

International Congress on English Language Education and Applied Linguistics

6 – 9 December 2022
Congress Programme Book



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I. About ICELEAL 2022

The ICELEAL2022 congress aims to bring together academics from around the world to report on their various research work related to English language education and applied linguistics. As English language education and applied linguistics are gaining momentum in this globalized world, we hope that through this congress we can promote Hong Kong as a hub for academic exchanges and collaborations in the area of English language education and applied linguistics. We welcome scholars and postgraduate students to report their studies in these areas.

The congress is composed of keynote speeches, oral presentations, and symposiums. In addition, pre-congress workshops will be organized to provide opportunities for colleagues and postgraduate students to receive hands-on training in the areas of ‘corpus-based language learning and teaching’, ‘technology-enhanced language learning and teaching’, and ‘machine translation’.

The themes of the congress include but are not limited to the following areas:

English Language Education:

English language education theories and practices

Content-based instruction

English for vocational education

Innovations in ESP curriculum design

Trends and challenges in English for specific purposes

Multi-/cross-cultural issues in English education

Inter-cultural communication

Technology and English education (Web-based instructional design for English language instruction;

Technology-enhanced English language assessment; Mobile assisted English language Learning)

Other related topics

Applied Linguistics:

Corpus linguistics (Corpus-based language studies (lexis, grammar, phonology, discourse, etc.), Corpus-based language learning and teaching, Special uses of corpus linguistics)

Pragmatics

Discourse analysis

Psycholinguistics

Sociolinguistics

Phraseology

Language and culture

Language and technology

Language assessment

Cross-linguistic and cross-cultural communication

Gender studies

Other related topics

Bilingual Education and Bilingualism:

English medium instruction (EMI)

Content and language integrated learning (CLIL)

Bilingual language acquisition

Bilingual teacher development

Language-in-education policy

Family language policy

Other related topics

Translation Studies:

Theory and practice of translation and interpretation

Translation and interpretation teaching

Audiovisual translation

Translation and technology

News translation

Other related topics

Keynote presentation

60 minutes (50-minute presentation + 10-minute Q & A)

Paper presentation

25 minutes (20-minute presentation + 5-minute Q & A)

Themed Symposiums 1, 3 & 4 presentation

20-minute presentation + 5-minute Q & A

Themed Symposium 2 Postgraduates' Research presentation

15-minute presentation + 5-minute Q & A

Evaluation Form

https://docs.google.com/forms/d/e/1FAIpQLSc6s8rkeUpdEJLgEI4RrGEIqxkyYrM5i9npMBt6eqN7E5Abw/viewform?usp=pp_url



II. Congress Programme

International Congress on English Language Education and Applied Linguistics (ICELEAL 2022) Congress Programme

Day 1: Tuesday 6th December 2022 (Pre-Congress Workshops)

Workshop 1: Corpus-based Language Learning and Teaching	8:30	Zoom meeting room for pre-Congress workshop opens
	9:00 – 10:00	Mixed-methods Research in Corpus Linguistics Speaker: Dr Peter CROSTHWAITE (University of Queensland) Chair: Dr Qing Angel MA Zoom Link: https://eduhk.zoom.us/j/96918935448?pwd=dFhQMjZqU3dtSWVCWjhSdlJOYm5PZz09
	10:00 – 11:00	Helping Teachers to Teach with Corpora: The Corpus-Aided Platform for Language Teachers (CAP) Speakers: Dr Qing MA, Dr Lixun WANG, Prof Fung King Jackie LEE & Dr Hsueh Chu Rebecca CHEN (The Education University of Hong Kong) Chair: Dr Qing Angel MA Zoom Link: https://eduhk.zoom.us/j/96918935448?pwd=dFhQMjZqU3dtSWVCWjhSdlJOYm5PZz09
Workshop 2: Technology-enhanced Language Learning and Teaching	13:30	Zoom meeting room for pre-Congress workshop opens
	14:00 – 15:00	Game-based 3D Virtual Language Learning Environments Speaker: Prof Yu-ju LAN (National Taiwan Normal University) Chair: Dr Di Daisy ZOU Zoom Link: https://eduhk.zoom.us/j/97709406159?pwd=cUg1UE04QVRkYUZIY3Q3MjcyUHIEQT09
	15:00 – 16:00	E-resources for Technology-enhanced Language Learning and Teaching Speakers: Dr Di ZOU, Dr Ju Seong LEE & Dr Timothy TAYLOR (The Education University of Hong Kong) Chair: Dr Di Daisy ZOU Zoom Link: https://eduhk.zoom.us/j/97709406159?pwd=cUg1UE04QVRkYUZIY3Q3MjcyUHIEQT09
Workshop 3: Machine Translation	16:30 – 17:30	Machine Translation Post-editing and the Role of Big Data in Technical Translation Speakers: Prof Benjamin TSOU (City University of Hong Kong), Mr Elvis YIU & Miss Kelly MAK (Chilin (HK) Ltd.) Chair: Dr Chi On Andy CHIN Zoom Link: https://eduhk.zoom.us/j/94450508833?pwd=bndFUFJ2Q0U1dHVwL2k0SHZqSHdRZz09

Day 2: Wednesday 7th December 2022

9:00	Zoom meeting room for the Congress Opening Ceremony opens				
9:30-9:50	Congress Opening Ceremony and Group Photo Session Welcome Speech: Professor Chi Kin John LEE (Vice President (Academic) and Provost of EdUHK) Welcome Speech: Professor John ERNI (Dean, Faculty of Humanities, EdUHK) Zoom Link: https://eduhk.zoom.us/j/97810411912?pwd=KOFMS1VYbzdPdUcrWUJoMjFvbnVuQT09				
9:50-10:50	Plenary Session 1: Keynote Speech by Prof Douglas BIBER (Northern Arizona University) Title: Complexity in L1 and L2 English Student Writing: The Development of Phrasal Discourse Styles Chair: Dr Qing Angel MA Zoom Link: https://eduhk.zoom.us/j/97810411912?pwd=KOFMS1VYbzdPdUcrWUJoMjFvbnVuQT09				
10:50-11:00	Break				
11:00-13:00	Parallel Session 1A Chair: Daniel FUNG	Parallel Session 1B Chair: Maggie MA	Parallel Session 1C Chair: Jingting Katie YUAN	Parallel Session 1D Chair: Shuting ZHANG	Symposium 1 on English Language Education in the Greater Bay Area Chair: Michelle GU & Lixun WANG
	CLIL Teacher Belief and Language Awareness in Higher Education <i>Chun-tung Tony KWOK</i>	Exploring Learning-oriented Assessment in EAP Writing Classrooms: Teacher and Student Perspectives <i>Maggie MA</i>	Designing Effective ESP Teaching Materials for Mathematics and Computer Science Undergraduates <i>Natalia IURKOVA & Lilia SHEVYRDYAEVA</i>	The Variation in Foreign Language Classroom Anxiety across Face-to-face and Online Learning Settings among Chinese University English Majors <i>Shuting ZHANG</i>	(11:00-11:30) Invited Speech by Prof Lixian JIN Title: Global and Intercultural Competence in ELE through Cultures of Learning
	Exploring Content and Language Teachers' Co-assessment Practices in CLIL: Perspectives from Language Teachers <i>Jieting Jerry XIN</i>	The Effects of Coloring and Frequency Manipulation on Incidental Collocational Learning from Meaning-based Reading <i>Jookyoung JUNG & Minh Hoang TRAN</i>	ESP Curriculum Design for Engineering: A Decade of Innovation and Challenges at HKU <i>Ken HO</i>	Linguistic Complexity and Accuracy in the Oral Performance of an Argumentative Task <i>Sara SANTOS</i>	(11:30-12:00) Invited Speech by Prof Mingyue GU and Dr Lixun WANG Title: Digital Literacies and Information Technology in English Language Education in Hong Kong

