging and Trans-
9:50-10:00 10:00-10:25	Break Yumi Matsumoto Title: Virtual Communicative Practice within English Language Programs Instagram: Using ELF Multimodal Resources for Relational Work	Yi-Ping Huang 黃怡 萍, Yi-Chen Kuo 郭沂 蓁 Title: Translanguaging in Regulative, Affective, and Instructional Discourses: A Conversation Analysis of CLIL Courses in Elementary Schools in Taiwan	Chiho Yunoki Title: A Five-Factor Personality Model as a Predictor of ELF Communication Self- Efficacy Beliefs	Yaling Chen 陳雅齡 Title: On Translating Court Decisions into English in Teaching Translations of Legal Texts	Nobuyuki Hino, Setsuko Oda Title: Revisiting the "ELF1" Phase for Teaching English in Japan
10:25-10:50	Tran Thi Truc Phuong, Yueh-ching Chang Title: Developing Intercultural Awareness through English as a Multilingua Franca: A	Lu Liu Title: Exploring English Pragmatic Strategies for Academic Intercultural Communication among	Ching-Hung Patrick Chen 陳景鴻 Title: English Writing Development of Taiwanese Senior High School Students in the Two Genres	Sean H. Toland, Tony Cripps, Fern Sakamoto Title: Building an Online Professional Learning Network to Support Self-Directed	Phiphawin Suphawate Srikrai, Anchalee Wannaruk Title: Pragmatic Strategies in an ELF University

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10:50-11:15	Saya Ike	Aina Tanaka	Miyuki Takino	Satomi Kuroshima,	Po-Sheng Lin 林柏陞
Transmitted (Control of the Control	Title: Smile in ELF:	Title: The Use of ELF	Title: Revisiting	Blagoja Dimoski,	Title: Bringing Narrow
A 30 HAT LANS	Collaborative Stance	for Self-Expression in	"National Culture"	Jody Yuri Yujobo,	Reading into the
ATES A	Taking	Social Media: An	through the Lens of	Tricia Okada, Rasami	Taiwanese High School
7257875	4 6	Analysis of Japanese	Japanese BELF Users	Chaikul	Classroom: A Corpus-
		SNS Users' Linguistic	1 11 11 11 11 11	Title: Doing 'Being an	Based Study of
	A P A	Creativity from a		Expert or a Novice':	Vocabulary Coverage
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11:15-11:40	Kyriaki Karalia,	Phoebe Siu 蕭樂怡,			
September 1988	Aretousa Giannakou	Esther Tong 唐嘉雯			
The Party State	Title: Teachers'	Title: Trans-Pedagogy			
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A PARTY	Use of English as a	Spatial Repertoires and			
167 34 19	Lingua Franca to Teach	Virtual Materiality in			
1207 1 3	L2 Greek in	English for Workplace			
3 to 3	Multicultural	Communication in			
136 36	Classrooms	Hong Kong			
11:40-14:30	Break			N .	N .

14:30-14:55	Ida Parise Title: Multimodal Analysis of Advertising in ELF for Tourism	Lu-Chun Lin 林律君 Title: Developing Preservice English Teachers' Metacognition through Post-Task Summary Reflection	In the second s	Ali Karakas Title: Translanguaging Practices in Content- Based EMI Classes from the Perspectives of University Students: Ground Practices, Functions and Attitudes	Kristina Ehrsam Title: ELF as a Mediating Language in the German as a Foreign Language Classroom
14:55-15:20	Shu-wen Lin 林淑雯 Title: Learning Englishes and Cultures Through Movies—A Global Englishes Awareness Raising Course	Tzu-chia, Chao 趙子 遠 Title: The Impact of Using English Listening Lesson Library Online (ELLLO) and ELF- Informed Videos on English Language Learners' ELF- Awareness and Listening Comprehension	Hsin-Chieh Hsieh 謝 欣潔, Min-Tun Chuang 莊閔惇 Title: A Discussion and Reflection of Secondary and High School In-Service Teacher Training for Content and Language Integrated Learning (CLIL)	Stefanie Rottschäfer Title: "To Me, English Is Kind of, Like, You Know, a Basic Bitch." — Identity and Attitudes towards English as a Lingua Franca in the Family	Shawnea Sum Pok TING 丁心博 Title: ELF Patient Communication as a Challenge for Patient Care Assistants in Hong Kong
15:20-15:30	Break	- 49			
15:30-16:20	Invited Talk Dr. Tarja Nikula, Professor, University of Jyväskylä Title: Language Matters in Subject-Specific Knowledge Building: Bridging CLIL Theory and Practice Chair: Ute Smit, Professor, University of Vienna				
16:20-16:30	Break	4 48	1997	100	

16:30-17:45	Colloquium	Colloquium			
707 150	Dr. Ute Smit,	Dr. Tomokazu			
THE REAL PROPERTY.	Professor, University of	<u>Ishikawa</u> ,			
1/267.3b.4	Vienna	Associate Professor,			
VIEW 1227 1	Title: Internationalising	Otaru University of			
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17:45-17:50	Break			A Market State ///	C12.0
17:50-18:40	Plenary		21 25 100000	Commence A	100
	Dr. Barbara Seidlhofer,	Professor, Department of	English Studies, Universit	ty of Vienna	
1000	Title: ELF Research and	ELF Use: Terms of Engag	ement		
	Chair: Lu-Chun Lin, As	sociate Professor, Nationa	l Yang Ming Chiao Tung V	University	
18:40-	Closing Ceremony & An	nnouncement of ELF14	J. 18 70 15		THE STREET

Abstracts Invited Speakers

Learning English as a Lingua Franca: Pedagogical Translanguaging in Language and CLIL Classes

Prof. Jasone Cenoz

15:30-16:20, Saturday, 19 November, 2022

Prof. Jasone CenozUniversity of the Basque Country - UPV/EHU



Abstract

English as a lingua franca (ELF) is closely associated with multilingualism because most speakers of ELF are multilingual speakers for whom English is one of the languages in their linguistic repertoire but not necessarily their first language. However, learning English in different parts of the world has often taken place in educational contexts in which monolingual oriented approaches. These approaches do not take into account the resources and experiences multilingual learners have because of their own backgrounds. ELF has contributed to valuing learners' repertoires and abilities (Tsou, 2021). The aim of this presentation is to discuss how learners' repertoires and experiences can be activated through pedagogical translanguaging in the context of ELF learning. Translanguaging is nowadays an umbrella term that embraces a wide variety of theoretical and practical proposals. Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire (Cenoz & Gorter, 2021). Pedagogical translanguaging is closely related to the origin of the concept of translanguaging as a pedagogical practice that uses the first and the second language in the same class in Welsh bilingual education. Pedagogical translanguaging emphasizes the development of metalinguistic awareness and it can include resources from two or more languages. Pedagogical translanguaging mobilizes learners' repertoires in language and CLIL classes by linking prior knowledge to new knowledge (Cenoz & Gorter, 2022; Cummins, 2021). As a theoretical and practical approach, pedagogical translanguaging aims at improving ELF learning across the curriculum.

Biodata

Jasone Cenoz is Professor of Education at the University of the Basque Country (Spain). Her research focuses on multilingual education, bilingualism and multilingualism. She has published extensively and has presented her work at international conferences in different parts of the world. Her publications include Multilingual Education: Between language learning and translanguaging (2015) and Pedagogical Translanguaging (2021). She has been President of the International Association of Multilingualism and



From Deficit-Based to Asset-Based Models of Teaching: Dialogicality, Heteroglossia, Translanguaging and Trans-Semiotizing in the Contact Zone

Prof. Angel M. Y. Lin

9:00-9:50, Sunday, 20 November, 2022

Prof. Angel M. Y. Lin Simon Fraser University



Abstract

Education in our increasingly plurilingual and pluricultural societies needs to contribute to cultivating interculturally aware citizens who can engage in meaning making with diverse speakers/ interlocutors without holding prejudice against their linguistic, cultural, ethnic backgrounds or worldviews. Approaching teaching with this ideological clarity is one of the key tenets of asset-based pedagogies. English language teaching in various contexts (including EAP and content-based instruction contexts), however, often still operates with some covert (if not overt) 'deficit models' of the learner. In this presentation, the rich translanguaging and trans-semiotizing practices of plurilingual students are discussed to call for a shift from a deficit to an asset-based model of teaching. Some analytical resources are offered through drawing on theories of dialogicality, heteroglossia, translanguaging and trans-semiotizing.

Biodata

Professor Angel Lin received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto, Canada in 1996. Since then her research and teaching have focused on classroom discourse analysis, bilingual and multilingual education, academic literacies and language policy and planning in postcolonial contexts. She has published 8 research books and over 100 research articles, and serves on the editorial boards of leading international research journals including Language and Education, International Journal of Bilingual Education and Bilingualism, Critical Inquiry in Language Studies, and Pragmatics and Society. Her book, Language Across the Curriculum and CLIL in English-as-an-Additional-Language (EAL) Contexts, was published by Springer in 2016. In 2018, Professor Angel Lin moved from the University of Hong Kong to Simon Fraser University to take up the position of Tier 1 Canada Research Chair in Plurilingual and Intercultural Education.

ELF as Language: Issues of Complexity and Standards

Prof. Anna Mauranen

17:50-18:40, Saturday, 19 November, 2022

Prof. Anna Mauranen University of Helsinki



Abstract

This presentation addresses ELF as language use, mainly from the perspective of complexity. It contrasts the two main conceptualizations of complexity and language that prevail in linguistic studies and takes up some issues like the separateness of languages, similarities and differences in L1 and L2 use, and briefly comments on the question of standard languages.

The two main lines of tackling complexity, the traditional approach, developed in the 19th century and the more recent, complexity theory inspired approach, discuss issues that relate to separate languages and to different 'levels' of language in linguistic description. While the traditional view concentrates its efforts on scrutinizing and evaluating above all structural, that is, morpho-syntactic complexity, it has many 20th century and contemporary reincarnations in diverse fields of linguistic inquiry, including typology, sociolinguistics, NLP, and applied linguistics. The perspective of complexity theory found its way gradually into linguistics from the 1990s onwards and has established itself as an influential perspective on contemporary linguistic thought, particularly in applied linguistics. Different interpretations of complexity theory have developed in language studies, just like in the traditional complexity approach, but in contrast to the prolific empirical research fields associated with traditional notions, complexity theory has remained a source of theoretical inspiration more than given rise to a large body of empirical studies.

Both notions of complexity are relevant to lingua francas, thus ELF, but their premises lead to starkly contrasting views, which envision lingua francas very differently. Despite the evident attractiveness of complexity theory in applied linguistics, a considerable part of the field would seem to be in the firm grip of traditional views, which affect the perception of ELF.

Biodata

ANNA MAURANEN is Professor and Research Director at the University of Helsinki. Her current research focuses on speech processing and ELF. She is former co-editor of Applied Linguistics and founding co-editor of JELF. She has led several research projects, currently on chunking and processing speech, and many related to spoken and written ELF, like the ELFA and WrELFA

projects and corpora. Recent books: Reflexively Speaking - metadiscourse in ELF (forthc. 2022); Linguistic Diversity on the EMI Campus (2019; Co-ed with Jenkins), Language Change: The Impact of English as a Lingua Franca (2021, co-ed with Vetchinnikova); Exploring ELF: Academic English shaped by non-native speakers (2012). **Back to Programme**

Invited Talk

Language Matters in Subject-Specific Knowledge Building: Bridging CLIL Theory and Practice

Prof. Tarja Nikula

15:30-16:20, Sunday, 20 November, 2022

Prof. Tarja Nikula University of Jyväskylä



Abstract

The term content and language integrated learning (CLIL) refers to educational contexts where an additional/foreign language is used as the medium of instruction. English-medium CLIL is particularly widespread as it is often considered as a form of instruction that can enhance internationalisation, often in contexts where English is the lingua franca for students and teachers alike. While much of research has approached such contexts from the perspective of various language proficiency issues, recent research developments have started to shift the focus from language and its learning as such towards the role of language in discipline- and subject-specific knowledge-building and display. As a result, theoretical frameworks exist that seek to explicate the intertwined nature of content and language in and to reconceptualise language and its learning in content-based scenarios. However, less is known of how such theories resonate with teachers' everyday classroom realities. Drawing on an ongoing research project on subject-specific knowledge building practices, this presentation will address the interplay between research and practitioner insights, arguing for the necessity to bridge theory and practice, both to support CLIL teacher development and to further refine theoretical frameworks.

Biodata

Tarja Nikula is professor in the Centre for Applied Language Studies at the University of Jyväskylä, Finland. Her research interests include socio-functional approaches to language learning, multilingual classroom interaction, disciplinary literacy orientations to content and language integrated learning, and the conceptual challenges that CLIL poses for central notions within applied linguistics. She has published widely in these areas. For example, she has co-edited the volumes Language Use and Language Learning in CLIL Classrooms (2010, John Benjamins) and Conceptualising Integration in CLIL and Multilingual Education (2016, Multilingual Matters), and special issues on CLIL and translingual and multilingual pedagogies for journals.

Invited Talk

What Are the Outcomes of English-Medium Instruction?

Prof. Diane Pecorari

9:00-9:50, Saturday, 19 November, 2022

Prof. Diane PecorariCity University of Hong Kong



Abstract

It has frequently been observed that English-medium instruction (EMI) has is not a planned pedagogical strategy, in the way that other multilingual pedagogies such as immersion are. EMI is, rather, a pedagogical situation, and one which governments or educational institutions promote and implement in order to create a set of circumstances which will allow the attainments of certain objectives. Perhaps the two objectives most closely linked with the implementation of EMI are internationalisation (in all its many forms); and the incidental acquisition of English.

There are also costs associated with EMI; for instance, the risk that students will master their subject content less effectively, because they are required to work through the medium of a second language. It is therefore important, and institutions increasingly face decisions about whether and how to implement EMI, to understand the net outcomes. This talk will address two key questions:

- What are the effects of EMI on students' content learning? and
- What are the effects of EMI on students' English-language skills.

Biodata

Diane Pecorari is Professor of English and Head of Department at City University of Hong Kong. Her research, situated in the broad area of educational linguistics, investigates the widespread and growing phenomenon of English as the medium of instruction, along with aspects of English for academic purposes and second-language writing, including source use and plagiarism. She is founding co-editor (with Hans Malmström) of the Journal of English-Medium Instruction.

ELF Research and ELF Use: Terms of Engagement

Prof. Barbara Seidlhofer

17:50-18:40, Sunday, 20 November, 2022

Prof. Barbara Seidlhofer University of Vienna



Abstract

ELF research has been going on in many diverse areas and has gathered considerable momentum worldwide, and there is no better place than the ELF 13 conference to witness this development. The numerous studies that are now available engage with the ELF phenomenon in various ways, and in different terms. Impressive though this diversity of enquiry is, it is worth raising the question of how we might work towards a more general conceptual synthesis which relates to how users themselves actually engage in ELF communication. So in this talk I will consider how we might abstract from particulars in order to shed light on just how ELF users negotiate their meanings and position themselves and their interlocutors when communicating with 'strangers'. Generating clearer insights into these processes may in turn enhance our understanding of the 'terms of engagement' of lingua franca communication, which we have come to be so dependent on in today's globalized world.

Biodata

Barbara Seidlhofer, one of the founders of the ELF International Conference series, is Professor of English and Applied Linguistics at the University of Vienna. Her research and teaching focus on the conceptualization, description, and theoretical implications of English as a lingua franca interaction and its applied linguistic significance for 'real world' concerns, the nature of transcultural communication, and sociolinguistics and pragmatics more generally. Barbara Seidlhofer is the founding director of the Vienna-Oxford International Corpus of English (VOICE), which was recently released as VOICE 3.0. She is the author of numerous publications and her books include Controversies in Applied Linguistics and Understanding English as a Lingua Franca (Oxford University Press) and Using English as a Lingua Franca in Education in Europe (co-ed. w. Tatsioka, Ferguson & Sifakis, De Gruyter). She is past editor of the International Journal of Applied Linguistics and founding and honorary editor of the Journal of English as a Lingua Franca.

ELF, ELF Awareness and the Three Major Shifts in Teaching and Teacher Education

Prof. Nicos Sifakis

15:40-16:30, Friday, 18 November, 2022

Prof. Nicos SifakisNational and Kapodistrian University of Athens



Abstract

Over the years, ELF research has offered some unique insights to our understanding of interactions between (non-native and native) users of English in a multitude of communicative settings around the world. It has gone a long way to establishing the essential ingredients of the accommodation strategies at play during these interactions. Such research has been immensely helpful in potentially enriching English language teaching and teacher education curricula. The integration of ELF within English language teaching and teacher education contexts has been accelerated by the development of the ELF awareness orientation, which has provided teachers and teacher educators with a detailed and comprehensive metatheoretical framework that enables such an integration. In this presentation, I discuss what in my view constitute the three major shifts that ELF, and specifically the ELF awareness principles that are targeted at teaching and teacher education, bring about in teaching and learning English, as well as in educating teachers of English in formal instructional and training settings. These shifts are related to communication, instructional pedagogy and reflective teaching and, in my view, are essential in making the best of what ELF research has to offer English language teachers and teacher educators as a whole.