	Two Extreme Cases of Family Language Planning under Chinese-English 2030 Bilingual Policy in Taiwan Wei-Hua LAN	An Action Research on EFL Learners' Perceptions of Data-driven Synonyms Learning Yingying YANG, Lin CHEN & Xumin TIAN	Euphemisms in the Era of Post-figurative Culture Tianyi ZHU	Identity Construction of YouTube English teachers Jenifer HO	(12:00-12:30) Invited Speech by Prof Huiyin LI Title: Coaching Helped me to Grow: Contesting EFL Teachers' Professional Development (12:30-13:00) Invited Speech by Prof Yueting XU Title: Pre-service English Teachers' Professional Identity Trajectories and Mediating Factors: A Qualitative Study from Voluntary Tutoring Activities in Guangdong Province
	What is the Language Goal in EMI? An Analysis of Vocabulary Demand in a High-stakes Assessment in Hong Kong Daniel FUNG & Edsoulla CUNG	Different Glossing Strategies and Incidental Lexical and Collocational Learning from Reading Honglan WANG, Jookyoung JUNG, Weiyi LI & Wenrui ZHANG	Empowering English Language Teachers through Digital Microlearning Lucas KOHNKE & Dennis FOUNG (11:00-12:35)	A Study on Hong Kong Young Adults' English Pronunciation: The Influence of Mother Tongue and American Pop Culture Cindy LAU & Rayes HO	
	Teacher's Identity Position in Creation of EMI Policy in the Community School of Nepal Nani Babu GHIMIRE	The Effects of Self-Regulated Language Learning Strategies on EFL Learners' English Writing Anxiety Ying ZHAO	/	Burmese Learning Experiences at China's Frontier Meichun XUE	
	(11:00-13:05)			(11:00-13:05)	
13:00-14:00	Lunch				
14:00-16:30	Parallel Session 2A Chair: Jing Xuan TIAN	Parallel Session 2B Chair: Fang MEI	Symposium 1 on English Language Education in the Greater Bay Area		
			S1A Chair: Min YU	S1B Chair: Yuk Fung YIU	S1C Chair: Chaoqun LU

<p>Deep Analysis of Salient Vocabulary using Corpus-driven Tool: Learner Corpus in Malaysia</p> <p><i>Wei Lun WONG, Mazura @ Mastura MUHAMMAD & Charanjit Kaur SWARAN SINGH</i></p>	<p>The Effectiveness and Students' Perceptions of a Corpus-based English Pronunciation Learning Approach</p> <p><i>Fang MEI, Qing MA & Bojie QIAN</i></p>	<p>Using Drama in CLIL Math Classes: Teachers' Willingness and Perspectives</p> <p><i>Min YU</i></p>	<p>Measuring Student Engagement in Technology-enhanced Language Learning Settings: A Review of 10 Years of Empirical Research from Selected Journals</p> <p><i>Xiaohui SONG, Jing REN & You SU</i></p>	<p>A Comparison of the Ability of Chinese-speaking and Non-Chinese-speaking Kindergarten Students in Hong Kong to Decipher Chinese and English Environmental Print</p> <p><i>Ka Man Kathy LEE & Toi-na Monique LEE</i></p>
<p>Grammatical Complexity in L2 Advanced Academic Writing by Filipino Research Writers across Disciplines</p> <p><i>Hjalmar Punla HERNANDEZ</i></p>	<p>Challenge or Opportunity? A Case Study of Science Teachers and Students in Coping with their Language Challenges in English-medium Instruction (EMI) Classrooms</p> <p><i>Jack PUN</i></p>	<p>Enjoyment, Anxiety, Attitude / Motivation and Learner Engagement in Group Interaction in EFL Classrooms</p> <p><i>Jiusheng TIAN, Zhuo CHEN & Fei LEI</i></p>	<p>Implementing Differentiated Instruction on ESP Courses for Nursing and Social Work Degree Students at CIHE - A Pilot Study</p> <p><i>Yin Hong Thomas CHAN & Allison WONG</i></p>	<p>Quantitative Trajectory of Text Complexity for Primary English Learners: A Corpus-based Study of Teaching Materials in GBA</p> <p><i>Linling FU, Mingyue GU, Dehui LIU & Tan JIN</i></p>
<p>Corpus-driven Teaching of Discipline-specific Academic Vocabulary: Biology Academic Word List</p> <p><i>Lilia SHEVYRDYAEVA</i></p>	<p>Adoption of Mobile Learning in Teaching Primary English</p> <p><i>Danni LI</i></p>	<p>EMI and Teacher Agency: An Empirical Research of a Teacher-training Program for High School English Language Teachers from a Greater-Bay-Area District</p> <p><i>Linqiong LYU & Yeqin KANG</i></p>	<p>Investigation and Reflection on the Effectiveness of Online English Teaching in Secondary Vocational Schools</p> <p><i>Yaling LI & Xuefei GAO</i></p>	<p>A Survey Study of EFL Learners' Engagement in MALL in Informal Learning Context</p> <p><i>Xinying ZHANG</i></p>
<p>Investigation of a Flipped Corpus-aided English-speaking Learning Programme</p> <p><i>Hsueh Chu Rebecca CHEN & Jing Xuan TIAN</i></p>	<p>Teaching and Learning English as a Foreign Language Speaking Skills Through Blackboard During COVID-19</p> <p><i>Fawaz AL MAHMUD</i></p>	<p>Using Digital Games for Collaborative Language Learning: An Analysis of Empirical Research</p> <p><i>Jing REN, Xiaohui SONG & You SU</i></p>	<p>Understanding the Current Situation of Test Emotions of Chinese EFL Learners</p> <p><i>Zehan CHEN, Juan ZENG & Lian HUANG</i></p>	<p>The Effectiveness of Learners' Self-efficacy on the Use of Educational Technology: The Evidence from the Chinese Contexts</p> <p><i>Xiaoyuan CHEN</i></p>