Biodata

Nicos Sifakis is a professor of English for specific purposes in the Department of English Language and Literature of the National and Kapodistrian University of Athens. He is also director of the Master's in Education (M.Ed.) in TESOL Programme of the Hellenic Open University (Greece). He has published extensively on teaching and researching English as an international lingua franca (with a focus on the concept of ELF awareness), intercultural communication and pedagogy, language teaching methodology, distance education, adult education and teacher education

Abstracts Colloquiums

English as a Lingua Franca and Intercultural Communication: Implications for Intercultural Citizenship Education, Higher Education and ELT

Dr. Will Baker

16:40-17:55, Friday, 18 November, 2022

Dr. Will BakerUniversity of Southampton

Panelists (in order):

Will Baker, University of Southampton
Fan (Gabriel) Fang, Shanto University
Ayako Suzuki, Tamagawa University
Yasemin Bayyurt & Sebnem Yalcin, Boğaziçi University



Abstract

The expanding internationalisation of higher education (HE) has resulted in the intercultural dimensions becoming a core aim of many institutions. This is frequently represented though the concept of intercultural or global citizenship with students expected to engage with academic, professional and social communities across multiple scales from the local to the global. Interaction across these diverse groups entails extensive intercultural communication in which language use is crucial. The language though which both the internationalisation of HE and intercultural citizenships is expected to take place is often English, or more precisely ELF, especially in English medium education (EME). Therefore, given this key role for English, English language teaching (ELT) is a prime site for the exploration of intercultural citizenship in pedagogy and, in turn, ELF research crucial for conceptualising how English is approached in ELT for international HE. However, at present, this is an under-researched area. To address this gap, this colloquium aims to provide a 'snapshot' of current thinking and research from ELF perspectives. We include reports on the development of intercultural citizenship in international HE among university students and teachers from China, Japan and Turkey. Alongside the presentations, time will be provided for audience and panel discussion.

Biodata

Will Baker is an Associate Professor of Applied Linguistics and Director of the Centre for Global Englishes at the University of Southampton, UK. His research interests are Intercultural and Transcultural Communication, English as a Lingua Franca, English medium education, Intercultural education, Intercultural Citizenship and ELT, and he has published and presented internationally in all these areas. Recent publications include Baker, W., & Ishikawa, T. Transcultural Communication and Global Englishes. (2021, Routledge), Tsou, W., & Baker, W. (Eds.). English-medium instruction translanguaging practices in Asia (2021, Springer), co-editor of the 'Routledge Handbook of English as a Lingua Franca' (2018), and co-editor of the book series 'Developments in English as



ELF and Translanguaging: Challenging Ideologies and Promoting Linguistic Justice

Dr. Alessia Cogo

16:40-17:55, Friday, 18 November, 2022

Dr. Alessia CogoGoldsmiths, University of London

Panelists

Alessia Cogo, Goldsmiths, University of London Luciana Cabrini, Universidade Estadual de Maringá Telma Gimenez, Universidade Estadual de Londrina Michele El Kadri, Universidade Estadual de Londrina Fatma Said, Zayed University Dylan Williams, Seoul National University Sender Dovchin, Curtin University



Abstract

The aim of this colloquium is to bring together researchers and practitioners who work with multilingualism and ELF in higher education in order to challenge certain language ideologies and help against processes of social discrimination, linguistic injustice and colonization.

Certain language ideologies still dominate in EMI contexts. They are those that sit at the heart of English language Education, such as native speakerism, English-only, monolingualism, standard language, one-language-at-a-time, and essentialism. These have long been called into question by a wide range of critical ELF work. Although challenged and criticised they still remain in place in English classrooms around the world today. They also have important repercussions not only for EMI education choices (concerning e.g., curricula, materials and assessment) but also for attitudes towards students and lecturers in EMI contexts (concerning e.g. linguistic prejudice).

Drawing on multilingualism and English as a lingua franca (ELF) research, the papers in this colloquium explore the potential ways of adopting a more inclusive and decentered approach to EMI in education. Their aim is twofold: (1) to see how a multilingual perspective and translanguaging lens could be used to dismantle ideologies and work towards linguistic justice in EMI, but also (2) to see how these multilingual practices /translanguaging perspective are resisted and what can be done about it.

Biodata

Dr. Alessia Cogo is a senior lecturer in applied linguistics/sociolinguistics at the Department of English and Comparative Literature

at Goldsmiths, University of London and is director of the MA Program in Multilingualism, Linguistics and Education. Her research concerns the diversity of English, especially transcultural and transnational phenomena like English as a Lingua Franca and translanguaging. She focuses on the tensions between the use of different linguistic resources and the impact of attitudes, identities and ideologies on linguistic practices. She is currently working on super-diversity and internationalization in migration and business contexts, as well as pedagogical applications and implications. She is Editor-in-Chief of the ELT Journal, founder and co-convenor of the AILA Research Network on English as a Lingua Franca.

Developing a University-Wide ELF-Oriented ELT Programme

Dr. Tomokazu Ishikawa

16:30-17:45, Sunday, 20 November, 2022

Dr. Tomokazu IshikawaOtaru University of Commerce

Panelists (in order):

Tomokazu Ishikawa, Otaru University of Commerce Miso Kim, Tamagawa University Paul McBride, Tamagawa University Blagoja Dimoski, Satomi Kuroshima, Rasami Chaikul, Yuri Jody Yujobo, and Tricia Okada, Tamagawa University Ayako Suzuki, Tamagawa University

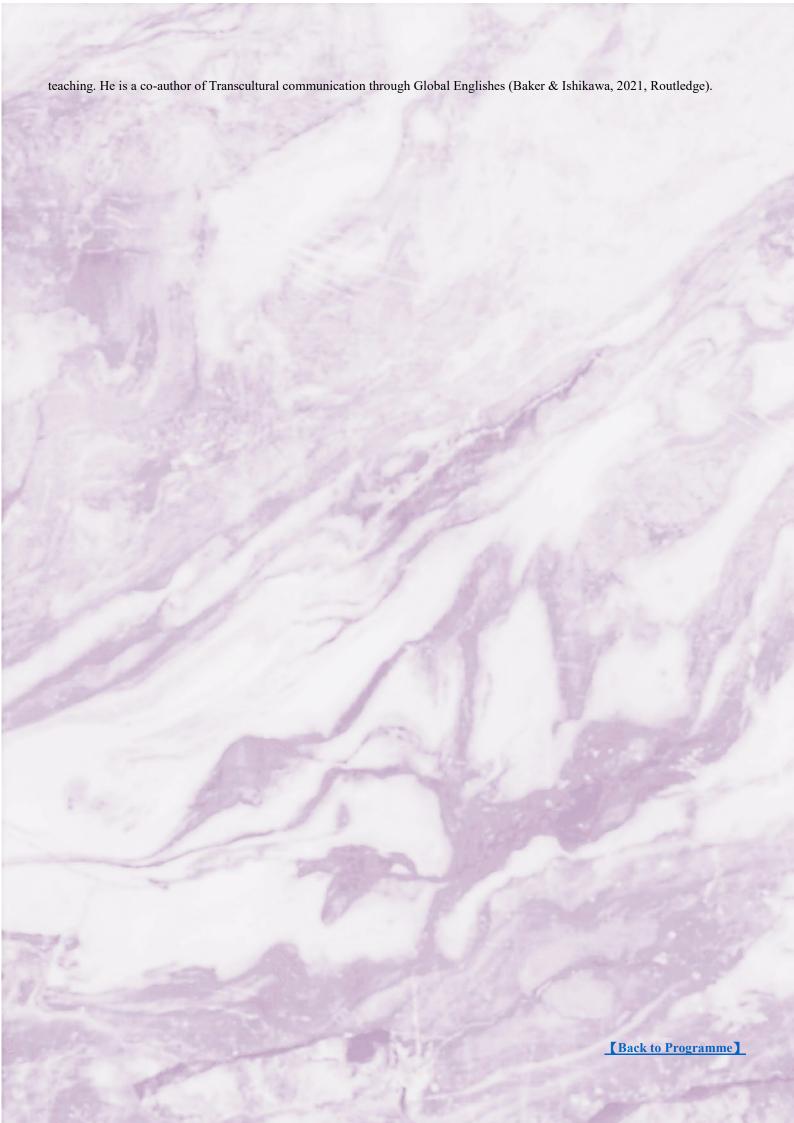


Abstract

So far as we know, Tamagawa University's Center for English as a Lingua Franca (CELF) is among the world's first centres to apply ELF research to teaching English for academic purposes. Having started in 2013, the university's ELF programme is now towards the end of its 10th year. This colloquium critically reflects on the history of the programme, believing that many ELF13 participants are also interested in (or already working on) developing their own ELF-oriented programmes. The first presenters (Ishikawa & Kim) explore how to negotiate the tension between a test-oriented pedagogy imbued with monolingualism and an experience-based pedagogy to prepare students to communicate in a multilingual world. The ideology of monolingualism may be regarded as embedded in the wider ideology of 'Western TESOL', and the next presenter (McBride, Director of CELF) uncovers its latent effects across the tripartite mission of higher education (i.e., research, teaching, and service). Following this, our nationally funded research team (Dimoski, Kuroshima, Chaikul, Yujobo & Okada) demonstrates a way of defying 'Western TESOL' by designing empirically based ELF-oriented language teaching materials. Their focus is on accommodative pragmatic strategies in transient global encounters. The final presenter (Suzuki, Associate Director of CELF) assesses the impact of the ELF programme on students who study abroad and suggests directions for future programme improvement.

Biodata

Tomokazu Ishikawa is Associate Professor of English (Intercultural Communication) at Otaru University of Commerce. Prior to that, he worked for Tamagawa University's Center for English as a Lingua Franca for four and a half years. He has published on ELF mainly in relation to multilingualism, language attitudes and ideologies, English-medium instruction, and English language



Colloquium (in Chinese)

Bilingual teaching materials for character education in Taiwan: Glocalized design and practice

Tsui-Ling Alison Lu

11:20-12:35, Saturday, 19 November, 2022

Tsui-Ling Alison Lu Principal, Tainan Municipal Simen Experimental Elementary School

Panelists (in order):

Tsui-Ling Lu, Tainan Municipal Simen
Experimental Elementary School
Ing-Hwa Hsu, Tainan Municipal Simen
Experimental Elementary School
Chia-Ling Teng, Tainan Municipal Simen
Experimental Elementary School



Abstract

This colloquium, presenting in Chinese, introduces a bilingual teaching materials development project and the accompanying teacher training program for character education in Taiwan, made possible with efforts and contributions from Tainan Highest Good Education Foundation, National Cheng Kung University, and teachers from Taichung, Tainan, and Kaohsiung. We will first give a brief overview of the project, which will be followed by a discussion of the glocalizing process of adapting Chinese classics reading for early primary bilingual education. The teaching materials include picture books in English, lesson plans, worksheets, and teaching videos for bilingual classrooms. Then, a teacher training program will be introduced to show how bilingual teachers can adapt the picture books and lessons for their own classrooms, support learning with accessible instructional language and multimodal resources, and therefore provide quality bilingual education to learners in Taiwan.

本座談會以中文進行,介紹由財團法人臺南市至善教育基金會出資、國立成功大學規劃、邀請臺中、臺南、高雄教師團隊參與的品德教育雙語教材及師資培訓研發計劃。首先說明本計畫的緣起與理念,以及團隊改編兒童經典閱讀為適合臺灣國小雙語課程的全球在地化雙語教材編寫過程。這套專為國小第一學習階段學生設計的雙語教材包含繪本、教案、學習單、有聲書和示範教學影片。發表人也將介紹配套的品德教育雙語教師培訓計劃,聚焦雙語教師如何根據自己的課堂情境及需求使用這一套雙語繪本;透過融入品德議題以及跨領域學習的教案設計,使用多模態資源提供內容以及語言學習鷹架,提供學生優質的雙語學習教材及課程規劃。

Biodata

Tsui-Ling received Ministry of Education Excellent Teacher Award, Ministry of Education Bilingual Teaching Specialty Certificate, and the Gold Award for Teaching Excellence by the Ministry of Education for bilingual education. She is the Director of Tainan Bilingual Education and English Education Resource Center. Her books and papers are included in "Successful CLIL Interdisciplinary Bilingual Education: An Excellent Teaching Model in Simen" (2021), "Taiwan Bilingual Teaching Resource Book: Glocalized Curriculum Design and Teaching Practice" (2021), "CLIL Teaching Resource Book": Exploring Subject Content and Language Integration Teaching (2018, Shulin). She got the degrees of Master of Business Administration and Bachelor of Financial Management from Iowa State University.

How Can Teacher Training from an ELF Perspective Help ELT Practitioners and CLIL Teachers?

Dr. Inmaculada Pineda Hernández

16:30-17:45, Saturday, 19 November, 2022

Dr. Inmaculada Pineda Hernández University of Málaga

Panelists (in order):

Yasemin Bayyurt & Sebnem Yalcin, Boğaziçi University Fay Chen, National Cheng Kung University Lucilla, Roma Tre University Inmaculada Pineda Hernández, Universidad de Málaga



Abstract

Following the compilation of the various ELF corpora (ASEAN, ELFA, VOICE) and the growth of ELF research, particularly focusing on DA and sociolinguistic analysis, a great number of international researchers have started to call for the need of theoretical inquiry into the implications and applications of ELF research in ELT (see references). With regards to teacher training and Professional Development (PD henceforth), several proposals have come up: ELF-awareness (Bayyurt and Sifakis 2017; Sifakis 2019), ELF Pedagogy (Kohn 2015; Dewey 2012), and the ELF perspective (Murata 2018). These pedagogical models share the same goal: introducing ELF-compatible materials and teaching techniques in the ELT classroom and developing PD programs that prepare ELT practitioners for their new sociolinguistic reality.

At the same time, CLIL, EMI and BE programs are rapidly growing in number and scope. In the light of ELF pedagogical endeavors on wonders: Is Teacher Training for Content-based-instruction in English also taking into account ELF research implications? Are the three ELF approaches applicable/applied in BE Teacher Training? What skills do ELT and CLIL/EMI teachers need to train? How can ELT and CLIL/EMI teachers develop their Global Competence and that of their students? What strategies and processes need to be applied in Teacher Education and PD to promote the successful use of ELF outside the ELT/BE classroom?

This colloquium will be structured as follows: a brief theoretical introduction to the different approaches to ELF Teacher Training will be discussed followed by 4 to 5 presentations on how local PD programs are being developed by integrating either of the ELF approaches into training ELT practitioners, BE professionals or both. A final discussion of the similarities/differences of each program will close the colloquium with the aim of providing a flexible blueprint for "ELF-inspired pedagogues to step up" (Kohn 2015) and train future ELT and BE teachers taking ELF research into consideration.

Biodata

Dr. Pineda is an Assistant Professor at the University of Málaga (Spain) and a Visiting Senior Lecturer at King's College London (UK). Applying ELF research implications into Teacher Training and ELT, she has published on pre-service teachers' attitudes towards language and language change; ELF Pedagogy and CLIL training programs; and Teacher Training for EMI professors from an ELF approach. Her current research interests focus on ELF Pedagogy and teacher training, Media Semiotics, ELF and Bilingual Education. Her publications include articles in various refereed and indexed journals, and book chapters and books in the field. Recently she has conducted qualitative research about ELF and the implementation of CLIL in Taiwanese Primary Schools (2018) and about ELF in Teacher Training programs (2022).

Internationalising Higher Education: English as Gateway or Gatekeeper to Education?

Dr. Ute Smit

16:30-17:45, Sunday, 20 November, 2022

Dr. Ute SmitUniversity of Vienna

Panelists (in order):

Ute Smit, University of Vienna Cynthia Tsui, National Cheng Chi University Phuong L.H. Ngo, Hue University of Foreign Languages Kumiko Murata & Masakazu Iino, Waseda University



Back to Programme

Abstract

Internationalisation has been one of the most influential phenomena shaping higher education over the last years (Yemini & Sagie 2016). Not only has this process had a lasting influence on the majority of all higher education institutions (HEIs) worldwide, but internationalisation itself has also developed in various ways, resulting in what has been termed 'internationalisation abroad', 'internationalisation at home' and 'internationalisation of the curriculum' (e.g. Knight 2018). In addition to such general trends, it must also not be forgotten that any form of internationalisation of higher education (IoHE) bears a strong local character with each HEI designing and implementing its localised policies and practices.

One strategy considered integral to internationalisation more generally is Englishisation, i.e. the use of English for research, education and administration (Lanvers & Hultgren 2018). Reflecting its unique status in academia, business, technology, but also as first foreign language learnt world-wide, this ever-increasing use of English within HE is generally accepted and widely welcomed, identifying English as the gateway to internationalised education. At the same time, English can also be characterised as fulfilling a gatekeeping function to higher education, narrowing people's possibilities on various counts, such as the fact that English functions as a precondition for internationalised HE, makes English language proficiency into a criterion of access to these studies, thereby excluding potentially highly skilled and able students. Furthermore, the strong focus on English runs the danger of not recognising the linguacultural diversity that comes with internationalisation, possibly entrenching the 'monolingual habitus' of formal education even at times of multilingual learner groups (Smit 2018). Finally, most language policies in HEIs provide little information on how English and other languages should be employed for educational and research purposes, thus favouring a highly normative understanding of WHAT English should be used HOW and usually ignoring the insights gained in 20 years of research into English as a lingua franca and applied linguistics more generally (e.g.

Jenkins 2014; Murata & Iino 2018).

Against the background of Englishisation as central element in the internationalisation process, it is the aim of this symposium to critically look at the two-sided and potentially conflictual roles of English as gateway and gatekeeper in HEIs. After an introduction to the topic matter, 3 to 4 contributions will present particular HEI cases, foregrounding the localised language policies and practices and discussing the challenges and potentials linked to the use of English in relation to points of criticism such as those raised above. In a final discussion, all symposium participants will be invited to share their views on the dilemma of English as both facilitating, but also inhibiting HE practices.

Biodata

Ute Smit's main research focus is on English used as a classroom language in various educational settings, by combining micro, meso and macro perspectives. Her publications deal with ELF (English as a lingua franca), CLIL (Content and Language Integrated Learning), EMEMUS (English Medium Education in Multilingual University Settings), teacher beliefs and language policy. Ongoing international projects include 'EMI in European Higher Education' (PI Kristina Hultgren; https://www.emieurope.org/) and 'SHIFT' (PI Emma Dafouz; https://www.ucm.es/shift/description). She is on the editorial board of the Journal of English Medium Instruction and a board member of the ICLHE (Integrating Content and Language in Higher Education) Association.

Colloquium

EMI Professional Development: Glocalized Design and Practice

Dr. Wenli Tsou

11:20-12:35, Saturday, 19 November, 2022

Dr. Wenli TsouNational Cheng Kung University

Panelists (in order):

Shin-Mei Kao, National Cheng Kung University, Taiwan Lu-Chun Lin, National Yang Ming Chiao Tung University Fay Chen, National Cheng Kung University, Taiwan



Abstract

This colloquium introduces a glocalized professional development (PD) design and practice of English medium instruction (EMI) in Taiwan's higher education. We will first give a brief introduction to EMI as a global trend and the higher education EMI initiatives under the 2030 Taiwan Bilingual Policy. This will be followed by presentations of the glocalized EMI PD program design in Taiwan, with topics addressing the EMI PD framework, course re-design, and a teaching checklist for evaluation. Then, practices will be introduced to suggest how EMI teacher educators can help EMI teachers formulate instructional language accessible to students, leverage Artificial Intelligence software, Translanguaging strategies, and Multimodal resources (ATM) to facilitate effective communication and interact with students to motivate engagement.

Biodata

Wenli Tsou is a Full Professor in the Department of Foreign Languages & Literature, and currently Director of the Foreign Language Center at National Cheng Kung University, Taiwan. She received her PhD in Foreign and Second Language Education from the State University of New York at Buffalo, US. She is the project leader of the National Cheng Kung University ESP and CLIL programs. Her research interests include teacher training, ESP, English as a Lingua Franca, Content and Language Interacted Learning and English as a Medium of Instruction.

Abstracts Presenters

ELF Density: Extending ELF Research to Monological Texts and Speeches

Michaela Albl-Mikasa and Anne Catherine Gieshoff

18:50-19:15, Friday, 18 November, 2022

Michaela Albl-Mikasa

Zurich University of Applied Sciences

Anne Catherine Gieshoff

Zurich University of Applied Sciences

Abstract

The focus to date on interactive encounters has resulted in there being little research into monological texts and speeches produced in English as a lingua franca (ELF) contexts, which are often more abstract and technically complex than contributions to interactional conversations and discussions. They are, however, what conference interpreters and translators increasingly deal with in monological settings, where pragmatic and cooperative strategies of meaning negotiation do not apply. The quality of these language professionals' performance depends to a large extent on the input they receive. For them, but also for other multilinguals in such settings, understanding what makes an ELF text or speech special and different and perhaps even difficult to process seems paramount. Thanks to their multilingual expertise and in-depth coherence-building capacities, interpreters are usually able to resolve individual non-conformities with relative ease, but perhaps less so when ELF features accumulate. In this paper, we introduce the concepts of 'ELF density' and 'ELF dense spots' to capture and visualize types and tokens of ELF features as well as clusters they form at a local and more global level across stretches of text or speech. Based on data from the larger-scale CLINT (Cognitive Load in Interpreting and Translation) project and the analysis of retrospective verbal protocols and interviews following 26 professional interpreters' renditions, we present an innovative approach to describing ELF material and exploring potential difficulties associated with processing monological ELF input.

The Role of Visual ELF in Cross-Signing: A Focus on Other-Initiated Repair

Lisa Bierbaumer

18:25-18:50, Friday, 18 November, 2022

Lisa Bierbaumer

University of Vienna

Abstract

English as a lingua franca (ELF) has been intensively researched in the last decades, particularly with regard to interactions between speakers from different linguacultural backgrounds (Seidlhofer 2011; Jenkins, Baker & Dewey 2018). But English is also used among signers for international communication, for example in cross-signing, when deaf people from different countries who share no common language meet for the first time (Zeshan 2015). In these situations, signers draw on various resources to reach mutual understanding, mostly from sign languages, but sometimes also from spoken languages – such as English – in the forms of mouthing and fingerspelling (Byun et al. 2020). Also in the data used for this study, i.e. five initial dyadic cross-signing interactions between deaf people from the Netherlands and China, English mouthing and fingerspelling are used by the signers to a variable extent. Approaching these resources as visual manifestations of ELF, I aim to further investigate what role English mouthing and fingerspelling play in the meaning-making process. For that, I will focus on other-initiated repair (OIR), which occurs when interactants signal non-understanding and thus, prompt their interlocutors to solve the communication problem (Schegloff et al. 1977). Where exactly, if at all, does visual ELF feature in these OIR sequences? Is it part of the source that causes trouble in understanding, or is it used as a strategy to resolve miscommunication? Investigating these questions will expand current knowledge on ELF as it is used in our globalized world – also beyond the spoken modality.

List of references:

Byun, Kang-Suk, Connie de Vos, Stephen C. Levinson & Ulrike Zeshan (2020): Repair in cross-signing: Trouble sources, repair strategies and communicative success. In Ulrike Zeshan & Jenny Webster (eds.), Sign Multilingualism, 23–80. De Gruyter Mouton.

Jenkins, Jennifer, Will Baker & Martin Dewey (eds.) (2018): The Routledge handbook of English as a lingua franca. London New York: Routledge, Taylor & Francis Group.

Schegloff, Emanuel, Harvey Sacks & Gail Jefferson (1977): The preference for self-correction in the organization of repair in conversation. Language 53(2). 361–382.

Seidlhofer, Barbara (2011): Understanding English as a lingua franca. Oxford: Oxford University Press.

Zeshan, Ulrike (2015): "Making meaning": Communication between sign language users without a shared language. Cognitive Linguistics 26(2). 211–260.

Colloquium paper

English Use among International University Students in the United States: Challenges, Coping Strategies, and Attitudes

Marcella Caprario

10:00-10:25, Saturday, 19 November, 2022

Marcella Caprario

Northern Arizona University

Abstract

Challenges faced by international students have been widely documented (e.g., Gautam, et al., 2016; Khanal & Gaulee, 2019; Wu, Garza, & Guzman, 2015), including communication difficulty, social isolation, and cultural tensions. However, the impact of English language use and language attitudes on these challenges is under-explored. This study sought to develop an emic understanding of these issues among international students at a large, public university in the United States, particularly focusing on communication challenges, coping strategies, and attitudes toward standard English and native speaker norms.

Semi-structured interviews were conducted with three matriculated international students and analyzed through the constant comparative method (Bernard, 2011). Challenges included specific linguistic difficulties in academic and social contexts, negative impacts of uncooperative interlocutors on unwillingness to communicate, difficulty developing relationships, and ethnic or racial tensions. Several communicative strategies reflective of ELF literature were described as supportive of communicative success. Regarding language attitudes, although respondents valued standard English and expressed a desire to be 'nativelike,' conceptions of the meaning of these terms varied. Evidence emerged of explicit and implicit biases toward an idealized, prestige variety connected to white, U. S. American, native speakers. Moreover, respondents experienced interpersonal challenges related to their own race and ethnicity.

One potential response to these findings is the development of intercultural communication interventions for domestic and international students. Communicative strategies from ELF literature could be embedded within a larger framework of cultural and linguistic awareness raising. Language attitudes and ideologies should be included to encourage uptake of such strategies.

Written Corrective Feedback: Varying Perspectives and Their Implications to Classroom Practices

Maria Corazon Saturnina Castro

14:30-14:55, Saturday, 19 November, 2022

Maria Corazon Saturnina Castro

University of the Philippines--Diliman

Abstract

Academic writing is not easy. It is cognitively complex as it tests the student's ability to use a language and to express ideas in that language. For second language learners, academic writing is more complicated as they go through different stages of acquisition of the different elements of the second language (L2) and make errors reflective of the second language acquisition (SLA) processes. Error correction is one of the most contentious and misunderstood issues in both foreign and second language teaching. Despite varying positions on the effectiveness of error correction or the lack of it, corrective feedback remains an institution in the writing classes. Given this context, this action research endeavors to survey prevalent attitudes of teachers and students toward corrective feedback and examine their implications to classroom practices. This paper poses the major problem: How do teachers' perspectives on corrective feedback match the students' views and expectations about error treatment in their writing?

Professors of a leading university in Manila who teach composition classes and over a hundred students enrolled in their classes were surveyed. Results showed that there are differing perceptions of teachers and students regarding corrective feedback. These oppositions must be addressed as they have implications to current pedagogical practices which include constructing and establishing appropriate lesson goals, using alternative corrective strategies for both onsite and remote learning, teaching grammar points in class even in the tertiary level, and further understanding the learning process.

A Case Study of a Bilingual Approach as a Midway Alternative toward EMI in Higher Education

Yu-Chuan Joni Chao and Meng-Chien Yang

14:55-15:20, Saturday, 19 November, 2022

Yu-Chuan Joni Chao 趙毓銓

Providence University

Meng-Chien Yang 楊孟蒨

Providence University

Abstract

As Taiwan aims to become a bilingual nation by 2030 for imperative globalization and internationalization, English as a medium of instruction (EMI) in higher education has been increasingly demanded. However, the EMI implementation encounters a major problem of teaching and learning, concerning that not all Taiwanese college students sufficiently master the linguistic competences and skills to follow EMI lessons without difficulty. There is a research gap to provide specific methodologies to develop academic preparedness. To address the issue of students' insufficient language proficiency, this case study set out to develop and implement a bilingual learning environment for a computer programming course so as to explore and evaluate the pedagogical possibilities towards EMI. The elective course was designed via four modules of programming topics with English materials to help students to establish their abilities in programing writing. The instructional design was threefold: 1) using the teacher-recorded English videos in MOOCs for flipped classroom learning, 2) bilingual scaffolding in class through team work of problem-based learning and 3) the learning diary by students as a reflection of the learning process. The course data of students' learning was also examined by an English-language teacher to identify the desired results of EMI and to determine acceptable evidence as English as a lingua franca (ELF). Based on investigator triangulation that involves observations and conclusions both from the course teacher and the language teacher, the effectiveness of the bilingual approach as a midway alternative shed light on the desired learning results in the EMI context.

The Impact of Using English Listening Lesson Library Online (ELLLO) and ELF-Informed Videos on English Language Learners' ELF-Awareness and Listening Comprehension

Tzu-chia, Chao

14:55-15:20, Sunday, 20 November, 2022

Tzu-chia, Chao 趙子嘉

Ming Hsin University of Science and Technology

Abstract

With the spread of internationalization in Taiwanese universities, the use of ELF (English as lingua franca) has become quite common on campus and in the classroom. However, many ELLs (English language learners) are not sensitive to this shift, and they still believe that native speaker English should be the only mode of English learning.

This study examined the effects of two listening activities on ELLs' ELF awareness and listening comprehension. They were English Listening Lessons Online (ELLLO), a listening training library featuring non-native English speakers, and ELF- informed videos introducing differences in English varieties. Students from two advanced listening courses participated in this study, with 39 students in the experimental group and 42 students in the control group. Students in both groups were directed to listen to and watch a variety of listening activities on the ELLLO learning platform throughout one semester. However, only the experimental group received additional instruction with ELF-informed videos.

An ELF awareness questionnaire was administered at the end of the course. The results of the survey showed that the experimental group that used both activities performed significantly better in ELF awareness. As for the development of listening comprehension, according to the results of the pre- and post-listening tests, both groups showed an improvement in their performance, but the experimental group performed better. Qualitative interviews with the respondents also confirmed the statistical results. The paper concludes with relevant suggestions for future ELF listening instruction and researches.

On Translating Court Decisions into English in Teaching Translations of Legal Texts

Yaling Chen

10:00-10:25, Sunday, 20 November, 2022

Yaling Chen 陳雅龄

Aletheia University

Abstract

In performing legal translation, "direct translation" has always been a golden principle for the practitioners of this community. Translators of other textual types, however, tend to use "semantic or free translation" strategies to capture longer language lengths such as phrases or sentences or paragraphs. From the perspective of linguistics, a "text" is a type of discourse embedded with a texture of unit or coherence generally lacking in an arbitrary collection of sentences. A text is therefore different from other pieces of writing in this regard. According to span analysis proposed by Mann and Thompson (1988), any written texts can be analyzed to see the functional, hierarchical, or coherent relations within, and such an analysis implies why each element has been included by the author. This article is organized by including (1) a review of legal text translation theory and methods (2) discussions of translation units in legal texts (3) background of two cases cited (4) translation preparation and text analysis (5) practical operations. In evaluating the faithfulness of translation, the researcher compares the results of span analysis of the target text with that of the source text as suggested by the span theory of RST. Mastering this process can be applied to other types of legal texts, such as indictments or contracts, and further provides references for translators who are interested in legal translation.

English Writing Development of Taiwanese Senior High School Students in the Two Genres

Ching-Hung Patrick Chen

10:25-10:50, Sunday, 20 November, 2022

Ching-Hung Patrick Chen 陳景鴻

City University of Hong Kong

Abstract

The present study traced the writing development of 12 Taiwanese senior high school students for two years. The participants came from an elite senior high school for boys in southern Taiwan and all of them were male. In the two-year longitudinal observation, the participants were asked to write five narrative and five argumentative essays. The essays were analyzed in terms of holistic scores, syntactic and lexical complexity, accuracy, and fluency. In addition to analyzing textual linguistic data, the present study also incorporated the learners' perspectives to provide valuable information unavailable from the textual analysis. The findings showed that the participants generally improved their writing skills, but the process was nonlinear. The interviews indicated that the role of the college entrance exam had a great influence on the participants' writing learning. Additionally, the participants preferred to attend cram schools for academic assistance. Finally, they encountered writing difficulties shared by the two genres such as a lack of proficiency and relevant life experience.

Developing Glocalized Materials for Bilingual Course in Physical Education

Zi-Yi Cheng, Kuo-Cheng Wu, Sui-I Liu and Hsia-Ling Tai

10:25-10:50, Saturday, 19 November, 2022

Zi-Yi Cheng 鄭子翊

University of Taipei

Kuo-Cheng Wu 吳國誠

University of Taipei

Sui-I Liu 劉述懿

University of Taipei

Hsia-Ling Tai 戴遐齡

University of Taipei

Abstract

In Taiwan, there has been a trend toward incorporating elements of CLIL approach from primary school to higher education. It has been successfully used in many different contexts, subjects, and different purposes. It is widely acknowledged that teaching and learning language in the specific-subject is essential to analyze and investigate systematic patterns of language use. This paper aims to highlight the use of these pedagogical tools as a support in the specific knowledge and skill in Physical Education (PE) through English in the CLIL (Content and Language Integrated Learning) approach. For this purpose, first, we review the literature on the Cummins' binary construct of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Ability (CALP), the three-tier model, and the genre map in Physical Education courses to extract key-words and key-sentence patterns in the specific context of physical education in the CLIL context of the curriculum in Taiwan. This will be followed by a discussion of integrating task-based and CLIL methodology in PE. Next, this paper will propose ways to blend these three elements (task-based – Physical Education -CLIL) and show the advantages of integrating them in a given educational scenario. Finally, options and examples of using task-based approach in PE through CLIL at different sports themes including glocalized folk sports will be discussed. In conclusion, extracted key-words and key-sentence patterns and task-based approach may be a successful way to overcome difficulties and improve the teaching and learning practices of Physical Education using English medium instruction with the CLIL approach.

Back to Programme

Students' Task Goal Orientations, Perceived Communication Competence, Anxiety, and Willingness to Communicate in EMI Courses

Mu-Hsuan Chou

10:00-10:25, Saturday, 19 November, 2022

Mu-Hsuan Chou

Wenzao Ursuline University of Languages

Abstract

Recent years have seen increased attention being given to English-medium instruction (EMI) in university academic subjects. Task or mastery goal plays an indispensable role in determining how students develop their academic abilities and how they motivate themselves to succeed in academic subjects. Task goal orientations and students' perceived communication competence are found to relate negatively to negative emotions, which undermine their motivation to participate and willingness to communicate (WTC) in class. This study aims to investigate the mediating role of English language anxiety in the relationship between task goal orientations, perceived communication competence, CEFR level, and WTC in EMI courses. A questionnaire survey was conducted with 613 university students in Taiwan. The structural model revealed that students' WTC in EMI classrooms was strongly influenced by their task goal orientations and perceived communication competence. English language anxiety fully mediated the relation between perceived communication competence and WTC, but partially mediated the relation between task goal orientations and WTC at the content knowledge level. English language anxiety did not mediate the relations between the two predictors (i.e. communication competence and task goal orientations) and WTC at the language level. Although CEFR level was weakly related to anxiety and WTC at the language level in EMI classes, CEFR level did not affect English language anxiety and students' WTC in the model.