	WE in ME: The Pragmatic Functions of English Lyrics in Macao Original Cantopop Songs in 2016-2021 <i>Ka Lon CHAN & Ut Meng LEI</i>	Revamping a Core Academic Literacy Course for Undergraduate Students: Experience and Implications <i>Mable CHAN</i>	The Importance of Project-based Learning in Teaching English as a Foreign Language - A Case Study at a Bilingual School in China <i>Xu WANG</i>	Understanding Factors Influencing EFL Learner Engagement with Teacher Feedback in Interpreting Classrooms: A Qualitative Perspective <i>Yahan ZHANG & Xiu YAN</i>	Learner Engagement with Corrective Feedback: A Review of Theories and Research Findings <i>Xin ZHANG & Victor HO</i> (14:00-16:05)
	Large-grained Syntactic Complexity for Doctoral Dissertation: The Effect of Part-genre and Language Background <i>Miao WANG</i>	Learning from New Literacies: Negotiating Performance in Teaching Practicum Enhanced by Digital-media Technologies with Undergraduate English Major Student Teachers <i>Diane HUI, Ka Kiu LUK, Faria Razwan AFZAL, Wing Kei Kevin WONG, Javed SAWERA & Hon Yin LAM</i>	Fostering Translation Students' Intercultural Competence through Pragmatics and Corpus Linguistics <i>Malila CARVALHO DE ALMEIDA PRADO & Adriana MENDES PORCELLATO</i>	Beyond the Linguistics Challenges: A Multilingual and Multimodal Approach to Support Science Learning <i>Beatha SET & Kelvin KATUKULA</i>	/
16:30-16:40	Break				
16:40-17:40	Plenary Session 2: Keynote Speech by Prof Barbara SEIDLHOFER (University of Vienna) Title: The Applied Linguistics of Education in English as a Lingua Franca Chair: Dr Lixun WANG Zoom Link: https://eduhk.zoom.us/j/97810411912?pwd=K0FMS1VYbzdPdUcrWUJoMjFvbnVuQT09				
17:40	Congress closes for Day 2				

Zoom meeting room links for Day 2

Parallel Sessions ending in A: <https://eduhk.zoom.us/j/94641084804?pwd=UTRwMVY5d2xPazN3UFAYZmo1NzYrZz09>

Parallel Sessions ending in B: <https://eduhk.zoom.us/j/95569307007?pwd=K3N4M1pHQlk0WIVYQXhkZ05MUVBqUT09>

Parallel Session ending in C & S1A: <https://eduhk.zoom.us/j/91003688240?pwd=RS9FNXNvTU4yLzRwMExJUIBnQmlpUT09>

Parallel Session ending in D & S1B: <https://eduhk.zoom.us/j/96869220756?pwd=RmVUK1dZSFo0T2xsWTdSQVlKbk5Fdz09>

Symposium 1 (Invited Speeches) & S1C: <https://eduhk.zoom.us/j/94833524881?pwd=bFQ0ZklzaG45TzBaRTJyaC9iTlZsQT09>

Day 3: Thursday 8th December 2022

9:30	Zoom meeting rooms for the Congress open				
10:00-11:00	Plenary Session 3: Keynote Speech by Prof Jinlan TANG (Beijing Foreign Studies University) Title: AI-assisted English Language Instruction: Practices and Implications Chair: Dr Qing Angel MA Zoom Link: https://eduhk.zoom.us/j/94228009609?pwd=SVdXTndyQ1dRNXN5VmZSQ1RCRFZ1UT09				
11:00-11:10	Break				
11:10-12:50	Parallel Session 3A Chair: Qingzhao LI	Parallel Session 3B Chair: Lan YANG	Symposium 2 on Postgraduates' Research on Applied Linguistics and English Language Education		
			S2A Chair: Yue ZHANG	S2B Chair: Zhaoyun LI	S2C Chair: Pengjin WANG
	A Review of Pre/ Post Covid Nonverbal Communication in Education in and out of China <i>Qingzhao LI & Farzaneh HARATYAN</i>	Evaluating the Representations of Linguistic Diversity in a Chinese Video Game: A Social-semiotic Approach <i>Zhou CHANG, Guorong HAO, Jihang LUO, Can ZHANG & Decai FU</i>	Gathering Domain Specification Evidence Using Corpus Linguistics <i>Azrifah ZAKARIA & Vahid ARYADOUST</i>	The Masculinity of Female Lovers in Abbasid Amatory Poetry (Shi'r al-Ghazal)": A Stylistic Study <i>Ayman ELBARBARY</i>	Teaching Plurilingual Learners during School Transition Period: An Interpretative Phenomenological Analysis of Chinese EFL Teachers' Experiences in an Internationalised EMI School <i>Cris BARABAS</i>
Examining the Reciprocal Relations among English Self-concept, Self-efficacy and Engagement <i>Min ZHAO & Yuyang CAI</i>	Students' Specific Definitions and Perceptions of Native and Non-native English Speaking Teachers <i>Tsz Ying LAI</i>	Decolonizing EMI Contexts and Researching L2 Learner Investment: Techno-Reflective Narrative Interviews <i>Yue ZHANG</i>	The Dynamic Change of Junior High School Students' English Test Emotions <i>Fengyi YOU</i>	The Relationship between Dialogic Teaching and Students' Willingness to Communicate and Second Language Communication <i>Pengjin WANG & Gaowei CHEN</i>	

	Mainland Chinese Postgraduate Students' Oral Participation in the EMI Classroom in Hong Kong: An Academic Language Socialization Perspective <i>Xinyi WANG & Matthew SUNG</i>	The Development of Cognitive Skills for English Majors: A Three-step Teaching Approach Facilitated by Using Hands-on Concordance <i>Jing YANG</i>	Investigating Chinese Senior High School EFL Students' Uses of N-grams and Their Relationship to Writing Quality in the Continuation Task: A Corpus-based Study <i>Jing WU</i>	Building Students' Critical Thinking Skills in the Context of the English Debating Club <i>Ruyuan DONG</i>	A Multimodal Discourse Analysis of Chinese E-commerce Live Streaming <i>Yanjing ZHANG</i>
	Examining the Relationship between Students' Preferences for English Pronunciation Models while at University with the Exposure to English Pronunciation Models in a Post-university Environment <i>Valentin TASSEV</i>	Exploring the Evolution of Technology-enhanced Peer Feedback Research in English Language Education: A Bibliometric Review of Research from 2010 to 2022 <i>Juan GAO & Lan YANG</i>	Learning Verbs from Nouns via Denominalization in Metaphor and Metonymy <i>Ut Meng LEI & Ka Lon CHAN</i>	Foreign Language Writing Enjoyment: Conceptualization and Measurement <i>Xianwen CHEN, Hai XU & Xian ZHANG</i>	The Effect of Chinese EFL Learners' Willingness to Communicate and Self-perceived Communication Competence on Pragmatic Production and Pragmatic Awareness in the Speech Act of Compliment <i>Chu Xin PAN</i>
	/	/	Based on Coh-Metrix to Compare the Readability of Reading Texts in Textbooks and Xin Gao Kao <i>Lanxing XU</i>	Examining China's Political Policy Changes toward Relationship Maintenance with Africa <i>Zhaoyun LI</i>	/
12:50-14:00	Lunch				
14:00-15:40	Parallel Session 4A Chair: Weiyu ZHANG	Parallel Session 4B Chair: Tongle SUN	Symposium 2 on Postgraduates' Research on Applied Linguistics and English Language Education		
			S2D Chair: Guangxiang LIU	S2E Chair: Jiahao YAN	S2F Chair: Wanqing WANG