ELF Possibilities in Language Testing

Slobodanka Dimova

18:00-18:25, Friday, 18 November, 2022

Slobodanka Dimova

University of Copenhagen

Abstract

The field of language testing and assessment has been criticized for its over-reliance on native-speaker norm criteria, prescriptive linguistic standards, hesitation to adopt an ELF research perspective, and failure to represent the complex realities of ELF contexts (Jenkins, 2020; Leung, 2018). Incorporating an ELF perspective in language testing has been a challenge because it requires capturing the variation of the transient ELF norms across contexts, while maintaining the technical requirements for developing reliable tests that rely on a unified construct of language ability or communicative competence. Focusing on communicative effectiveness rather than language ability and inclusion of tasks that encourage ELF and translanguaging are some solutions for the testing constraints (Harding & McNamara, 2017; Shohamy, 2018), but the validity of these solutions for tests' uses across various ELF contexts may be questionable. Therefore, drawing on analyses of the language use domain and the test data from a locally-developed oral English test for EMI lecturer certification in an ELFA setting, I argue that in order to provide a realistic representation of the contextual ELF characteristics in a language test, shifting the focus from a unified construct perspective to a context-based one, and from international to local test design, is essential. Local language testing has the potential to reflect the local linguistic values, practices, and priorities, to address the specific testing needs that emerge out of the local context, and to involve directly local stakeholders in test design, administration, and scoring.

Colloquium paper

Approaches to EMI Teacher Training in ELFA Contexts

Slobodanka Dimova and Joyce Kling

14:30-14:55, Saturday, 19 November, 2022

Slobodanka Dimova

University of Copenhagen

Joyce Kling

University of Copenhagen/Lund University

Abstract

With the spread of English medium instruction (EMI) programs across non-English-dominant university contexts, questions have been raised about what training of EMI content teachers should entail (Costa & Coleman, 2012; Murata & Iino, 2018). Previous research suggests that despite the variations across EMI programs, which represent ELFA contexts, a number of training programs still focus on emulating, what may considered, English-dominant university norms, both in terms of classroom communication and pedagogical approaches (Molino et al., 2022). Based on transnational data from classroom observations and interviews with EMI content teachers (n=30) across five ELFA contexts, we argue that cookie-cutter solutions for the challenges and the dilemmas in the EMI classroom lack utility because what may be a good solution for one context may not be relevant for another. Training programs need to consider the local contextual factors in order to address adequately EMI teachers' needs. They should raise awareness about the role of language (a continuum of ELF and modes of translanguaging) as a resource in disciplinary learning, taking into consideration the ELF and the translingual practices present in the local academic setting. The training should also address the transculturality present in the EMI classroom, where teachers need to understand how to adapt their pedagogy, i.e. teaching approaches and assessment, to accommodate the variation in their students' cultural, educational, and communicational backgrounds, often found in the internationalized EMI classroom.

English in International Business – Converging Disciplinary Perspectives on BELF?

Susanne Ehrenreich

14:30-14:55, Saturday, 19 November, 2022

Susanne Ehrenreich

Technical University Dortmund

Abstract

International business is one of the domains in which English is used extensively as a lingua franca – along with other languages - between speakers from different linguacultural backgrounds, and there is substantial research into BELF (English as a business lingua franca) from an applied linguistic perspective. What about the business side of things? Interestingly, in the domain-specific disciplines of International Management and Business Studies the relevance of language is increasingly acknowledged as a crucial factor in global managerial or business processes. However, language is conceptually often (uncritically) equated with ENL (English as a native a language). In other cases, the term 'multilingua(l) lingua franca' is used, but from a specific theoretical angle. At the same time, there is a number of studies originating from the business domain in which English is theorized as 'social practice', similar to how ELF is understood in applied linguistic studies on (B)ELF.

In this talk, I will explore recent trends in the different disciplinary perspectives – applied linguistic and business-related ones - on English in international business and discuss how these may be converging on the ways in which they theorize the nature and use of English – and other languages – in global business and management (cf. 15th GEM&L International Conference on Management and Language, Passau, Germany, May 2022.) I will argue for interdisciplinary engagement and, ideally, collaboration, in order to fully understand the applied, domain-specific, nature of the linguistic-communicative phenomenon of BELF.

ELF as a Mediating Language in the German as a Foreign Language Classroom

Kristina Ehrsam

14:55-15:20, Sunday, 20 November, 2022

Kristina Ehrsam

University of Basel

Abstract

While the role of ELF for the English language classroom or the use of ELF as the medium of instruction in non-language courses continue to be discussed and investigated, the role of ELF as a mediating language in other foreign language classrooms remains underexplored (for exceptions, cf. e.g. Turnbull 2018 or Schaller-Schwaner 2018). To explore this hitherto little researched phenomenon, videos recordings of German as a foreign language classes offered at Swiss higher education institutions were made. These classes are usually composed of students with different linguacultural backgrounds and both students and teachers use their multilingual repertoire, including ELF, as a resource for classroom interaction. While German is the target language taught, ELF also plays a prominent role in the classroom. This allows for interesting observations about the negotiation of language expertise (cf. Hynninen 2013). In the present contribution, I will use selected excerpts from the classroom recordings to discuss the purposes for which ELF is used and how different language expert roles are negotiated in interaction.

Colloquium paper

Requests in English as a Lingua Franca: Sequential Organization and Rapport

Xianming Fang

14:55-15:20, Saturday, 19 November, 2022

Xianming Fang 方賢明

Monash University

Abstract

The speech act of requests have been widely examined either in the field of second language pragmatics or cross-cultural pragmatics. However, few studies have explored how requests are performed among nonnative English users, reflecting the fact that English has become a lingua franca (ELF). This study investigates the realization of requests in the ELF interactions, specifically, how nonnative English users sequentially organize their requests and maintain rapport with their nonnative English interlocutors. Fifteen Chinese participants conducted dyadic role-plays with Indonesian partners, acting as the role of requesters. The results suggested that requests in the ELF interactions were largely organized as dispreferred, deferred by interactional devices, such as pre-pre's, conditional checks, and anticipatory accounts. Anticipatory accounts were the most frequently used strategy, whereas pre-pre's and conditional checks were unusual. The base first pair part (FPP; i.e., request head act) could be realized through single or multiple requests in the same turn. The lexical/phrasal downgraders were seldom used within the FPP. The requests could be expanded by speakers' reworking of the base FPP. During the post-request sequence, the moral order of friendship was often used by my participants to justify their insisting requests. The findings suggest that requests in the ELF context have two features: dispreferred (i.e., deferred requests) and comprehensibility (i.e., transparent illocutionary force with less linguistic mitigation). Despite the lack of linguistic mitigation, this study argues that rapport is still likely maintained through sequentiality and incrementality in the interaction, shaped as a cumulative achievement.

Teachers' Beliefs on Translanguaging as a Pedagogical Practice Involving English as a Lingua Franca

Aretousa Giannakou

18:00-18:25, Friday, 18 November, 2022

Aretousa Giannakou

University of Nicosia

Abstract

Education together with other aspects of social life have been confronting radical developments in the world due to the new multicultural reality, which has given rise to the multilingual turn in language learning environments. The present paper reports on a case study about teachers' beliefs on translanguaging (TL) involving English as a lingua franca (ELF), conducted in an educational context with Filipino migrant children in Greece. TL is understood as a situation where students and teachers use all the linguistic tools they have, including students' L1, in order to communicate and make progress in the teaching and learning process. Three sets of self-reported data were collected from seven instructors who teach Filipino migrant students (in) L2 Greek in a catch-up programme of a private school in Athens. The qualitative research approach of the study used different angles to explore what the teachers believe about TL, involving the use of English as the students' L1, which serves as a lingua franca. It also attempted to find out whether teachers' beliefs on TL comply with their teaching practice. The research findings reveal an overall positive stance towards TL and use of (ELF), which is described as a special and interactive pedagogical approach that makes the teaching process less demanding and more engaging for students with migrant background, thereby contributing to effective learning. The results of the study are intended to inform L2 teaching methodology as well as educational policies worldwide.

Revisiting the "ELF1" Phase for Teaching English in Japan

Nobuyuki Hino and Setsuko Oda

10:00-10:25, Sunday, 20 November, 2022

Nobuyuki Hino

Osaka University

Setsuko Oda

Kinjo Gakuin University

Abstract

It has been some time since ELF scholars largely stopped referring to the Lingua Franca Core (LFC) (Jenkins, 2000), a central concept of the ELF1 phase as the first of three periods of ELF studies (Jenkins, 2015). Those who still talk about LFC may even be viewed as being out of touch with recent developments in ELF research. Against such attitudes seen in the mainstream ELF studies, this paper argues that research along the lines of LFC should continue for the purpose of searching phonological models for teaching English, especially in places like Japan where the idea matches local educational values.

While the LFC is helpful for devising pronunciation models without the constraints of native speaker norms (Walker, 2010), ELF research today de-emphasizes the role of models. ELF studies since the ELF2 phase focus on the fluid and dynamic nature of ELF, including translinguality in ELF3, making any form of models appear too static to be considered in the context of ELF interaction. However, from the perspective of locally-appropriate methodology (Bowers and Widdowson, 1986), models are indispensable in some cultures such as Japan, with the Japanese word "manabu" (learn) sharing its etymological origin with "maneru" (imitate). Drawing on historical accounts, the present paper first shows that the role of models is highly valued in the educational tradition of Japan. It then goes on to discuss how models based on LFC may be utilized, not as an embodiment of universal features but as useful clues which should be situationally accommodated.

A Discussion and Reflection of Secondary and High School In-Service Teacher Training for Content and Language Integrated Learning (CLIL)

Hsin-Chieh Hsieh and Min-Tun Chuang

14:55-15:20, Sunday, 20 November, 2022

Hsin-Chieh Hsieh 謝欣潔

National Chiayi University

Min-Tun Chuang 莊閔惇

National Chiayi University

Abstract

In order prepare the younger generation in Taiwan for the rapidly developed waves of globalization, the National Development Council Ministry of Education (NDC) in September 2021 announced the "Blueprint for Developing Taiwan into a Bilingual Nation by 2030" with the ultimate goal of "100 percent of schools at the senior high school level and below nationwide are expected to adopt all-English teaching in English class, and one in every three schools is expected to implement bilingual teaching in some fields and subjects by 2030". In other words, Taiwan has officially implementing Chinese-English bilingual learning environment for learners at all levels of education. Yet, this goal cannot be achieved overnight. Before preparing our students to accept this change, we need to equip the content teachers with the knowledge and skills for CLIL lessons. For this reason, it is necessary to find out more about the teachers' needs.

The study involves 18 in-service teachers, who joined the CLIL teacher training program in July, 2021. Current situations of bilingual classes in secondary and high school are explored. More importantly, we wish to understand the needs of these in-service teachers. The mixed-methods approach is conducted in this study. The qualitative data include questionnaire and videos of teaching demonstrations. Finally, this paper presents teachers' perspectives of bilingual education and the challenges encountered in CLIL classrooms. It is our hope that this study can shed light on the practical needs of CLIL in-service teacher in secondary and high school.

Analyzing the Readability of Senior High School English Books of the 108 Curriculum with Lexile

Chih-Ai, Hu

18:25-18:50, Friday, 18 November, 2022

Chih-Ai, Hu 胡之愛

National Taiwan Normal University

Abstract

This paper aims to explore the readability of senior high school English textbooks of the 108 Curriculum. English ability is viewed as an important role in the 108 Curriculum in Taiwan. To match the learning goals of the new curriculum, English textbooks are re-edited. However, little is known about how the readability of new textbooks is. This research uses Lexile Analyzer to analyze the readability of English textbooks (book 1 and book 2) from different versions—San-Ming and Longteng. The result provided by the analyzer would match to American K-12 System. For the first year of senior high school in Taiwan, the Lexile Range should be K-10 (920L~1115L). Results shows that the two versions did increase the reading difficulty with the grade levels, and part of the contents were readable for the first-year senior high school students. However, Lonteng version is more readable for those students who just graduated from junior high schools. As there are more texts did fall in the Lexile range of K-10. Actually, the reading difficultly range of these two versions are quite large. Most articles are easy for students of the first year in senior high to read. It is suggested that teachers may need to provide proper extensive reading materials to make up the reading levels.

World Exemplars of Bilingual Education from Stakeholders' Perspectives in Taiwan

Chen-Li Huang, Hsueh-Jen Tsao and Shih-Ming Chiou

10:50-11:15, Saturday, 19 November, 2022

Chen-Li Huang

National Taitung University

Hsueh-Jen Tsao

National Taitung Commercial Vocational Senior High School

Shih-Ming Chiou

Abstract

This study explored and evaluated the world exemplars of bilingual education from Taiwanese educational stakeholders' perspectives. An open question survey had been conducted on 427 stakeholders including 347 school teachers, 39 students, and 47 parents. An online google form was distributed to selected schools; data was collected from online; and descriptive statistics was applied. To see the geographical distribution of suggested exemplars, the exemplars were demonstrated through a geographical information system (GIS) to reveal stakeholders' worldview. To evaluate the relevance of suggested exemplars, the exemplars were compared with the countries in EF English competence world ranking and their corresponding GDP per capita to figure out some better exemplars with higher EF English score and GDP. The top ten world exemplars are Singapore (66%), Hong Kong (12%), Malaysia (5%), Japan (4%), America (3%), Canada (2%), China (2%), Finland (2%), Philippines (2%), and South Korea (2%). A comprehensive image of the whole suggested world bilingual education exemplars was visualized through a word cloud by R 4.2.0 wordcloud2 packages. Three perspectives have been analyzed: The stakeholders' choice of exemplars reveals their Taiwan-center perspective; Stakeholders lack in-depth understanding of world bilingual education; and Taiwan's unique bilingual education is hard to meet the relevant world example. Three revelations have been inferred: Chineseculture-based countries have provided some lessons for Taiwan's bilingual education; European countries' bilingual and multilingual education have potential to enrich Taiwan's bilingual education; and Taiwan's unique bilingual education experience will enrich the discourse of bilingual education in the world.

Translanguaging in Regulative, Affective, and Instructional Discourses: A Conversation Analysis of CLIL Courses in Elementary Schools in Taiwan

Yi-Ping Huang and Yi-Chen Kuo

10:00-10:25, Sunday, 20 November, 2022

Yi-Ping Huang 黃怡萍

Nationnal Chengchi University

Yi-Chen Kuo 郭沂蓁

National Taiwan Normal University

Abstract

Translanguaging, a crucial concept in content and language integrated learning (CLIL) courses, denotes the combining use of languages and other semiotics systems to construct meaning, enrich experiences, and establish identity (Wei & Ho, 2018). Much research on translanguaging in CLIL has been limited to instructional discourses (e.g., Evnitskaya & Dalton-Puffer, 2020; He & Lin, 2021). However, pedagogical discourse consists of not only instructional but also regulative discourses (Berstein, 1990, 1996), and hence more attention is required to probe into the integrated use of languages and other semiotics when performing other discoursal functions in CLIL. To fill the gap, this presentation shows translanguaging practices of Taiwanese primary school teachers in the three discourses: regulative, affective, instructional drawing on a qualitative study on CLIL in public education for over three years. For this paper, a total of sixteen 40-minute CLIL lessons in different learning areas were analyzed via conversation analysis (CA). The findings reveal that teachers fulfilled the regulative, affective, and instructional needs by intertwined adoption of linguistic, kinesic, and paralinguistic knowledge. This study thus proposes a three-discourse model that encompasses verbal and nonverbal use for CLIL teachers to better develop learners' higher-level cognitive skills, teacher-student relationships, and social order. The presentation concludes by direction for future research and pedagogy.

"I Forgot the Language": Japanese Students' Real Multilingual Selves and Translanguaging Challenges as English Majors in Taiwan

Simon Humphries and Tomoko Yashima

18:25-18:50, Friday, 18 November, 2022

Simon Humphries

Kansai University

Tomoko Yashima

Kansai University

Abstract

In this era of globalisation, most studies on motivation and translanguaging have focused on learning L2 English due to its role as the dominant international language of power. This has led to a call for more research into how this lingua franca may influence attitudes to learn languages other than English (LOTE) (Ushioda & Dornyei, 2017). Currently, research has tended to focus on English dominance leading to a lack of motivation to learn and use other languages in Europe (e.g. Henry, 2015) or in English speaking countries such as the U.K. (e.g. Lanvers, 2017). There is a lack of research in the Asian context into English majors' motivation to study and use an L3. In this presentation, we report on two intrinsic case studies (Stake, 1995) of Japanese majors of English who studied in Taiwan for 11 months. Following a survey of their translanguaging practices in Japanese, English and Chinese, we interviewed them to explore the motivations underlying their language choices. Extending beyond Dornyei's (2009) L2 motivational self system, we used the multilingual self analytical framework suggested by Henry (2017). Results indicated that the participants took a pragmatic view. Rather than striving for "ideal" multilingual selves or settling for contentedly bilingual selves, they fluctuated between all three languages in response to more immediate needs and interests.