<p>Exploring the Macrostructure of Research Articles in and within Mathematics</p> <p><i>Xiaoli ZHU & Gong CHEN</i></p>	<p>Narratives of Negotiating the Article-Compilation Thesis in Social Sciences and Humanities: A Hong Kong-based Case Study</p> <p><i>Tongle SUN, Becky KWAN & Hon Tung CHAN</i></p>	<p>A Corpus-based Research on Learning Strategies in Senior High School English Textbooks: The Case with 2007 and 2019 Editions by People's Education Press</p> <p><i>Yansui CHEN</i></p>	<p>Peer Feedback Literacy in Different Feedback Designs</p> <p><i>Chang ZHANG & Qin XIE</i></p>	<p>The Cognitive Validity of NMET Continuation Task</p> <p><i>Zixin FANG</i></p>
<p>Navigating China's Identity in Combating COVID-19: A Critical Discourse Analysis of Chinese and Western Officials' Tweets</p> <p><i>Yang LIU</i></p>	<p>Exploring Differences between English as Second Language (ESL) and English as Foreign Language (EFL) Anxiety</p> <p><i>Kai Hao CHONG, Margaret GILLON DOWENS, Derek IRWIN, Jessica PRICE & Xiang Ru Christine LEONG</i></p>	<p>Between Authenticity and Commodification: Valorization of Ethnic Bai Semiotic Resources</p> <p><i>Hongmei YANG</i></p>	<p>Exploring the Effect of Teacher Design Thinking on Chinese Students' English Learning Engagement and English Achievement: A Multilevel Structural Equation Modeling Approach</p> <p><i>Yan YANG, Liping ZHU & Yuyang CAI</i></p>	<p>A Systematic Review of Intercultural Foreign Language Education through Digital Technologies in China</p> <p><i>Wanqing WANG & Baohua Lucy YU</i></p>
<p>Linguistic Features and Variation across Eight Research Areas in Science and Social Science Disciplines: An Appraisal Theory Perspective</p> <p><i>Weiyu ZHANG & Yin Ling CHEUNG</i></p>	<p>L2 Writers' Strategies for Source-based Writing: Are Pedagogical Interventions Effective?</p> <p><i>Taimin Tammy WU & Chen-Yu Chester HSIEH</i></p>	<p>To Transform or Not to Transform: Understanding the Digital Literacies of Rural Chinese EFL Learners</p> <p><i>Guangxiang LIU</i></p>	<p>Introducing Corpus Technology for Data-driven Learning to Hong Kong ESL Undergraduate Students as a Useful Tool for Learning, Teaching, and Research Purposes</p> <p><i>Jiahao YAN & Qing MA</i></p>	<p>Individual Factors Predict Profiles of Chinese EFL Learners' Self-regulated Reading</p> <p><i>Jiangping CHEN, Chin-hsi LIN & Gaowei CHEN</i></p>
<p>Accent Discrimination and Standard Language Ideology in an Online Discourse Community: A Critical Discourse Analysis</p> <p><i>Havva ZORLUEL ÖZER</i></p>	<p>/</p>	<p>Gender Representation in English Textbooks: A Qualitative Synthesis of Current Research in China</p> <p><i>Yanhuan WEI</i></p>	<p>An Exploration of Commodification of English in Advertising Posters of Online ELT Tutoring Platforms in China</p> <p><i>Hui ZHANG & Yin Ling CHEUNG</i></p>	<p>Inquiring into English Autonomous Reading Ability for Early Reading Instruction</p> <p><i>Huiying GUO</i></p>

	/	/	Digital Materials in English Language Teaching: Insights from Italian Secondary Education <i>Giorgia ANDREOLLI</i>	Implicit Knowledge Acquisition of Questions in Advanced Chinese and Spanish EFL Learners: Results from Grammar Sensitivity in a Word Monitoring Test <i>Qiaoling HE & Isabel OLTRA-MASSUET</i>	“I Don’t Feel Like Talking”: Students’ Choices of Learning Mode during Online Interaction <i>Mingyang CAI & Noriko IWASHITA</i>
15:40-15:50	Break				
15:50-16:50	Plenary Session 4: Keynote Speech by Prof Jean-Marc DEWAELE (Birbeck, University of London) Title: The Emotions that Drive Foreign Language Learning: A Focus on China Chair: Dr Chi On Andy CHIN Zoom Link: https://eduhk.zoom.us/j/94228009609?pwd=SVdXTndyQ1dRNxN5VmZSQ1RCRFZ1UT09				
16:50-17:00	Break				
17:00-18:20	Parallel Session 5A Chair: Ching Hang Justine CHAN	Parallel Session 5B Chair: Siu-sze Susanna YEUNG	Symposium 2 on Postgraduates’ Research on Applied Linguistics and English Language Education		
	An Analysis of Translation Strategies in Chinese-English Literary Translation <i>Shimo ZHANG</i>	Gamification and Self-regulated Learning Impact on English Reading and Intrinsic Motivation in Foreign Language Learners: An Intervention Study <i>Siu-sze Susanna YEUNG, Shen QIAO & Sam CHU</i>	S2G Chair: Liping ZHU Is Growth Mindset Meat or Poison for Chinese Learners of English as a Foreign Language? <i>Liping ZHU, Yan YANG & Yuyang CAI</i>	S2H Chair: Huiling WANG An Emotion-based Study of Russian Language Teaching in the China-Russian Borderland: A Sociopolitical Perspective <i>Zongtuo LIU</i>	S2I Chair: Sheng GUO Mobile-assisted Vocabulary Learning through Shanbay App outside the Classroom: Effects of Self-regulation and Peer Scaffolding <i>Yuhan ZHANG</i>

	Discovering Gender Stereotypes in Translation: A Study of the English Translations of Mulan Ci (木蘭辭, "The Ballad of Mulan") by Western Male Translators <i>Jianwen LIU</i>	The Development of Lexical Sophistication in EFL Essays: A Comparison of Lower and Upper Intermediate Essays Using Coh-Metrix <i>Mohsen SHIRAZIZADEH & Narges MOEINI</i>	English Public Speaking Anxiety and the Use of Self-regulated Strategies: A Study on EFL Learners in China <i>Ziwen ZHENG</i>	Enhancing College Students' English Writing Performance in China's Mainland through Using Computer-based Concept Mapping <i>Jiahui CHENG</i>	Infusing Moral Education into Group-texts Reading: A Reflective Practice in the Production-oriented Approach <i>Sheng GUO</i>
	Analysing Spoken Discourse for Gender Representation in the Japanese Animated Movie <i>Your Name</i> <i>Ching Hang Justine CHAN</i> (17:00-18:15)	Affordances of Corpora in Academic Writing: A Comparative Study in an Argentinian English Teacher Education Program <i>Claudia Alejandra BORGNA & Gisella Belén DIAZ</i> (17:00-18:15)	Early Reading Profiles of L2 English Learners: Comparison of Phonological Awareness, Orthographic Knowledge and Vocabulary Knowledge <i>Xing ZHANG</i> (17:00-18:00)	Examining the Role of Expectancy-value Theory in Determining English Achievement: A Focus on the Interaction between Expectancy and Value <i>Xiao PENG, Qianwen GE & Yuyang CAI</i>	Chinese English Learners' Perception and Production of English Rhythm <i>Jing Xuan TIAN</i> (17:00-18:00)
	/	/	/	Causes of Workload Reduction for EFL Teachers in Primary Schools during Covid-19 <i>Huiling WANG</i>	/
18:20	Congress closes for Day 3				