Smile in ELF: Collaborative Stance Taking

Saya Ike

10:50-11:15, Sunday, 20 November, 2022

Saya Ike

Meijo University

Abstract

This study attempts to investigate the collaborative stance work and rapport establishment in casual dyadic ELF interaction by focusing on the use of smile. While a number of studies have investigated cultural negotiation in ELF interaction focusing on pragmatic use of lexical elements (e.g., Cogo & Dewey, 2012; Kirkpatrick, 2010), Matsumoto (2018) conducts a multimodal analysis with a focus on the use of laughter in possible miscommunication settings, and identifies various functions of laughter including repair strategy and bond building (i.e., rapport) among the participants. This suggests that non-verbal elements such as laughter and smile can have both lexical meaning and social meaning, and they need to be further investigated to fully understand the nature of ELF.

Our ongoing research has shown that use of smile in casual interaction is culturally different, and thus smile meaning needs to be negotiated in ELF interaction. While a one-way smile indicates stance affiliation to the interlocutor it does not necessarily contribute to collaborative rapport establishment. On the other hand, a shared smile between the participants serves to form 'affect' (Du Bois, 2012) and thus establishes rapport. A particular attention will be paid to such shared smiles, and how a smile can be reciprocated by the other will be identified. Based on the analysis, this paper presents a framework of multimodal interaction analysis to illustrate that there are four levels of functions (linguistic meaning, structural meaning, interactional meaning, and social meaning) that can be performed through linguistic elements.

Raising ELF Awareness through an EMI Teacher Training Course at Universidad de Chile

Ludmila Kalasnikova and Alicia Salomone

10:25-10:50, Saturday, 19 November, 2022

Ludmila Kalasnikova

Universidad de Chile

Alicia Salomone

Universidad de Chile

Abstract

This paper presents a case-study based on an EMI teacher-training programme implemented in 2020 at an internationalising higher education institution such as Universidad de Chile. 'English as a Medium of Instruction (EMI): planning and teaching your subject in English' is an 8-week blended learning programme addressed to PhD students and academics who wish to acquire the basic understanding of teaching requirements within an EMI context. One of the main goals of this course is to raise an awareness among the current and future EMI lecturers regarding the English language diversity and variation in academia with particular reference to English as a Lingua Franca (ELF). Therefore, in this paper, we intend to introduce the findings to the following question: to what extent the introduction of ELF has enhanced current and future EMI practitioners' linguistic confidence for successful delivery of their subject content through English for linguistically diverse cohort of students? Qualitative methodology based on discourse analysis of the course content and course participants' written productions such as discussion forums, Conrnell's notes and an evaluation survey was implemented. The analysed data revealed (1) increased understanding and acceptance of variations in English language, (3) partial approval of a plurilithic approach to the English language, and (4) a slight increase in linguistic confidence for successful subject delivery in the global classroom.

Validating the Instrument for Assessing Pre-Service Teachers' Knowledge of Language as an Epistemic Tool in Elementary Science Teaching

Ting-Ling KANG, Pei-Ning LEE and Sung-Tao LEE

10:25-10:50, Saturday, 19 November, 2022

Ting-Ling KANG 康婷綾

National Taichung University of Education

Pei-Ning LEE 李珮寧

National Taichung University of Education

Sung-Tao LEE 李松濤

National Taichung University of Education

Abstract

Based on the premises that language uses is vital for learning and teachers' knowledge of language can be used for instructional scaffoldings preparations, the purpose of this study is to validate the instrument for assessing Taiwanese pre-service teachers' knowledge of language as an epistemic tool in elementary science classes proposed by Fulmer et al. (2020) in western schools context. One hundred and nine college students enrolled in teacher preparation programs provided by one University in central Taiwan were invited to participate in this survey. After screening, ninety-eight valid questionnaires were used for factor analysis in statistics. The analysis results of reliability is 0.57 (Cronbach's Alpha) and Kaiser-Meyer-Olkin (KMO) and Bartlett's test are 0.69 and significant (p<.05). It is also revealed that the original 15-items of statements composed of four sub-domains for the construct of knowledge of language (language is constitutive, language is essential, language involves multiple modes of representations, and language involves process and product) were regrouped into four new sub-dimensions related to language usefulness perceptions (science, communication, learning, and knowledge) in Taiwanese elementary science teaching contexts. It is suggested that this validated instrument can be used for future practical and academic investigations regarding the efficiency and reflections of elementary bilingual science teacher preparation programs in Taiwan, especially when English is beginning to be considered as the target language to learn science in the National educational policy requirements.

Language Revitalization: A Comparative Study of Language Policies in New Zealand and Taiwan

Chu-Han, Kao

18:25-18:50, Friday, 18 November, 2022

Chu-Han, Kao 高楚函

National Normal University

Abstract

With the existing predominant languages, many countries have showed concerns about protecting the right of the use and development of non-dominant languages, especially for the minority ethnic groups. Language vitality and diversity have been greatly emphasized in terms of language policy and planning. The changes of legislation in both New Zealand and Taiwan indicate the ideological shift towards Māori and Hakka language. However, the international attention towards the two languages seems to be at different levels. This paper adopts the intertextuality analysis to investigate and explore the significance of Māori language Act and The Crown's Strategy for Māori Language Revitalisation 2019-2023 in New Zealand, in comparison with Hakka Basic Act and National Languages Development Act in Taiwan respectively, examining the nation and language interaction under educational, sociocultural and political contexts. This research further critically discusses the current status of the two languages in both aforementioned nations and the difference as well as the potential gap with their language policy objectives.

Translanguaging Practices in Content-Based EMI Classes from the Perspectives of University Students: Ground Practices, Functions and Attitudes

Ali Karakas

14:30-14:55, Sunday, 20 November, 2022

Ali Karakas

Burdur Mehmet Akif Ersoy University

Abstract

With the internationalization of higher education, English has taken over the place of domestic languages in course delivery as the medium of instruction. Such EMI settings are by their nature either bilingual or multilingual due to their linguistically and culturally different student and staff cohort. This case suggests that institutions' English-only policy may not always materialize in interactions. This research thus examines whether and for what purposes eMI stakeholders move across different language boundaries through overt translanguaging in EMI interactions. Data collected from students enrolled in two EMI universities in Turkey through qualitative tools (two focus-group discussions and 14 semi-structured interviews) were analysed through qualitative content and narrative analysis. The findings reveal translanguaging practices habitually occur in EMI classes. Additionally, various factors (e.g. nature of the course, lecturers' attitudes towards multilingual and monolingual practices, institutional restrictions and presence of international students/lecturers in classes) determine the frequency and nature as well as the whys and hows of such practices. Additionally, such practices are perceived to fulfil various functions, including pedagogical scaffolding functions (e.g. terminology in local language) and non-pedagogical functions (e.g. joking). Compared to the use of written language, spoken communication was reported to provide more opportunities for translanguaging. Finally yet importantly, not all students favour translanguaging practices due to some concerns. These findings suggest that bi/multlingual practices are now an in-built feature of EMI classrooms which urgently need to be part of language policy-making as a major aiding tool to effective course comprehension and classroom participation and effective course delivery.

Teachers' Attitudes towards the Use of English as a Lingua Franca to Teach L2 Greek in Multicultural Classrooms

Kyriaki Karalia and Aretousa Giannakou

11:15-11:40, Sunday, 20 November, 2022

Kyriaki Karalia

Hellenic Open University

Aretousa Giannakou

University of Nicosia

Abstract

The present study qualitatively examines teachers' attitudes and practices on the use of English as a lingua franca (ELF) to teach L2 Greek in multicultural classrooms, an underexplored area in Greek applied linguistics. Qualitative questionnaires with open-ended questions were administered and answered by 20 teachers of young learners with migrant background in Greek state schools. Metaphor elicitation was also employed in order to explore the teachers' views on ELF in the L2 Greek context. Additionally, semi-structured interviews were conducted with 8 of the participants in order to more thoroughly explore the issue. The findings show that, according to the teachers' reports, the classroom discourse is taking place mainly in Greek since this is the target language. However, ELF is used to some extent by both teachers and learners for specific functions, including explanation and translation of vocabulary, grammar rules, and checking for comprehension. The metaphors used by the participants revealed an overall positive view of ELF. Based on the teachers' reports, it was observed that both teachers and learners welcome the idea of ELF use because a sense of security and comfort is provided through its employment. It is thus shown that ELF allows a smooth transition into the new social reality of the host country and a better approach of L2 Greek for young learners with migrant background.

Teachers' Self-Efficacy for 'Inquiry-Based Activities': A Japanese Perspective from a Native Speakerism Context

Momoka Kawagoe

18:00-18:25, Friday, 18 November, 2022

Momoka Kawagoe

Ryukoku University

Abstract

Criticism of the teacher-centred approach has been a worldwide trend. Japan's recent educational reforms at the secondary school level, which came into effect in the 2022 school year, have also been affected by this debate. Teachers are expected to include 'inquiry-based activities' throughout the subject courses; however, it remains under-researched whether they can conduct those activities confidently and effectively.

The current study, focusing on 72 Japanese teachers of English who work at upper secondary schools, was designed to explore and examine the impact of their perceived English proficiency, years of English-teaching experience, pre-service teacher experiences, and beliefs towards native speakerism on their level of self-efficacy for implementing inquiry-based activities in English. A multiple regression analysis revealed that while all factors have statistically significant effects; among others, their experiences during pre-service periods and beliefs toward native speakerism strongly influence teachers' self-efficacy. Data from a focus group (three teachers) suggests that whether teachers learned techniques on how to handle inquiry-based activities when they were pre-service teachers seems influential to their sense of self-efficacy. Moreover, their feeling of fear that they cannot speak 'wrong' English in front of students also appears to significantly allude to teachers' self-efficacy. The paper concludes with some implications that urge pre- and in-service teachers to be trained to gain experience in dealing with inquiry-based activities, as well as advocating for the need to mitigate the feeling of fear of using non-perfect English language.

Collaborating towards a More Practical CLIL Teacher Enhancement Program: The Case for Developing Subject-Specific Classroom Language Courses

Ali Shu-Hsuan Ke and Vivian Wen-Chi Liu

18:50-19:15, Friday, 18 November, 2022

Ali Shu-Hsuan Ke 葛淑瑄

The Language Training and Testing Center (LTTC)

Vivian Wen-Chi Liu 劉玟琪

The Language Training and Testing Center (LTTC)

Abstract

The integration in CLIL pedagogy remains a central challenge for CLIL teachers and teacher educators alike. One particular difficulty faced by Taiwanese primary and secondary subject teachers is to deliver CLIL lessons in English without sacrificing depth of content. Subject teachers with non-English-speaking backgrounds often struggle to plan and implement CLIL lessons from scratch, and they also lack confidence in their abilities to teach in English. To address such needs, an educational institute in northern Taiwan has begun developing Subject-Specific Classroom Language (SSCL) courses as modules in the institute's CLIL teacher enhancement program with a focus on subjects commonly taught through CLIL in Taiwan at the primary and secondary levels, including science, the arts, and physical education. The program aims to equip teachers with practical and applicable skills to teach CLIL lessons confidently in English.

The present action research study investigates how expert subject teachers and English language researchers at the institute worked together to develop the institute's SSCL courses. The study will delineate the pedagogic roles of subject and language teachers during the collaboration process, share the structure and features of the SSCL module, and examine, through surveys and semi-structured interviews, how the new module was perceived by the teacher trainees who participated in the CLIL teacher training program. The course development process in this study may inform the design of future CLIL teacher training courses and may shed light on how teacher collaboration can benefit a more localized, context-based, and practice-based CLIL professional development program.

ELF Communication Experience and Its Effects on Japanese L2 Learners' Attitudes towards Translanguaging

Sugene Kim

10:00-10:25, Saturday, 19 November, 2022

Sugene Kim

Nagoya University of Commerce & Business

Abstract

English medium instruction (EMI) for teaching language courses is a growing global phenomenon, but the use of the learners' L1—or translanguaging—as verbal resources remains controversial. Cognitive SLA and communicative language teaching approaches view the practice as culpable as it demotivates learners from setting instrumental goals, whereas bilingual discourse and Vygotskian SLA studies suggest that judicious use of the L1 fosters classroom-based L2 development by leveraging the fluid languaging of learners. While teachers' attitudes towards translanguaging have been explored in numerous studies, fewer attempts have been made to examine learners' perspectives on L2 teachers' translanguaging in an EMI setting. To bridge the research gap, this study collected interview data from 67 Japanese L2 learners and analyzed them using thematic analysis. The results indicate that (1) approximately two-thirds of the interviewees hold a negative view on L2 teachers' translanguaging and (2) such preferences correlate strongly with past experience of ELF communication but not with L2 proficiency levels. Main reasons for rejecting teachers' translanguaging were that L2-only environments better reflect authentic ELF contexts and help them to learn how teachers and other students manage to get their messages across in the L2 when communication breakdown occurs. Reasons for supporting teachers' translanguaging include that the exclusive use of the L2 is simply too difficult for lowlevel students to understand, creating a vicious cycle in which teachers cannot help those weak learners because they cannot ask questions due to limited English proficiency. Pedagogical implications are discussed in light of the findings.

Uncovering the Iceberg: Native-Speakerism as a Manifestation of Coloniality of Power

Daisuke Kimura and Aurora Tsai

10:25-10:50, Saturday, 19 November, 2022

Daisuke Kimura

Waseda University

Aurora Tsai

University of Tokyo

Abstract

Since the field's inception, ELF scholars have been actively confronting native-speakerism in ELT, demonstrating the competence of so-called nonnative speakers in using English in their own right. There have also been numerous attempts to bridge research and pedagogy (e.g., Bayyurt & Dewey, 2020; Jenkins, Baker, & Dewey, 2018). Despite these efforts, native speakerism persists in ELT. In the introduction to a recent special issue of ELT Journal, titled Locating ELF in ELT, Bayyurt and Dewey (2020) candidly acknowledged: "The considerable debate notwithstanding, for the most part the focus on ELF in ELT has not led to any sizeable material changes in practice" (p. 374). In an effort to redress this state of stagnation, this presentation makes a case for situating native-speakerism within entrenched, interrelated systems of inequality known as coloniality of power (Quijano, 1989), drawing from the scholarship on decoloniality (Mignolo, 2007; Quijano, 2000). Coloniality of power as an analytical concept foregrounds the entangled nature of interrelated forms of inequity revolving around race and ethnicity (Grosfoguel, 2010). We argue that native-speakerism is but one manifestation of coloniality of power, and it needs to be addressed holistically by considering geo- and bodypolitics of knowledge (Quijano, 2000), rather than just demonstrating the competence of multilingual English users in an empirical vacuum. Following the theoretical account, we discuss research and pedagogical practices that disrupt native-speakerism by acknowledging intersectional identities of language users who carry rich reservoirs of complementary experience and knowledge, going beyond the treatment of nativespeakerism as a mere linguistic issue.

Doing 'Being an Expert or a Novice': Extended Other-Initiated Repair Sequences in ELF Interactions

Satomi Kuroshima, Blagoja Dimoski, Jody Yuri Yujobo, Tricia Okada and Rasami Chaikul

10:50-11:15, Sunday, 20 November, 2022

Satomi Kuroshima

Tamagawa University

Blagoja Dimoski

Tamagawa University

Jody Yuri Yujobo

Tamagawa University

Tricia Okada

Tamagawa University

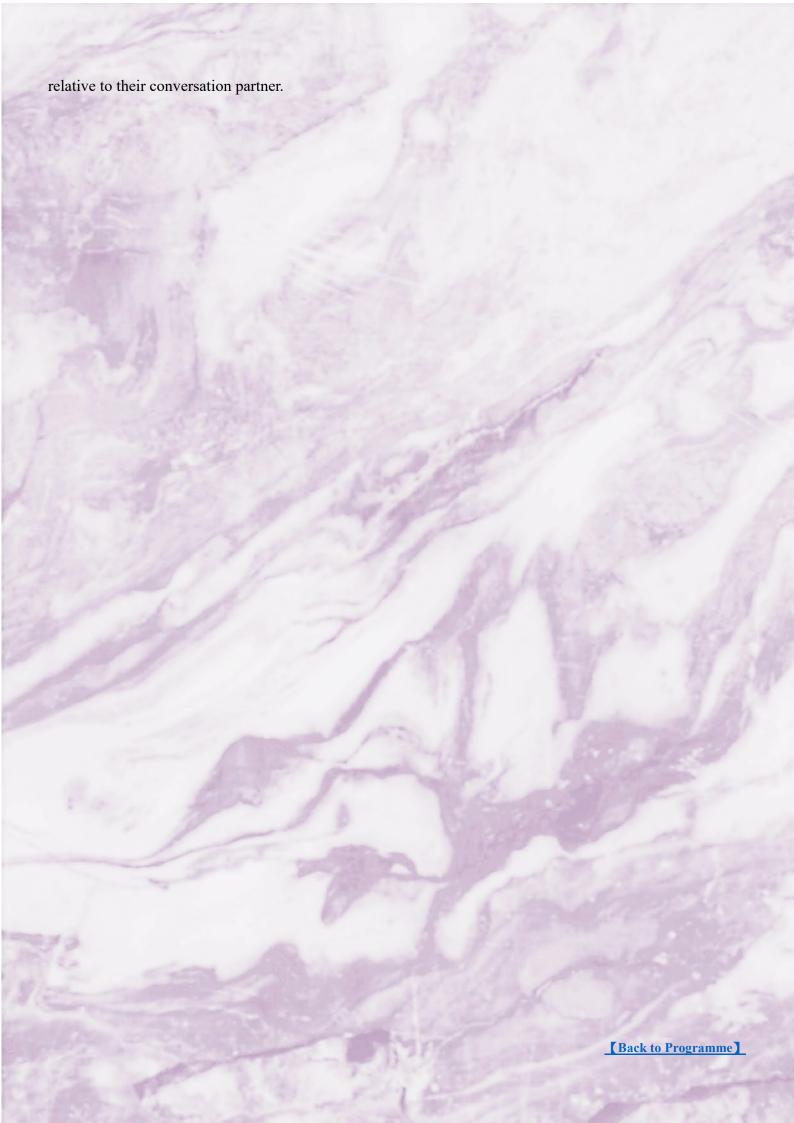
Rasami Chaikul

Tamagawa University

Abstract

Other-initiated repair (OIR) sequences have attracted much attention in the field of ELF; however, the indepth analysis of OIR as the participants' communication strategies used to resolve the communication problems has been significantly lacking in the literature. By adopting conversation analysis as a research framework, this study attempts to broaden our understanding of the participants' strategies, namely, the repair operation methods, used for fixing the broken surface of interactions in English as a multi-lingua franca, especially in the case of extended repair sequences with multiple OIRs. We have examined the first encounters of 20 dyadic interactions in English as a multi-lingua franca between Japanese students and non-Japanese interlocutors conducted through Zoom. Our preliminary finding suggests: when the OIR is initiated by a foreign interlocutor to a Japanese student, regardless of the type of repair initiation method, Japanese students tend to enunciate their original utterance, thereby, treating the other's problem as their own articulatory problem. On the other hand, when the OIR is initiated by a Japanese speaker, the foreign interlocutors engage in paraphrasing or specification of their original utterance, thereby judging that there is an understanding problem on the Japanese speaker's side. These findings indicate that the participants make a distinction between the two types of problems in realizing intersubjective understanding in ELF first encounters: the intelligibility (i.e., articulatory), and the understanding problems. By adopting an appropriate method to remove the interactional obstacles, participants achieve doing being a novice or a more knowledgeable expert