Zoom meeting room links for Day 3

Parallel Sessions ending A: <https://eduhk.zoom.us/j/99507155601?pwd=Y3NudVZUdUhXUm4zNHhya0lGNtdNQT09>

Parallel Sessions ending B: <https://eduhk.zoom.us/j/94962215459?pwd=NEc3WmdGSitLREorZiJHSHpYc3d6UT09>

S2A, S2D & S2G: <https://eduhk.zoom.us/j/99768480108?pwd=V3ZoN3hEWkZZV2VKOUkxVkc1V01xQT09>

S2B, S2E & S2H: <https://eduhk.zoom.us/j/96635727610?pwd=TkVWWmNhZkRhYm1KWjVFbDRjMIR2UT09>

S2C, S2F & S2I: <https://eduhk.zoom.us/j/95253864177?pwd=S2tyTi9TY1QreFV3WStoZUZkZIR6Zz09>

Day 4: Friday 9th December 2022

9:30	Zoom meeting rooms for the Congress open				
10:00-11:00	Plenary Session 5: Keynote Speech by Prof Angel LIN (Simon Fraser University) Title: Social Structures, Everyday Interactions, and Subjectivity – Where (and How) Can We Start to Decolonize English Language Education? Chair: Dr Chi On Andy CHIN Zoom Link: https://eduhk.zoom.us/j/96235236317?pwd=OUk5SDIvenh4QkZNdDZIOFJ6dIE3dz09				
11:00-11:10	Break				
11:10-12:50	Parallel Session 6A Chair: Yen Na YUM	Parallel Session 6B Chair: Andrew JARVIS	Parallel Session 6C Chair: Lok Ming Eric CHEUNG	Symposium 2J on Postgraduates' Research on Applied Linguistics and English Language Education Chair: Rebecca CHEN & Lixun WANG	Symposium 3 on Multiple Perspectives on Formative Assessment and Feedback in Teaching and Learning English as a Second/Foreign Language Chair: Lan YANG & Qin XIE
	The Predictive Effect of Trait Emotional Intelligence on Emotion Regulation Strategies: The Mediating Role of Negative Emotion Intensity <i>Zihan GAO & Yingli YANG</i>	Intra-sentential Code-mixing in Early Trilingual Development: Evidence from a Cantonese-English-Mandarin Trilingual Toddler in Hong Kong <i>Xia CHEN</i>	Investigating the Effectiveness of Corpus-based Language Pedagogy in the Online Academic Writing Instruction for Social Sciences Undergraduates <i>Lok Ming Eric CHEUNG</i>	EAP Writing Teachers' Adaptive Teaching Practices and the Influential Factors: Case Studies of Tertiary-level Teachers in China <i>Xiaoting XIANG & Baohua Lucy YU</i>	Implementing Formative Assessment in School EFL Writing Classroom: A Multi-case Study of Preservice Teachers in Hong Kong <i>Qin XIE</i>
	A Study on the Perceptual Learning Styles of English Majors <i>Xiaofei REN</i>	Perception of Focus-induced Accentuation in Advanced and Intermediate Mandarin Learners of English <i>Aishu CHEN & Haoyan GE</i>	Rethinking the Pedagogic Purposes of Different Types of Technological Tools Used in Hong Kong English Language Classrooms <i>Wing Hoi Cathy SHIU</i>	Raising Pragmatic Awareness in Thai EFL Classroom: Problems and Proposed Solutions <i>Dhanakorn JEERADHANAWIN</i>	Examining the Role of Team-based E-assessment in Supporting Vocational Education Students' English Learning: An Exploratory Intervention Study <i>Juan GAO & Lan YANG</i>

	The Interplay between Self-efficacy, Metacognitive Strategies, and English Learning Outcome: A Multilevel Structural Equation Modeling Approach <i>Chunzhi ZHAO & Yuyang CAI</i>	Students' (Re)positioning with English across Year One at an EMI University <i>Andrew JARVIS</i>	Effect of a Localised Task-based Language Teaching form on EFL Learners' Oral Production: Focusing on Chinese Secondary School Students <i>Jinmiao LU & Qing MA</i>	Cognitive Load Measured by Eye Tracking in a Multimodal Listening Assessment <i>Yue QIU & Vahid ARYADOUST</i>	The Role of Chinese EFL Learners' Social-awareness of Teacher Feedback in Improving Their Learning <i>Lijie QIN, Lan YANG & Guoxing YU</i>
	Factors Influencing the Form and Meaning Learning of Technical Words in a Second Language <i>Yen Na YUM & Jie WANG</i>	A Comparative Study of CLIL Practices of Chinese and Foreign Teachers in A Transnational University of China <i>Jialin YANG</i>	Profiling Undergraduate Writing for ESP Pedagogy: A Multidimensional Analysis of Disciplinary Academic Writing by Hong Kong University Students <i>Meilin CHEN</i>	How EFL learners' Enjoyment and Anxiety would Affect their Well-beings in an Online Class: Using an Idiodynamic Approach <i>Linlin LIU & Ju Seong LEE</i>	Assessing Cambodian English Language Learners' Perceptions of Teacher Feedback: A Rasch Validation Study in Higher Education <i>Lan YANG, Nangsamith EACH, & Fengzhan GAO</i>
	An Investigation of Teacher's Perceptions of the Use of Reading Wonders™ for ESL Learners in Shenzhen, China <i>So Sum CHOW & Natalie FONG</i>	A Synthetic Review of Eye-tracking in Second Language Research <i>Xin HU & Vahid ARYADOUST</i>	/	Development and Validation of the Systems Thinking Inventory for Language Learning (STILL) <i>Qianwen GE, Xiao PENG & Yuyang CAI</i>	/
	(11:10-13:15)				
12:50-14:00	Lunch				
14:00-16:05	Parallel Session 7A Chair: Weijun LIANG	Parallel Session 7B Chair: Yulong LI	Parallel Session 7C Chair: Choi Fung TAM	Symposium 2K on Postgraduates' Research on Applied Linguistics and English Language Education Chair: Jackie LEE & Angel MA	Symposium 4 on Fostering Positive Psychology and English Language Proficiency through Digital Storytelling (DST) Chair: Baohua Lucy YU & Ming Har Ruth WONG