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The Construction and Validation of a Self-Assessment Questionnaire of Bilingual Teaching Competence for Pre-Service Elementary Teachers in Taiwan

Pei-Ning Lee, Ting-Ling Kang and Sung-Tao Lee

14:30-14:55, Saturday, 19 November, 2022

Pei-Ning Lee 李珮寧

National Taichung University of Education

Ting-Ling Kang 康婷綾

National Taichung University of Education

Sung-Tao Lee 李松濤

National Taichung University of Education

Abstract

The purpose of this study is the transformation and modification of the self-assessment rubric for immersion and dual language (ImDL) teachers proposed by Tedick & Lyster (2020) to examine its adaptation for questionnaire development of bilingual teaching competence for pre-service elementary teachers in Taiwan. One hundred and forty-five college students enrolled in teacher preparation programs provided by Universities in northern and central Taiwan were invited to participate in this on-line survey. After screening, 109 valid questionnaires were used for factor analysis in statistics. The analysis results of reliability is 0.97 (Cronbach's Alpha) and Kaiser-Meyer-Olkin (KMO) and Bartlett's test are 0.9 and significant (p<.05). It is also revealed that the original 55-items of self-assessed rubric statements derived from eight strands were regrouped into five new dimensions related to pre-service elementary teachers' bilingual teaching competence perception. The five dimensions in the validated questionnaire for self-assessment in bilingual teaching contexts are (1) academic language; (2) cross-linguistic application; (3) language production; (4) learning objectives; and (5) instructional scaffoldings. It is suggested that this validated instrument can be used for future academic studies regarding the learning outcomes assessment of elementary bilingual teacher preparation programs in Taiwan, especially when English is beginning to be considered as the medium to learn subject knowledge in the National educational policy requirements.

Learning Englishes and Cultures Through Movies—A Global Englishes Awareness Raising Course

Shu-wen Lin

14:55-15:20, Sunday, 20 November, 2022

Shu-wen Lin 林淑雯

National Taipei University of Business

Abstract

This presentation reports the first cycle of an action research project exploring a Global Englishes course at a Taiwanese university. The research was conducted against the background of Taiwan's mandate to become a bilingual nation by 2030. The notion of being bilingual involves someone's capability to express themselves in two languages (Chinese and English in Taiwan's case) and identity and ownership across these languages. In Taiwan, however, there is a prevalent view of English as a foreign language and a stereotypical view of native speakers as custodians of the English language and culture. To address these issues, the researcher designed and implemented a Learning Englishes and Cultures Through Movies course based on the Global Englishes paradigm. The participants of this research cycle were 14 second-year undergraduate English majors enrolled in the course during the second semester of the 2020/2021 academic year. Qualitative data were obtained from the students' biweekly reflections and analyzed inductively through content analysis. The findings concern the students' attitudes toward the multilingual use of English and their perceptions of the multicultural character of English throughout the course. The findings also provide feedback for conducting the next cycle of action research.

Colloquium paper

Bringing Narrow Reading into the Taiwanese High School Classroom: A Corpus-Based Study of Vocabulary Coverage and Vocabulary Recycling in the "Hunger Games" Book Series for Incidental Vocabulary Acquisition

Po-Sheng Lin

10:50-11:15, Sunday, 20 November, 2022

Po-Sheng Lin 林柏陞

National Taiwan Normal University

Abstract

Narrow reading is an effective approach being used for incidental vocabulary learning. However, little is known about the effect of narrow reading in Taiwanese high school classrooms. The present study conducted a corpus analysis on the Hunger Games book series, and compared (1) the word coverage across the series with six levels of the CEEC word list; (2) the word-type repetition patterns observed in the book series across the word list; (3) the potential of adopting the book series as narrow reading material for incidental vocabulary learning from the view of extensive reading and word list learning. The target book series topped The New York Times bestseller list and were ranked second in National Public Radio (NPR)'s poll of the top 100 teen novels, which indicated its worldwide popularity among teenagers. AntWordProfiler (Version 1.5.1) was used to create a list of word coverage among three books across the 108 academic year version of the high school English word list developed by the College Entrance Examination Center (CEEC) in Taiwan and analyzed the frequency profile of word-type repetition patterns. The findings highlight the high vocabulary coverage and word-type repetitions of the relationship between the series and the word list, which indicates that narrow reading can support word list learning. In addition, the high word recycling patterns and the multiple word encountering opportunities discovered in the book series resonate with the features of narrow reading, which lead to more effective incidental vocabulary learning.

Developing Preservice English Teachers' Metacognition through Post-Task Summary Reflection

Lu-Chun Lin

14:30-14:55, Sunday, 20 November, 2022

Lu-Chun Lin 林律君

National Yang Ming Chiao Tung University

Abstract

Metacognition is conceived as one's knowledge about their own thinking as well as their ability to regulate it. Metacognition is also the major pillar of self-regulated learning and plays an essential role in successful learning. In Taiwan, national reform efforts have been initiated with the changes in the basic education system and the promulgation of the new curriculum guidelines. One key aspect of the curriculum reform is to promote learner autonomy through building solid core competencies and developing a capacity for learning reflection and analysis. The present study aims to develop preservice English teachers' metacognitive knowledge and regulation about teaching and learning through consistent use of post-task summary reflection writing. Ten preservice English teachers were invited to participate in the study on a voluntary basis. Two metacognition instruments, i.e., Metacognitive Awareness Inventory (Schraw and Dennison, 1994) and the Teacher Metacognition Inventory (Jiang et al., 2016), were used to examine the participants' development of metacognitive awareness and to gauge their teacher metacognition. The major sources of the data include a range of post-task summary reflection writing and discussion such as 3-2-1 summary reflection worksheets after attending ELT workshops or talks and participating in open classroom observation and collaborative lesson studies as well as the videos, transcripts, reports, and reflections of the participants' own microteachings. The findings showed that the consistent use of post-task summary reflection writing and discussion encouraged the preservice teachers' elaboration of their own thinking, learning, and even teaching, particularly when their initial responses were broad or superficial. By systematically and strategically developing preservice teachers' metacognition, we believe that these teachers would be empowered to act as metacognitive role models who support their students' metacognitive development.

Exploring English Pragmatic Strategies for Academic Intercultural Communication among Chinese University Students

Lu Liu

10:25-10:50, Sunday, 20 November, 2022

Lu Liu

King's College London

Abstract

In recent decades, higher education (HE) has witnessed unprecedented development in the dynamics of its internationalization, which inevitably requires integrating an intercultural or global dimension into the purpose, function, and delivery of HE. Due to the rapid advancement of HE internationalization, the surge of deploying English as a medium of instruction (EMI) is significantly boosted, with a constant increase in hybrid and fluid English practices. Based on the EMI context in international universities, the English language, or more precisely ELF, plays a significant role in academic intercultural communication, with participants from diverse lingua-cultural backgrounds. ELF is the kind of English most widely used in HE, with academic intercultural communication emerging against a backdrop of EMI. Nevertheless, despite the close relationship between ELF and EMI, there is still a scarcity of ELF-based research examining the actual EMI interactions from an ELF perspective. Thus, this paper is particularly dedicated to exploring the pragmatics of ELF in academic intercultural communication which occurs in a UK university keen to promote itself as an 'International' institution. More specifically, this ELF-based empirical study intends to focus on exploring how Chinese postgraduate students studying in London employ pragmatic strategies including hedges, self-repairing, paraphrasing, and draw on multilingual resources to construct mutual intelligibility and manage academic intercultural interaction in seminar group discussions. Additionally, considering ELF research crucial for repurposing English in ELT, this paper also seeks to draw some implications from this study to rethink how to develop ELT pedagogy concerning teaching pragmatic strategies under the ELF framework.

Virtual Communicative Practice within English Language Programs Instagram: Using ELF Multimodal Resources for Relational Work

Yumi Matsumoto

10:00-10:25, Sunday, 20 November, 2022

Yumi Matsumoto

University of Pennsylvania

Abstract

This study examines virtual communicative practice among international students and staff at the English language program (ELP) at a U.S. university. It highlights how using multimodal resources (e.g., images) in Instagram contributed to building relationships when the ELP had to find strategies for interacting with students due to the suspension of in-person instruction during the pandemic. With an alternative understanding of space/place as emerging through interaction (Higgins, 2017), I frame this study within virtual linguistic landscapes (LL) research (Kallen et al., 2020), considering social media as a unique LL site. The data are 264 ELP Instagram posts (including Livestreaming) created by ELP staff for two academic years (Fall 2020-Spring 2022). Conducting a qualitative content analysis, specifically, social semiotic analysis (Poulsen & Kvåle, 2018), I selected focal posts based on the two criteria: (a) posts that gained many students' reactions (e.g., comments); and (b) posts that displayed students' emotions (e.g., love) or antagonistic characteristics (e.g., disagreement). My analysis demonstrates how students' participation gradually increased over time, as ELP staff sought various ways to interact with students by employing technological affordances like multimodality and instantaneous participation (Lee, 2022). Furthermore, it illustrates fluid, fragile intercultural communicative practices, including alignment and solidarity by sharing positive emotions (e.g., nostalgia related to an ELP building) and adversarial, disagreeing moments by discussing politically sensitive topics (e.g., Chinese New Year) (Jenks, 2013). This study suggests ELF interactional research can be expanded by examining fluid communicative practice within social media, which might generate unique, multimodal norms through ELF.

Student Perceptions of Native vs. Non-Native English Teachers in Japanese Classrooms

Shoichi Matsumura, Chapple Julian and Toshinobu Nagamine

10:50-11:15, Saturday, 19 November, 2022

Shoichi Matsumura

Ryukoku University

Chapple Julian

Ryukoku University

Toshinobu Nagamine

Ryukoku University

Abstract

This study aimed to explore the debate into native vs non-native English-speaking teachers from the students' point of view in a Japanese context. A 28-item questionnaire about native speakerism (Colmenero & Lasagabaster, 2020) was employed to collect quantitative data from 405 public high school students in Japan. In the questionnaire, participants were asked for their native/non-native teacher preferences in four different categories: assessment and support, attitudes and motivation, culture, and perceived linguistic abilities. The results indicated a preference for native-speaking teachers in all but the category of perceived linguistic ability. Somewhat counterintuitively, students felt that they would be able to develop their English linguistic abilities more if taught by non-native speaking teachers. Follow-up interviews conducted with four students revealed several reasons for these seemingly contradicting results. First, students seemed to think that non-native speaking teachers (i.e., native Japanese teachers) understood their learning processes (the specific difficulties students faced) better than native speakers as they shared similar experiences when they were learners, and hence could provide good advice. Second, native English teachers are viewed as less well-equipped in prepping students with the language skills necessary to pass university entrance exams. Finally, students wanted to achieve native-like English proficiency so preferred their English to be checked by native speakers for intelligibility, signifying a preference in terms of assessment. These perceived differentiated abilities will be examined and implications for the roles of native and non-native English-speaking teachers will be discussed to promote the English-as-a-lingua-franca perspective among students.

English Teaching Goals by Multilingual Native and Non-Native Teachers of English in Japan

Ryo Mizukura and Enric Llurda

14:55-15:20, Saturday, 19 November, 2022

Ryo Mizukura

International Christian University

Enric Llurda

Universitat de Lleida

Abstract

This paper will focus on the English teaching goals expressed by six teachers (three native and three non-native) at a private university in Beppu city. The university is known for its English-medium programs that bring in several international students. All six teachers were selected for their multilingual international profile (Ellis, 2016), as the three non-native speakers were born and had obtained their university degrees in Japan but had lived abroad, and the three native speakers of English are fluent in Japanese and married to Japanese couples.

Beppu is a relatively small city far from major cities in Japan, which was transformed 20 years ago by the presence of the above-mentioned university. In 20 years, from having a mostly Japanese population with some temporary visitors, the city has become the place of residence of an increasing number of international students who may settle down in the city after graduation (Maeda, 2015).

We aim to analyse the categories established by the six teachers to talk about the goals of English teaching in their context. We focus on teachers' goals and also their perception of students' goals in relation to internationalisation and globalization in contemporary Japan and in relation to monolingual vs. plurilingual teaching methodologies, including translanguaging. We will look at whether the categorisation of native, non-native and multilingual is expressed through their discursive construction of identity and their role as teachers of English and to what extent such external categorisation may be blurred in their discursively constructed identity.

Global Englishes in Three Japanese Universities: Beliefs and Pedagogies

Patrick NG

10:00-10:25, Saturday, 19 November, 2022

Patrick NG 吳清良

University of Niigata Prefecture

Abstract

It has well been established that a native speakerist ideology usually entrenches the use of an exonormative variety of English at the institutional level. However, it is necessary to expose students to Global Englishes (GEs) to create spaces for the principled and judicious use of local languages (Cook, 2001). According to Galloway and Numajiri (2020), GEs is an umbrella term for the overlapping but diverging research fields of English as a Lingua Franca (ELF), World Englishes (WE), plurilingualism and translanguaging. However, the promotion of GEs in specific educational contexts remain relatively unknown. This study aims to bridge the gap by investigating the following research questions:

- (i) What are the beliefs of teachers in support of Global Englishes in the Japanese EFL classroom?
- (ii) What innovative pedagogies are adopted by teachers to promote Global Englishes?

The study adopts a collective narrative approach (Smith & Lythe, 1999) to reflect on the activities undertaken by 3 teachers to promote GEs in three Japanese universities. The results of the study showed that the decision to teach GEs is attributed to teachers' identity as multilingual teachers of English. Although the use of translanguaging in classroom instructions is effective to help Japanese EFL learners conceptualise English as a multilingual language, it is also necessary to dismantle the ideology of native-speakerism to enforce the notion that local varieties of English are legitimate and communicative viable. The pedagogical implications arising from the study suggest that teachers should heighten awareness of the changing nature of English in the global communication contexts.

Japanese-Student Perceptions of Diversity and ELF in Bangkok, Thailand

Andrew Nowlan

10:00-10:25, Saturday, 19 November, 2022

Andrew Nowlan

Kwansei Gakuin University

Abstract

While Japanese society is often described as ethnically homogenous and inward looking, its higher education institutions promote study abroad as beneficial for acquiring English and expanding worldviews. To meet these rather vague goals, Japanese universities and prospective sojourners primarily consider native English destinations of the Inner Circle, such as the United States, while Outer and Expanding Circle countries receive significantly less attention. Therefore, to generate more understanding of experiences in non-traditional destinations, this presentation reports on a government-funded phenomenological study involving the shared experiences of six Japanese university students who studied at a university in Bangkok, Thailand. The six participants completed weekly journals during the first 10 weeks of 2020 while in Bangkok, a reflective survey shortly after returning to Japan, and a retrospective semi-structured interview in early 2021. To capture the essence of study abroad in Bangkok for Japanese university students, the presenter identified 491 significant statements across all data sets, resulting in two clusters of meaning that compose a textural description of the experience: (1) perceptions of diversity (e.g. gender and sexuality) and (2) experiences with English as a Lingua Franca (ELF). A more nuanced structural description considers the development and role of intercultural communicative competences, soft-skills, negative experiences, and empathy. During this presentation, attendees will gain a better understanding of how Japanese university students experience study abroad in Bangkok through the lens of diversity and ELF. The presenter will propose how findings may contribute to an improved domestic English-language curriculum that focuses on intercultural communication and ELF.