<p>The Effect of Test Methods on Gaze Behavior, Brain Activity, and Metacognitive Strategies of Listeners</p> <p><i>Jiayu ZHAI & Vahid ARYADOUST</i></p>	<p>A Study and Exploration on the Practice of Curriculum Ideology and Politics in English Linguistic Course</p> <p><i>Zhixing MEI</i></p>	<p>Conditional Sentences: An Analysis of the Usages and Errors among Thai EFL Learners</p> <p><i>Prathomwat SURAPRAJIT</i></p>	<p>An Exploration of EFL Teachers' Emotion-regulation Strategies in Classroom</p> <p><i>Yu YANG & Jinfen XU</i></p>	<p>Integrating Value Education into Digital Storytelling (DST): Evidence from a Hong Kong Primary School</p> <p><i>Baohua Lucy YU</i></p>
<p>Diagnostic Assessment of Novice EFL Learners' Discourse Competence in Academic Writing: A Case Study</p> <p><i>Yumin WANG & Qin XIE</i></p>	<p>Enhancing Students' Online Engagement and Language Learning: Using the Digital Collaborative Platform Miro in a Science Communication Module</p> <p><i>Brenda YUEN & Amelyn THOMPSON</i></p>	<p>Investigating the Roles of Corrective Feedback and Task Complexity in L2 Speaking and L2 Learning by Adolescent Language Learners</p> <p><i>Wenrui ZHANG & Jookyong JUNG</i></p>	<p>Adopting the Online Flipped Classroom to Enhance EFL Learners' Engagement in a Tier-3 University in China: A Mixed-methods Study</p> <p><i>Zhiyong LI</i></p>	<p>Enhancing English Speaking Skills: Classroom Presentation on Life Education</p> <p><i>Hsueh Chu Rebecca CHEN & Ching Hang Justine CHAN</i></p>
<p>The Washback Effects of IELTS on Male and Female Test-takers</p> <p><i>Yuyuan ZHANG</i></p>	<p>L2 Willingness to Communicate, Communication Confidence, Enjoyment, Motivation and Classroom Environment: A Model in the Online EFL Class</p> <p><i>Qinghe ZHANG, Chen ZHAO & Yan SONG</i></p>	<p>When Engagement Meets the Island Ridge Curve: Examining the Interplay among Engagement, Self-efficacy and English Achievement Using a Person-centered Approach</p> <p><i>Keke XING & Yuyang CAI</i></p>	<p>A Study on the Reception of Yu Hua's <i>To Live</i> in the United States</p> <p><i>Sihui HE</i></p>	<p>Positive Education and English Language Teaching in the 21st Century</p> <p><i>Ming Har Ruth WONG</i></p>
<p>Towards a Set of Design Principles for Technology-assisted Critical-thinking Cultivation: A Synthesis of Research in English Language Education</p> <p><i>Weijun LIANG</i></p>	<p>Teachers' Professional Digital Competence after a Period of Online Teaching: The case of Experienced Hong Kong Primary-school English-language Teachers</p> <p><i>Benjamin Luke MOORHOUSE</i></p>	<p>Generation of Internal Feedback in an L2 Drafting-feedback-revising Process</p> <p><i>Choi Fung TAM</i></p>	<p>A Study of Chinese-English Professional Interpreters in Remote Settings</p> <p><i>Ran Yi</i></p>	<p>Integrating Assessment as Learning (AaL) in a Digital Storytelling Project: Empowering Pre-service Teachers for their Learning</p> <p><i>Baohua Lucy YU & Xiaoting XIANG</i></p>

	Informing the CEFR/CV Descriptors for Linguistic Range with Spanish L1 Learner Corpus Results: Focus on the Noun Phrase <i>Maria Belen DIEZ-BEDMAR</i>	An Instrumental Case Study Research of Using EMI in a Multilingual University of Post-colonial Macau <i>Yulong LI & Wei William XU</i>	Development of Writing in EFL Class for the Future Professional Needs <i>Aleksandra MATULEWSKA, Joanna KIC-DRGAS & Paula TRZASKAWKA</i>	Syntactic Complexity Difference between L1 and L2 Translators: A Case Study of Laozi Translations <i>Joyce Oiwan CHEUNG</i> (14:00-15:45)	Using Digital Multimodal Composing to Promote Linguistic and Digital Collaboration among Pre-service English Teachers <i>Baohua Lucy YU & Wanqing WANG</i>
16:05-16:20	Break				
16:20-17:20	Plenary Session 6: Keynote Speech by Prof Jozef COLPAERT (University of Antwerp) Title: Designing Multimodal Learning Environments for Transcultural Communication in a Globalized World Chair: Prof Fung King Jackie LEE Zoom link: https://eduhk.zoom.us/j/96235236317?pwd=OUk5SDlvenh4QkZNdDZlOFJ6dIE3dz09				
17:20-17:30	Congress Closing Zoom Link: https://eduhk.zoom.us/j/96235236317?pwd=OUk5SDlvenh4QkZNdDZlOFJ6dIE3dz09				
17:30	End of the Congress				

Zoom meeting room links for Day 4

Parallel Sessions ending in A: <https://eduhk.zoom.us/j/91866396626?pwd=clpWdkJUWWRMVWJZT0dOdXVNS1dLZz09>

Parallel Sessions ending in B: <https://eduhk.zoom.us/j/94908088702?pwd=Ulo2NHVIUDEzUHllbUk1eStRcHFRQT09>

Parallel Sessions ending in C: <https://eduhk.zoom.us/j/97179327623?pwd=S1RRV0ZBOTdKQ2U0U0ZRU05PVHJ4Zz09>

S2J & S2K: <https://eduhk.zoom.us/j/92666281483?pwd=aU9OcXJTRndydHU3MjFsNWliNkgxUT09>

Symposiums 3 & 4: <https://eduhk.zoom.us/j/91538035019?pwd=UnRhaXcwL3JCVldNZS9pMINCTThLUT09>

III. Welcome Speech

[Speech 1] Professor Chi Kin John LEE

**Vice President (Academic) & Provost and Chair Professor of Curriculum and Instruction
The Education University of Hong Kong**

Dear keynote speakers, conference participants, ladies, and gentlemen,

On behalf of The Education University of Hong Kong, I would like to extend the warmest welcome to you to the International Congress on English Language Education and Applied Linguistics, which is co-organized by the Department of English Language Education, the Department of Linguistics and Modern Language Studies, and the Centre for Research in Linguistics and Language Studies, under the leadership of the Faculty of Humanities at the Education University of Hong Kong. There are also four collaborating universities who have joined hands with our university to make this international congress a regular event. The collaborating universities are Beijing Foreign Studies University, Guangdong University of Foreign Studies, South China Normal University, and the City University of Macau. It is exciting to announce that these universities will take turns to host this international congress in the coming years.

This congress aims to bring together academics from around the world to report on their various research work related to English Language Education and Applied Linguistics. We are happy to see a lot of old friends joining us and we are also excited to meet so many new colleagues. We anticipate that we can promote Hong Kong as a hub for academic exchanges and collaborations in the area of English Language Education and Applied Linguistics through this congress.

It is our great pleasure to have invited 6 world-leading scholars in the field of English Language Education and Applied Linguistics to deliver keynote speeches. I'm sure that we will learn a lot from them. I would also like to extend my thanks to the participants from different parts of the world, such as Asia, Europe, Africa, Australia, North America, and South America. It is your participation and support that will make our congress a great success.

I hope you will find the congress both inspiring and enjoyable. Thank you!

[Speech 2] Professor John ERNI
Dean, Faculty of Humanities
The Education University of Hong Kong

Dear keynote speakers, conference participants, ladies, and gentlemen,

Let me express my warmest welcome to all of you in joining the International Congress on English Language Education and Applied Linguistics 2022. This congress would not have been possible without the generous support from the Vice President and Provost Prof John Lee, who initiated the idea in 2021 of establishing such an international congress to establish connections with scholars from around the world for academic exchange in the vibrant research area of English Language Education and Applied Linguistics.