An Analysis of Empathic Communication in Medical English as a Lingua Franca: The Use of Repetition in Response to Patient's Emotion during the Phase of Presenting Complaint

Yukako Nozawa

18:50-19:15, Friday, 18 November, 2022

Yukako Nozawa

Toyo University

Abstract

This study investigates how the student doctors express their empathy to the simulated patients, which has been regarded as the core element of patient-centred healthcare communication. This paper specifically focuses on the student doctors' use of repetition in response to the simulated patient's emotional complaint. The conversation data were collected at the Advanced Medical English classroom at a medical university in Japan. The student doctors are mostly Japanese, involving a few exchange students from other Asian countries, while the simulated patients are non-Japanese; the participants engage in doctor-patient communication in English as a lingua franca. The researcher transcribed and analysed the conversation data, combining the framework of conversation analysis (e.g., Atkinson and Heritage, 1984) and the model of empathic communication proposed by Suchman et al. (1997). The analysis has revealed that the student doctors tend to use other-repetition strategically in response to the simulated patient's emotional complaint as, what Suchman et. (1997) terms, a potential empathic opportunity continuer. In this presentation, I will illustrate the following two main points in a detailed manner; 1) how the use of other-repetition can contribute to the co-construction of empathic communication as the medical interview proceeds, and 2) how it can ensure the mutual understanding in ELF communication (e.g., Kaur, 2009) and facilitate the patient's telling his or her story. I will discuss the limitations of this research and conclude the presentation by giving pedagogical implication.

Multimodal Analysis of Advertising in ELF for Tourism

Ida Parise

14:30-14:55, Sunday, 20 November, 2022

Ida Parise

Goldsmiths University of London

Abstract

The aim of this research is to present and analyse examples of signs related to Tourism as a specialised discourse in the framework of English as a lingua franca (ELF). Considering the advancing phenomenon of plurilingual practices and the interactional dynamic of international communication, the present investigation applies translanguaging theoretical approach on language use. Its objective is to illustrate key concepts and address issues around the pragmatics of different semiotic resources to accomplish communicative and functional success among multiple individual identities.

This study presents advertising directed to an international audience characterized by a translanguaging theoretical approach on language. This perspective emphasises the creative power of linking linguistic forms and/or other modes of communication for meaning-making, going beyond the boundaries of each semiotic resource.

The Linguistic Landscape (LL) interpretative framework (Ben-Rafael, Shohamy, Amara and Trumper-Hecht (2006); Shohamy and Gorter (2009) can be of relevant support to examine the signs or announcements located outside or inside some private businesses in the geographical location selected for this study.

The data include a rich multimodal dissemination of messages with tourist promotional and endorsing commercial functions. It will show how visual communication is devised to manage the dynamic process of mediating visitors' multilingual repertoires in accomplishing complex social and cognitive activities through strategic and creative employment of multiple semiotic resources to act, to know, and to be (Li 2016).

Colloquium paper

Non-Native English Speaking Teachers, ELF, and Human Capital

Simon Perry

18:50-19:15, Friday, 18 November, 2022

Simon Perry

Waseda University

Abstract

This is a talk based on a research project in which I seek to get an insight into non-native English speaking teacher (NNEST) perceptions of pedagogic change within ELT, with a focus on ELF being incorporated more into curriculums. The project links this to the current of neoliberalism running through ELT policy and how this may be defied by NNESTs by embracing ELF, which suits their skillsets and sits well in their professional portfolios. The enhancement of their portfolios to attract credit is an aspect of human capital that will be explored through participant interviews and website analysis that seeks to gain insights from NNESTs and the management teams that employ them. Ultimately, the research will shed light on NNESTs gaining equity in the field of ELT by embracing pedagogic change, most notably the incorporation of ELF into teacher training programs and ELT curriculums. I will highlight findings from interviews conducted with NNESTs based in the Philippines and in Japan, which demonstrate NNEST awareness of ELF and their opinions on how it can aid their enfranchisement within their professional field. I will also present findings from an analysis of ELT institution websites in Japan that demonstrate inconsistencies between recruitment and discourse ideology regarding the employment of NNESTs. At the heart of my analysis is the concept of human capital and how by embracing ELF NNESTs can enhance their status and be at the forefront of pedagogic changes in the 21dt Century linguistic landscape.

Pragmatic Strategies in an ELF University

Phiphawin Suphawat Srikrai and Anchalee Wannaruk

10:25-10:50, Sunday, 20 November, 2022

Phiphawin Suphawat Srikrai

Khon Kaen University

Anchalee Wannaruk

Suranaree University of Technology

Abstract

Many Thai universities have been internationalized for decades. Definitely, English language has become a medium of instructions for most international programs. Living and studying in Thailand, English is therefore used as a lingua franca by mainly speakers from other mother tongues than English. This study investigated ELF interactions specifically in the international affairs division of a Thai university where Thai international affairs officials interacting with visitors from various L1s. Conversations from international affairs offices were recorded and analyzed. The findings revealed various strategies used in this ELF context. Both Thai and international visitors who spoke around 23 different first languages most frequently employed such as backchannel, repetition and rising question intonation strategies while Thai officials interacting with native English visitors, they used code-switching most often to help increase confidence and express friendliness or politeness.

What Do We Mean by 'Drawing upon All Resources Available'? Discussing a Central but Neglected Notion in ELF Research

Sandra Radinger

18:25-18:50, Friday, 18 November, 2022

Sandra Radinger

University of Vienna

Abstract

The idea of availability of linguistic resources is central to ELF research: ELF users draw "on resources available through plurilingual channels" (Hülmbauer & Seidlhofer 2013: 400), they "thereby gradually expand the shared multilingual resource pool available" (Pitzl 2018: 25), and they are "using whatever linguistic resource they have at their disposal" (Widdowson 2020: 26). Mortensen (2013) furthermore makes availability a central category in the definition of the lingua franca language scenario.

But what do we mean with 'availability'? – Of what exactly, and enabled and constrained by what, or whom? In the light of translanguaging research (Garcia & Li Wei 2014; Li Wei 2018), a focus on the availability of linguistic sources alone does not suffice the description of how language users draw upon all semiotic sources. Furthermore, next to constraints by power (Guido 2018), biographical approaches (Busch 2021) show that the availability of semiotic sources in situ may be constrained by individual past experiences, present stakes, and future projections.

The study presented draws attention to the central but neglected notion of availability in the study of ELF and discusses possible directions for further research. In doing so, it reaches out to the above-mentioned fields of applied linguistics and considers conceptual and empirical challenges linked with researching 'availability'. Finally, it gives insight into data generated by participatory enquiry into the lived experience and ethical meaningfulness of languaging and demonstrates how such research may contribute to the theorization of 'availability' in ELF research.

Models of the Spread of English and the Development of a Variety: Where Does English in Tunisia Stand?

Aicha Rahal

18:50-19:15, Friday, 18 November, 2022

Aicha Rahal

Independent Researcher

Abstract

World Englishes (WEs) research has developed into one of the most vibrant fields of linguistic inquiry. To capture the sociolinguistic diversity of English, researchers have developed, applied, and discussed different models to WEs to account for the spread and functions of English as a global language. The most prominent models are Strevens' "World map of English" (1980), Kachru's 'Concentric circle model" (1985), McArthur's "Circle of World Englishes" (1987), Modiano's "centripetal circles of International English" (1999) and Graddol's (1997) model and Schneider's (2003) Dynamic Model. More recently, Buschfeld and Kautzsch (2017) have developed the Extra- and Intra-Territorial Forces (EIF) Model. Therefore, multiple varieties of the English language have appeared and countries have been classified in different stages based on the models. There has been no study so far that studies the contemporary status of English in Tunisia. This presentation will present the results of features of English as a Lingua Franca in Tunisia. The measurements are based on the Tunisian corpus of the IPCE-IPAC protocol (InterPhonology of Contemporary English). The informants are Tunisian students from different fields. Then, it will show how English in Tunisia seems to have been moved from the English as a foreign language to the English as a second language status. It assumes that Tunisia has been described as falling "between an ESL and an EFL country" (Kachru, 1994, p.547). Tunisia has reached the stage of Exonormative stabilization as contemporary English is characterized by a multitude of varieties, according to Schneider's (2003) and Buschfeld and Kautzsch's (2017) models. The presentation will start by giving an overview of the Tunisian linguistic context. Then, it will apply these models to situate English in Tunisia.

"May I just Add a More Pragmatic about That": Marking up Pragmatic Functions in VOICE

Stefanie Riegler

18:00-18:25, Friday, 18 November, 2022

Stefanie Riegler

University of Vienna

Abstract

When English as a lingua franca (ELF) speakers interact, they strategically use their linguistic resources to perform a variety of pragmatic functions (for a useful overview see Cogo & House 2018). Research now seeks to indicate these interactive practices in the Vienna-Oxford International Corpus of English (VOICE) (VOICE 2021) by marking up pragmatic functions in the corpus. The annotation scheme, which is currently developed, works towards complementing the available annotation in VOICE with an additional functional layer to preprocess VOICE transcripts for pragmatic analyses. In addition, the greater transparency of communicative processes in ELF interactions may also render these more readily accessible for language pedagogic purposes. The aim of this paper is to provide insight into the design of the annotation system. It introduces a preliminary taxonomy of pragmatic functions, which was empirically compiled on the basis of VOICE data. The paper outlines the way current speech act annotation schemes, existing studies into the pragmatics of ELF interactions and conversation analysis guide the development of the annotation scheme and mark-up procedure. Annotated passages of speech events are then discussed in relation to issues encountered when initially applying the manual annotation system in VOICE transcripts.

Colloquium paper

"To Me, English Is Kind of, Like, You Know, a Basic Bitch." – Identity and Attitudes towards English as a Lingua Franca in the Family

Stefanie Rottschäfer

14:55-15:20, Sunday, 20 November, 2022

Stefanie Rottschäfer

Technical University Dortmund

Abstract

It is not uncommon that people in love relationships use English in order to communicate, even though it is neither the mother tongue of either of them nor the majority language (Pietikäinen 2017). When children enter the picture, and ELF is per definition not a mother tongue, does it transform into the mother tongue of children growing up with their parents using it then? ELF has been denoted a neutral language of communication, not a language of identification, suggesting ELF users do not necessarily identify with the English language and Anglo-American norms (House 2005, 2014). In line with the reconceptualisation of ELF as English as a Multilingua Franca (Jenkins 2015), my research explores the role the English language plays for families living all across Europe, in which English is one of the languages spoken. The twenty-five families under investigation consist of parents, who have different first languages and use ELF as their couple language, and their children, who are exposed to their parents' English from birth onwards. The mixed methods study design incorporates dinner table conversations, introspective interviews, and language portraits. The focus of this paper is on the children, the status of the languages they speak, their attitudes towards English, and possible implications on identity construction. Preliminary findings show that the role the English language plays for the children varies considerably among the families — reasons for that are to be found in differing family language policies, the amount of English spoken during family dinner conversations, and other factors.

An Exploration into the Development of a Japanese University Student's ELF Awareness through Study abroad and ELF-Informed Instruction: A Narrative Case Study

Koichi Saito and Aina Tanaka

14:30-14:55, Saturday, 19 November, 2022

Koichi Saito

Waseda University

Aina Tanaka

Waseda University

Abstract

Given the fact that English is used as a lingua franca in international communication, ELF-informed instruction has been conducted at several universities in Japan so as to raise global human resources by heightening students' awareness of how people from diverse backgrounds communicate in ELF (Murata, 2021). The findings of previous research suggest that only teaching the content is not adequate to foster students' ELF awareness, indicating the necessity of the exposure to actual ELF communication (e.g., Murata, 2021; Murata & Iino, 2018; Saito, 2019), and thus, the importance of studying abroad (e.g., Kimura, 2019; Nogami, 2020).

My research focuses on a student who studied in the US as an exchange student for a year and took part in an ELF-informed course at a private Japanese university after returning to Japan. A questionnaire-based interview was conducted after the course ended, and a narrative was created on the basis of the collected data.

Through the analysis of the narrative, it was found that the student had come to appreciate the diverse nature of English and its current role in this globalised world through communicating with people from various lingua-cultural backgrounds during her time abroad. Her subsequent participation in the ELF-informed course crystalised what she had experienced abroad, enabling her to become fully aware of ELF.

This research is significant in that it clearly reveals the necessity of both teaching ELF and providing exposure to ELF communication, and its findings have great implication both for ELF-informed instruction and study abroad programmes.

Comparing Levels of Self-Perceived and Actual Communicative Competence in English of Filipino Grade 12 Students in Metro Manila

Maria Rhodora S. Salazar

10:50-11:15, Saturday, 19 November, 2022

Maria Rhodora S. Salazar

University of the Philippines

Abstract

Is there a difference between a person's self-perceived and actual communicative competence in English? This descriptive study uses a quantitative approach to compare the levels of self-perceived and actual communicative competence in English of Filipino Grade 12 students in Metro Manila in terms of communication roles, modes, strategies, and skills according to sex, income class, type of school attended, foreign travel experience, movie preference, and use of English at home. A survey questionnaire was administered to 185 respondents to elicit their self-reported level of communicative competence in English. Then, the same respondents were asked to answer the Test of English for International Communication (TOEIC) to assess their actual level of communicative competence in English. The data were analyzed in relation to the concepts of Canale and Swain's Communicative Competence as well as Bachman and Palmer's Model of Communicative Competence. Results showed that the respondents see themselves as having more skill than they actually possess which suggests that confidence in one's ability in using a language is a positive element in building communication skills. The role of English as a global language of communication and its status as the working language of the ASEAN region have important implications for language education in the Philippines. It is hoped that the relevant findings of this study will help educators and policy makers infer "teaching-learning effectiveness" and to provide impetus towards the further development of the English communicative competence in the Philippines.

Developing Intercultural Competence in the Language Classroom

Virginia Shiang-lan Shen

10:50-11:15, Saturday, 19 November, 2022

Virginia Shiang-lan Shen 李香蘭

National Sun Yat-sen University

Abstract

As global communication has become more accessible through technological advances, it is essential for instructors to foster intercultural awareness and global citizenship in the classroom to equip students with cultural competence and motivate them to assume active roles to face and resolve global challenges. Through intercultural dialogues and conflict resolution strategies, instructors can prompt students' critical thinking and empower learners to become proactive contributors to a more peaceful, tolerant, and inclusive world.

Approaching intercultural communication as a critical reflection of the relationship between values, behaviors and attitudes of one's own culture and of the target culture, this study intends to demonstrate how instructors can effortlessly incorporate effective instructional strategies in an English enhancement class to develop students' intercultural competence and English language skills to be in pace with Taiwan's 2030 Bilingual Nation policy. For this purpose, discussion will center on three steps of identity reflection. Initially, students will be guided to build their own identity by exploring their particular inherited and constructed traditions while learning from the experiences and perspectives of others, followed by reflecting upon how their values, background and experiences shape their opinions of others and eventually, become capable of understanding others and developing empathy and tolerance. Generating reflective questionnaires to stimulate intercultural discussions and designing interactive themes and engaging multicultural activities will also be examined.

Trans-Pedagogy in ELF: Reimagining Spatial Repertoires and Virtual Materiality in English for Workplace Communication in Hong Kong

Phoebe Siu and Esther Tong

11:15-11:40, Sunday, 20 November, 2022

Phoebe Siu

The Hong Kong Polytechnic University

Esther Tong

The Hong Kong Polytechnic University

Abstract

This paper transcends English as a Lingua Franca (ELF) with asset-based pedagogies designed for Hong Kong citizens across diverse sociolinguistic and cultural backgrounds. Addressing the research gap in translanguaging and ELF (Song & Lin, 2021; Lemke & Lin, 2022), this study explicates how trans-pedagogy in ELF is upheld through technology-enhanced spatial repertoires and virtual materiality co-designed by teachers and tertiary students in Hong Kong. It highlights the research and pedagogical values for leveraging everyday life translanguaging and trans-semiotizing practices of plurilingual students in ELF workplace communicative practice in Asia. A spatial understanding of translanguaging and trans-semiotizing foregrounds a co-constructed, distributed, and emergent 'contact zone' in educational co-designs that involve people with diverse linguistic and life trajectories co-creating 'new social spaces, knowledge, norms, ideologies and identities' (Ou, Gu & Hult, 2020) in pandemic and post-pandemic eras. This paper first investigates the constraints and tension in applying plurilingual practice and the 'deficit models' to develop English for Workplace Communication in Hong Kong tertiary educational contexts. Triangulated with teaching video observations, semi-structured individual interviews, focus group discussion and course materiality review in a summer workplace communication course completed by plurilingual, pluricultural students in a higher education institute, this design-based research (DBR) (Jacobsen, 2014; Dunn, Hattie & Bowles, 2019) theorizes translanguaging and trans-semiotizing into a renovated dialogic space and contact zone favorable for trans-pedagogy to take place with mutually inclusive use of teacher-to-student and student-to-student transmodal scaffolding resources interculturally contextualized as spatial repertoires and virtual materiality in ELF contexts.

Revisiting "National Culture" through the Lens of Japanese BELF Users

Miyuki Takino

10:50-11:15, Sunday, 20 November, 2022

Miyuki Takino

Yokohama City University

Abstract

Communication in English as a business lingua franca (BELF) inevitably involves cultural differences among BELF users from diverse backgrounds. The idea of national culture is increasingly criticised as it neglects multiple and dynamic identities of individuals, focuses on differences rather than similarities and may fix stereotypes. To understand the roles of "national culture" in BELF, I investigate how 18 Japanese BELF users apply the notion of national culture when discussing challenges in their multicultural BELF communication. In this paper, culture is defined as a verb (Street, 1993), something people do, perform, and negotiate. Analysis of interviews of Japanese BELF users illustrates some BELF users employ knowledge of national culture to make sense of their misunderstandings. Some use Japan's national culture to reflect their own culture and develop strategies to adjust their "doing of culture" to avoid communication breakdown. Some use the national culture to discover the relativity of culture (Piller, 2017), which is often hidden from us because of "our naïve acceptance of fixed ways of seeing others" through familiar languages and cultures (Piller, 2017).

Although the national culture is a discursive construction and often based on "imagined" communities (Anderson, 1991), it also plays a meaningful role in helping BELF users to see the world through lenses other than their own. I argue that rather than rejecting the discourse of the "national culture" at all, we rethink the discourse as a tool to develop sensitivity toward culture while also paying critical attention to the danger of rigid and simplified stereotyping.

Online Induction Program for High School Students: Effectiveness and Implications

Eng Hai Tan

14:55-15:20, Saturday, 19 November, 2022

Eng Hai Tan 陳永海

Meio University

Abstract

High school students are often anxious about their new university life and do not know what to expect in English classes at the tertiary level. Furthermore, students may feel apprehensive about classes that have to be conducted online due to the current COVID-19 situation. In order to address these concerns, an online English workshop was conducted once a week over a period of three weeks to help students improve their English communication skills and create opportunities for them to interact with the language center tutors. This presentation outlines the content and implementation process of the workshop. An online questionnaire was given to the participants (n=58) and tutors (n=4) to collect feedback after each session. 97.3% of the participants indicated that they were very satisfied and satisfied with the content of the workshop. 81.4% found the content manageable and 6.5% found it a little difficult. 90% of them stated they had gained the skills required to attend online classes. As for the tutors, the satisfaction level of their facilitation skills increased from 62.5% to 75%. The results also suggested that participants felt less anxious about their new college life after the workshop. The implications of this project will also be discussed.

The Use of ELF for Self-Expression in Social Media: An Analysis of Japanese SNS Users' Linguistic Creativity from a Translanguaging Perspective

Aina Tanaka

10:50-11:15, Sunday, 20 November, 2022

Aina Tanaka

Waseda University

Abstract

This paper qualitatively investigates how young adults in Japan creatively exploit English and multilingual/modal resources for self-expression in social media. In doing so, the present research conducted online observations of participants' Instagram posts. Furthermore, it expanded the analysis of the participants' posts by exploring their intentions through retrospective interviews, considering text and context inseparable in written communication (Canagarajah, 2019).

The rise of social media has brought together people across the world and blurred geographical boundaries (Dovchin, 2020). Multilingual online users regularly communicate with audiences from diverse linguacultural backgrounds using ELF, often transcending broader linguistic and semiotic resources for self-expression (Baker & Sangiamchit, 2019; Li Wei, 2020).

The analysis of 3-month observations of Instagram posts by 20 Japanese participants in their 20s reveals that they share their lives through creative translingual practices such as metaphorical expressions and language plays. For instance, phonetics and orthography of their linguistic resources are intermingled, and their language use corresponds with multimodal features, including photographs and relative color and meanings of emojis. Moreover, the analysis of the interview data reveal that their language choices are strongly related to their identities as multilingual users. In addition, their language use also reflects their voices toward language ideologies regarding the conventional English norms. The interview data also embosses their creative capacity to manipulate their linguistic resources to express themselves to their international audiences.

Against the backdrop of recent digital developments, the investigation contributes to social media communication research on ELF users' self-expression as members of a transnational online community.

ELF Patient Communication as a Challenge for Patient Care Assistants in Hong Kong

Shawnea Sum Pok TING

14:30-14:55, Sunday, 20 November, 2022

Shawnea Sum Pok Ting 丁心博

Goldsmiths, University of London

Abstract

This presentation attends to patient communication in the public healthcare sector in Hong Kong, specifically how ELF communication between ethnic minority (EM) patients of South and Southeast Asian backgrounds and patient care assistants (PCAs) is perceived. The data presented – coming from a PhD project – include semi-structured interviews with 31 EMs, 18 healthcare providers, and 13 representatives from supporting groups serving EMs. Reflexive thematic analysis was conducted inductively.

EM patients predominantly reported unpleasant experiences with PCAs. These healthcare providers were perceived to be uncomfortable to engage in or even avoiding ELF interactions even though communication is important for maintaining positive patient experience. In contrast, EM patients who could use Cantonese – the local language – as a multilingual resource when communicating with PCAs reported rather pleasant experiences. PCAs were perceived to be keen on engaging the patients and offering help and care. Such observations were also made and explained by other healthcare providers and representatives from supporting groups, especially regarding the linguistic background and proficiency of the PCAs and a perceived priority given to the local language rather than English as a lingua franca.

These findings shed light on the potential for future research to explore first, how ELF communication unfolds when there are participants who are unwilling to engage or collaborate (due contextual or individual factors); second, how a local language may act as a resource to aid ELF communication, but also a source for ELF being disfavoured; and third, Medical English as a lingua franca (MELF) as a new research domain.

Building an Online Professional Learning Network to Support Self-Directed Learning for EIL Teachers

Sean H. Toland, Tony Cripps and Fern Sakamoto

10:25-10:50, Sunday, 20 November, 2022

Sean H. Toland

The International University of Kagoshima

Tony Cripps

Nanzan University

Fern Sakamoto

Nagoya University of Foreign Studies

Abstract

English as an international language (EIL) teachers' roles and responsibilities are in a constant state of flux with curricular changes, increased administrative demands and new technologies. The turmoil created by the COVID global pandemic not only disrupted the education of millions of English language learners, but also forced numerous educators to adopt new blended and online instructional practices. While the unexpected shift from a traditional face-to-face delivery mode to a virtual learning environment was difficult for most teachers, it also underscored the value of teacher-directed professional development (TDPD) and online professional learning networks (PLNs). A PLN is a powerful organic learning catalyst that has been described as "uniquely personalized, complex systems of interactions consisting of people, resources, and digital tools that support ongoing learning and professional growth" (Trust, Krutka, & Carpenter, 2016). Nowadays, the numerous affordances of Web 2.0 technologies, especially the ability to 'learn anywhere, anytime', have opened up a wide range of TDPD opportunities for EIL teachers.

This presentation will highlight a PLN research project that aims to provide meaningful pedagogical support to Japanese EIL educators. The researchers will report on the benefits and barriers that can exist in a PLN as well as the preliminary data that has emerged from the project. The researchers will also discuss practical considerations such as creating an effective website, recruiting participants, and organizing online workshops for PLN members. This presentation should be of interest to educators who wish to develop their own PLN and implement meaningful change within their institution.

Developing Intercultural Awareness through English as a Multilingua Franca: A Case Study of a Vietnamese International Student in Taiwan

Tran Thi Truc Phuong and Yueh-ching Chang

10:25-10:50, Sunday, 20 November, 2022

Tran Thi Truc Phuong

National Yang Ming Chiao Tung University

Yueh-ching Chang

National Yang Ming Chiao Tung University

Abstract

With the rise of internationalizing higher education, many Taiwanese universities have been recruiting international students (ISs) to increase their global competitiveness. Specifically, due to the New Southbound Policy aiming to strengthen the relationship between Taiwan and nations of ASEAN and South Asia, Vietnamese international students (VISs) has become the largest student population among degree-seeking ISs in Taiwan (MOE, 2021). Although current research has illuminated ISs' learning and linguistic experiences in Taiwanese universities, little research focuses on VISs' intercultural development as they study in Taiwan. Drawing from Baker's (2015) model of intercultural awareness, the study aims to illuminate a VIS's intercultural development through her social and academic interactions in a Taiwanese university - a context where English and Mandarin Chinese are used as academic lingua franca. Adopting a qualitative case study approach, data were collected between August 2021 and January 2022 from multiple sources, including semistructured interviews, shadowing observations, social media posts, and informal conversations. The presentation will map out the participant's developmental trajectories as she showcased a basic cultural awareness (e.g., generalizing other cultures' practices), an advanced cultural awareness (e.g., learning to compare cultures at a specific level), and intercultural awareness (e.g., developing an EMF awareness) in her social and academic interactions at the university. These findings may illuminate the fluidity and non-linear trajectory in an individual's intercultural development. In addition, they also contribute to understand ISs' intercultural development in non-Anglophone Asian universities where English and the local language usually co-exist as the academic lingua franca.

Structural Accommodation in Spoken ELF Interactions: A Quantitative Corpus Study

Vanja Vukovic

14:55-15:20, Saturday, 19 November, 2022

Vanja Vukovic

University of Vienna

Abstract

When engaging in intercultural communication, be it establishing diplomatic relations or teaching in English in tertiary education, ELF users can adapt to their interlocutors in various ways. For example, they collaboratively create and converge on innovative idioms (Seidlhofer 2009), employ pragmatic strategies such as repetition (Hülmbauer 2009), and allow for flexibility in the use of linguistic forms (Cogo & Dewey 2012). More recently, it has also been shown that speakers in ELF settings tend to modulate formal aspects of their speech, such as vowel contrasts, to render them similar to those of their interlocutors (Berry & Ernestus 2018). This new finding opens up the question whether ELF speakers also accommodate when it comes to other structural levels of linguistic description, such as syntax. To address this possibility, the present study looks at syntactic alignment in spoken ELF interactions as attested in the VOICE corpus by focusing on syntactic alternations, such as dative alternation (give me this vs give this to me) and genitive alternation (the city's founder vs the founder of the city). In the study, syntactic alignment is understood as convergence on the same syntactic structure throughout the conversation. Methodologically, the data is analysed quantitatively and the results are interpreted in the light of psycholinguistic approaches to alignment (Pickering & Ferreira 2004) and Communication Accommodation Theory (Giles 2016). Such an interdisciplinary approach to the phenomenon offers new insights into the cognitive processes of lingua franca communication and highlights the functional value of shared syntactic representations in this particular setting.

The Negotiation of Nominal Address Forms in a Japanese-American BELF Email Correspondence

Josef Williamson

10:50-11:15, Saturday, 19 November, 2022

Josef Williamson

Daito Bunka University

Abstract

ELF researchers argue that ELF users negotiate the ways that English is used in their interactions and that native-speaker norms are not always the preferred models (Ehrenreich, 2016; Fang, 2017; Kankaanranta & Planken, 2010; Koester, 2010). Yet, most comparisons are drawn from interactors where L1 pragmatic norms do not differ significantly (e.g., Firth, 1996; Kankaanranta & Planken, 2010; Louhiala-Salminen, Charles & Kankaanranta, 2005; Pullin, 2010; 2015). By contrast, this study set out to investigate whether it might also be true in a cross-cultural professional context with highly contrasting and pragmatically sensitive first-language norms: the nominal addresses used by American and Japanese ELF interactors. From a data set comprising 20 emails across a 2-month correspondence charting a first professional 'encounter', I found frequent pro-active and reactive changes in the nominal address forms used by both writers throughout the correspondence. The changes are explained by the desire to converge and diverge as described in Communication Accommodation Theory (CAT) (Giles, Coupland & Coupland, 1991). This study contributes to the field of intercultural communication by providing an example of how fluid such pragmatic negotiations can be when L1 norms differ.

Colloquium paper

The Effects of Virtual Reality Game on EFL Learners' Listening Comprehension and Vocabulary Learning

Chih-Ying Kylie Wu

10:25-10:50, Saturday, 19 November, 2022

Chih-Ying Kylie Wu 吳芝螢

National Taiwan Normal University

Abstract

Virtual reality has been proven to be an effective tool for language acquisition. In past years, virtual reality language learning apps has shown to provide EFL learners wide selections of immersed learning environment. Besides, digital game-based learning has also shown a rich achievement on enhancing EFL learners' learning motivation and reducing the learning anxiety. Therefore, this study aims to investigate the effects of virtual reality (VR) gaming on language learners' vocabulary learning, as well as their affective perception. Four Grade 11 vocational high school students participated in this study. They were randomly assigned to video watching group and VR group. The VR group played a VR immersive task-based game, Job Simulator, using the Oculus Quest 2 to took parts in the simulated jobs, which were: officer, chef, and convenient store staff. For each section, players listened to the instructions provided by the robot and complete the tasks. The video group used a TV to watch the VR players' video signal. The experiment lasted for fifty minutes for both groups. A vocabulary pretest, posttest and delayed posttest were used to compare their performance; a questionnaire and individual interview were used to examine their perception towards the treatments. The results showed that the VR group's vocabulary learning and retention was higher than the video group's. The VR players felt that VR game-based learning was motivating and beneficial to vocabulary learning.

Demonstrating Intercultural Communicative Competence through an Email Exchange: A Case of Two Young EFL Learners

Hao-yu Wu

18:00-18:25, Friday, 18 November, 2022

Hao-yu Wu 吳浩瑜

National Chengchi University

Abstract

A number of studies have reported that telecollaborative projects such as e-mail correspondence, video conference and e-forums contribute to L2 learners' development of language as well as to their development of intercultural communicative competence (ICC). Despite the efforts, most of the studies focus on investigating learners at the tertiary level, and little research exists on examining beginning EFL learners' cultural learning experience in telecollaboration. To fill the gap, this case study explored two elementary school EFL learners' perceptions toward an e-mail exchange project with two English learners in Russia. Also, based on Liaw's (2006) adaptation of Byram's (1997) model of ICC, this study examined and analyzed the two Taiwanese learners' demonstration and development of ICC throughout the project. Drawing on the tradition of qualitative study, multiple data sources were collected, including questionnaire, e-mail correspondence, reflection sheets, interviews, and in-class discussions. The finding revealed that both of the participants demonstrated various aspects of ICC during the project, such as demonstrating the ability to change perspective and apply different communication strategies to maintain the intercultural communication. It also showed that the participants held contrasting perceptions toward the e-mail exchange experience and had different impressions toward the Russian culture. In light of the results, some practical pedagogical implications and suggestions for future research are provided.

(word count of the abstract: 212)

Colloquium paper

"It's Made by Chili, Not Curry." Supra-Understanding of Foreign Friendship Talks in ELF

James H. Yang

14:30-14:55, Sunday, 20 November, 2022

James H. Yang 楊孝慈

National Yunlin University of Science & Technology

Abstract

Earlier studies have described English as a lingua franca (ELF) as a translingual practice in interethnic interactions and also regarded it as a strategic practice to achieve mutual understanding, resist neoliberal ideologies and reconfigure speech norms, which are more inclusive and empowering (Canagarajah, 2017; García & Li, 2014), but few have delved into how ELF speakers negotiate lingual-cultural differences in meaning-making processes. To explore how different speakers of English understand each other, a host of scholars have examined their word-level intelligibility, sentence-level comprehensibility, and discourse-level interpretability. However, in ELF encounters, a type of mutual understanding cannot be attained via literal linguistic forms and contextual clues. Accordingly, in this paper, the concept of supra-understanding is proposed to describe such a communication breakdown which occurs due to a lack of critical sociolinguistic awareness of translingual practices, in which ethnocentric language usages and worldviews lead to the misinterpretation of loanwords, culturally-specific expressions, creative wordplay, or individual idiolects. To illustrate this concept, in this paper I present five narratives extracted from interviews with eight international professionals in the US about their foreign friendships. Furthermore, Sewell's (2016) four-quadrant model is used to describe how supra-understanding might be resolved in the dynamic flow of transcultural meshing (Baker & Sangiamchit, 2019; Holliday & Amadasi, 2020; McConachy, 2019; Zhu, 2019). Finally, I propose a revised approach to Deardorff's (2006) process model to show how supra-understanding might be integrated into the development of intercultural communicative competence in the use of ELF.

A Five-Factor Personality Model as a Predictor of ELF Communication Self-Efficacy Beliefs

Chiho Yunoki

10:00-10:25, Sunday, 20 November, 2022

Chiho Yunoki

Ryukoku University

Abstract

There is a trend that teaching English-as-a-foreign language in East Asia emphasizes fostering students' oral communication skills (Demir, Mutlu, & Sisman, 2018), but it is not known whether there is a difference in students' self-efficacy when communicating in L1 and L2. The aim of this study is to investigate Japanese junior high school students' levels of L1 and L2 (ELF: English as a lingua franca) communication self-efficacy in the classroom and identify personality factors that may affect these. Data were collected, using a questionnaire designed to examine students' self-efficacy and their personality, from 80 students enrolled in public junior high schools. The results of a hierarchical regression analysis revealed that there was a significant difference in their levels of self-efficacy, depending on the language being used, and that extraversion was the most dominant trait in Costa and McCrae's (1985) five-factor personality model when interacting in L1, while openness to experience was the most influential factor when interacting in ELF. These findings suggest that English classroom activities which increase openness to experience, such as the application of media in the classroom (Yang & Chen, 2007) and mindfulness training (van den Hurk, Wingens, Giommi, Barendregt, Speckens, & van Schie, 2011), should be pursued as they offer the greatest potential for connections to be made between personality and ELF success. Further implications and classroom activities to foster students' ELF communication skills will be discussed in detail.

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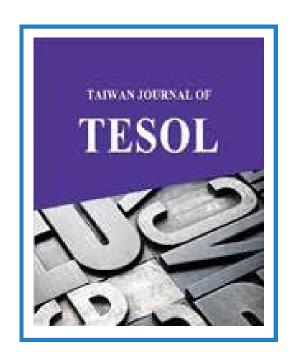
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