The Faculty of Humanities (FHM) at EdUHK, with over 240 academic, teaching, research, project, and administrative staff, offers 20+ high-quality undergraduate, postgraduate, and professional development programmes in areas such as language studies, literature, history, and cultural studies. Although our staff size is still being enlarged, I am happy to say that our disciplines of English Language and Literature, and Linguistics are making important progress in recent years, as evidenced by the rise in the ranking of these areas in the QS World University rankings since 2021. For years, FHM has played a leading role in the study and practice of English language education and applied linguistics in Hong Kong and in the Asia-Pacific region. Our colleagues have secured numerous research projects to investigate intriguing topics and achieved prolific research outputs. We believe it's important to connect to the local and global communities, which is essential in education. Therefore, our colleagues have translated the findings into compelling arguments and then into quality actions. For example, we have been in active collaboration with local schools on research projects, which facilitates the virtuous cycle of substantiating research needs with practice and informing practice with research. Our colleagues conducted cross curricular mapping in English Language and General Studies to enhance the authentic use of English in different subjects. In the field of English language education, FHM has nurtured generations of graduates with a global outlook and multicultural awareness.

Through this congress, we hope to embrace the opportunities, the solutions, and the exciting “new

normal” in research along with the digital leap, which will then be channelled back to practice by researchers and practitioners. I am excited to hear about the remarkable research to be presented at this congress. We hope that this annual congress will become a signature event and a hub for international academic exchanges on English Language Education and Applied Linguistics. As speakers and participants, you are our key connections and partners. So I hope during this Congress, new friendships will be struck, and that our colleagues at EduHK will be able to develop more meaningful collaborations with you in the Greater Bay Area, across the Mainland, and in other countries.

I hope you will enjoy this event and gain new insights from the presentations and the debates. Thank you very much again for joining us.

IV. Pre-congress Workshops

[WORKSHOP 1] Topic: Corpus-based Language Learning and Teaching

WS 1.1 Mixed-methods Research in Corpus Linguistics

Peter CROSTHWAITE (University of Queensland)

ABSTRACT

Corpora are principled collections of searchable electronic text, representative of authentic language-in-use. The varied and interdisciplinary research possibilities afforded by corpus linguistics also give rise to a range of research methods adopted both within corpus linguistics studies and those of cognate fields that seek to apply the use of corpora to enhance their own research agendas. This presentation distinguishes between mixed-methods CL studies involving both quantitative and qualitative analytical procedures, and studies involving CL methods in combination with other experimental or analytical paradigms that may be completely quantitative or qualitative in nature, or somewhere in between. It is apparent that corpus linguistics, as a field, has embraced a great deal of methods typically used in other disciplines in order to enhance the nature of the 'counting' that corpus linguistics is so good at. Likewise, many other disciplines have harnessed the unique potential of corpora to provide insights into language-related phenomena that would have not been possible without corpus data, corpus tools, and corpus linguists. Through continued innovations in mixed-methods CL research, corpus linguists are not only breathing new life into the field but also enhancing - and in some cases reinventing - many others.



I am a Senior Lecturer in the School of Languages and Cultures at UQ (since 2017), having formerly been an assistant professor at the Centre for Applied English Studies (CAES), University of Hong Kong (since 2014). I hold an MA TESOL from the University of London and an M.Phil/Ph.D in applied linguistics from the University of Cambridge.

My areas of research and supervisory expertise include corpus linguistics and the use of corpora for language learning (known as 'data-driven learning'), as well as English for General and Specific Academic Purposes. I am the author of the monograph 'Learning the language of Dentistry: Disciplinary corpora in the teaching of English for specific academic purposes' as part of Benjamins' Studies in Corpus Linguistics series (with Lisa Cheung, published 2019), as well as the edited volumes 'Data Driven Learning for the Next Generation: Corpora and DDL for Pre-tertiary Learners' (published 2019) and 'Referring in a second language: Reference to person in a multilingual world' (with Jonathon Ryan, published 2020)

with Routledge.

My previous work experience includes consultancies and editorial positions with publishers including Cambridge University Press (CUP), and I am a co-author on CUP's latest IELTS series 'Mindset for IELTS' (Level 1 & 2). I am also currently serving as Associate Editor for the Q1 Journal of English for Academic Purposes, as well as on the editorial boards of IRAL, System, and Applied Corpus Linguistics, a new journal covering the direct applications of corpora to teaching and learning.

WS 1.2 Helping Teachers to Teach with Corpora: The Corpus-Aided Platform for Language Teachers (CAP)

Qing MA (The Education University of Hong Kong)

Lixun WANG (The Education University of Hong Kong)

Fung King Jackie LEE (The Education University of Hong Kong)

Hsueh Chu Rebecca CHEN (The Education University of Hong Kong)

ABSTRACT

A corpus provides extraordinarily rich and flexible resources for self-learning and can guide students in finding answers to their language queries. Although corpus linguistics has become mainstream in language research, a corpus-based language teaching approach remains largely unknown to the frontline teachers due to various reasons. In the past few years, our EdUHK corpus team have been working towards bridging the gap between corpus linguistic research and teachers' teaching practice by introducing a corpus-based language pedagogy (CBLP) to English teachers in Hong Kong, China's Mainland and elsewhere. In this presentation, we will focus on an award-winning website, The Corpus-based Platform for Language Teachers (CAP) (<https://corpus.eduhk.hk/cap/>), and demonstrate how we theorised CBLP and enacted CBLP training for in-service and pre-service English teachers through the learning and teaching resources we created on the CAP website. The CAP website serves as the ideal pathway to transfer our expertise in corpus linguistics to the broad teacher community in Hong Kong, China's Mainland, and other regions/countries. We will first provide the theoretical framework for CBLP and then use concrete examples from the CAP website to show how we implemented the CBLP training for our target participants to help them develop competence to learn and teach with corpora.



Wang Lixun is an Associate Professor in the Department of Linguistics and Modern Language Studies at the Education University of Hong Kong. His main research interests include corpus linguistics, English for Academic Purposes, Computer-assisted Language Learning (CALL), and multilingual education. He is the author of 'Introduction to Language Studies' (2011), 'Trilingual Education in Hong Kong Primary Schools' (2018), and co-author of 'Is English an Asian Language?' (2021).

Rebecca Chen is an Associate Professor in the Department of Linguistics and Modern Language Studies at the Education University of Hong Kong. Her

research interests include inter-language phonology, experimental phonetics, third language pronunciation learning, and computer-assisted pronunciation learning. Recently Dr Chen and her research team have completed the construction of three publicly accessible corpus-based pronunciation learning websites.

Jackie Lee is a Professor (Practice) in the Department of Linguistics and Modern Language Studies at the Education University of Hong Kong. Her research interests include grammar teaching, language and gender, experiential learning, and teacher education.

Ma Qing, Angel is currently an Associate Professor at the Department of Linguistics and Modern Language Studies, The Education University of Hong Kong. Her main research interests include second language vocabulary acquisition, corpus linguistics, corpus-based language pedagogy (CBLP), computer-assisted language learning (CALL), and mobile assisted language learning (MALL).

[WORKSHOP 2] Topic: Technology-enhanced Language Learning and Teaching

WS 2.1 Game-based 3D Virtual Language Learning Environments

Yu-ju LAN (National Taiwan Normal University)

ABSTRACT

Play plays an important role in human beings' language development, irrespective of age. Games are an effective type of tool for learning with which students can explore alternative decisions and actions without the risk of failure they might encounter in the real world. Furthermore, good language games in a second language (L2) classroom should be (1) based on reality, (2) based on learning goals with doable challenges, (3) fun, interesting, and motivating, (4) interactive, and (5) offering players the control over their destiny. Additionally, based on the perspectives of sociocultural second language acquisition (SLA), authentic contexts and social interaction are essential for L2 learners' successful acquisition of the L2. Given the specific features of virtual reality (VR)—creation, immersion, and interaction—with a platform to create authentic contexts and the capabilities to support social interaction, VR has enormous potential for providing the essential components of successful FL learning, namely (1) learner's active involvement, (2) authentic contexts, and (3) meaningful and social interaction when the learning activities are learner-centered. The purposes of creating language games in VR are twofold: (1) to facilitate the accomplishment of language pedagogical goals; and (2) to encourage L2 learners to continually replay the games without losing interest. In this workshop, I will briefly introduce the 3D language learning environments, followed by three VR tools: Google Translate, Assemblr, and Second Life. The demo includes tutorials on the basic functionality of the tools and their application for language learning purposes. Participants will learn how to create task-based learning activities in VR to promote learners' motivation and performances.



Lan Yu-ju is a Research Chair Professor in the Department of Chinese as a Second Language at the National Taiwan Normal University. She is currently the Editor-in-Chief of *Educational Technology & Society*, Associate Editor of *Language Learning & Technology*, and on the editorial board of *Ampersand*. Her research interests include language learning in virtual worlds, mobile learning, and online synchronous teacher training. She was awarded the Outstanding Research Award by the Ministry of Science and Technology (MOST), Taiwan, in 2022.

WS 2.2 E-resources for Technology-enhanced Language Learning and Teaching

Di ZOU, Ju Seong LEE & Timothy TAYLOR (The Education University of Hong Kong)

ABSTRACT

Dr Zou will introduce the basic features and functions of Flip and share three ways of using it to increase students' online engagement. She will demonstrate how to build rapport with students and guide them to conduct reflection and peer assessment using Flip, at the same time providing meaningful oral practice opportunities. Dr Lee will introduce H5P, a powerful tool for increasing student interaction and engagement in teacher-authored learning materials. H5P is an open-source tool for creating interactive videos, quizzes, presentations, and other kinds of activities. It can be adapted to many learning levels and types of activities and can offer students immediate feedback. Dr Taylor will share examples of online English language learning resources that were tailor-made for primary learners of English in Hong Kong during the COVID era. The resources include e-books and online activities designed to provide support for both classroom and self-guided learning during periods of online learning. The resources demonstrate how both Flip and H5P activities, well-suited for individual teachers, can also be integrated into materials designed for the school-based curriculum or for large-scale projects.



Zou Di is an Assistant Professor at the Department of English Language Education. Her research interests include technology-enhanced language learning, game-based language learning, virtual teaching and learning, and artificial intelligence in language education.



Lee Ju Seong is the Associate Head and Assistant Professor in the Department of English Language Education. His recent research focuses on integrating technology and positive psychology into formal school settings.



Timothy Taylor is the Associate Head of the Department of English Language Education at the Education University of HK and Chair of the Hong Kong Curriculum Development Council Committee on English Language. He works extensively on projects in partnership with local primary and secondary schools in Hong Kong.

[WORKSHOP 3] Topic: Machine Translation

WS 3.1 Machine Translation Post-editing and the Role of Big Data in Technical Translation

Benjamin TSOU (City University of Hong Kong)

Elvis YIU (Chilin (HK) Ltd)

Kelly MAK (Chilin (HK) Ltd)

ABSTRACT

Developments in the fields of computer science and computational linguistics, along with big data, have impacted traditional TESOL as well as the translation industry, as can be seen in the escalation of CALL (Computer Aided Language Learning) and CAT (Computer Assisted Translation) products respectively. Recent advances in machine translation have been encouraging for simple tasks where high accuracy is not required. However, they have also highlighted the new need for a timely shift from focusing on the translation process to the Post-Editing of Machine Translation (MTPE) output for serious and high-valued documents in many legal, financial, and technical domains to ensure optimal fidelity and fluency of the final translation. As such, MTPE offers useful cross-fertilization possibilities between the two fields, especially when technical language is concerned. The feedback loop in language production is integral to writing among the four basic language skills of reading, listening, writing, and speaking, and is shared in both kinds of endeavors. It can benefit similar optimization efforts in both areas. The treatment of multiple renditions in the Chinese or English target languages will be the main concern of this presentation. We shall look at error checking, error correction, and the subsequent improvement measures which involve technical language. An opportunity will be offered to the conference participants to gain hands-on experience with our system of MTPE under development.



Benjamin T'sou is an Emeritus Chair Professor, at the City University of Hong Kong; an Adjunct Professor at the Hong Kong University of Science and Technology, and a member of Académie Royale des Sciences d'Outre-Mer (Belgium). Since 1995, his team has been cultivating a synchronous corpus on Linguistics Variations in Chinese, LIVAC, (https://en.wikipedia.org/wiki/LIVAC_Synchronous_Corpus), and more recently a big database of 300+K Chinese-English parallel patents, Patentlex, (<https://patentlex.chilin.hk/>). His recent publications include *Quantitative and Computational Studies on the Chinese Language*, *Linguistic Corpus and Corpus Linguistics in the Chinese Context*, "Bilingual Multi-word

Expressions, Multiple-correspondence, and their Cultivation from Parallel Patents: The Chinese-English Case”, and “Some Basic and Salient Linguistic Features Across Chinese Speech Communities from a Corpus Linguistic Perspective”.



Elvis Yiu is a Software Engineer at Chilin (HK) Ltd. He has extensive experience working as a Mechanical Engineer as well as in other areas of the STEM sector, and is currently interested in Natural Language Processing. He holds a master's degree in Data Analytics and Artificial Intelligence from Hong Kong Baptist University and a bachelor's degree in Mechanical Engineering from Hong Kong Polytechnic University.



Kelly Mak works as a Junior Linguist at Chilin (HK) Ltd. She holds a bachelor's degree in Linguistics and Language Application from the City University of Hong Kong, and her research interest is in Natural Language Processing.

V. Plenary Sessions

[KEYNOTE 1] Douglas BIBER (Northern Arizona University, The USA)

Topic: Complexity in L1 and L2 English Student Writing: The Development of Phrasal Discourse Styles

ABSTRACT

In studies of writing development, advanced academic writing is assumed to be grammatically complex, with elaborated structures (shown especially by a dense use of dependent clause structures). In contrast, spoken registers, especially conversation, are believed to have the opposite characteristics. Recent corpus-based research, however, has documented exactly the opposite patterns of use: conversation is structurally complex and elaborated, to an even greater extent than academic writing, especially in relation to the use of many types of dependent clauses. In contrast, the grammatical complexities of academic writing tend to be phrasal rather than clausal, resulting in a compressed rather than elaborated discourse style.

After contrasting the complexities of present-day conversation and academic writing, the present talk goes on to describe three corpus-based investigations of student writing development: one focused on papers written by university students across disciplines, tracking changes in grammatical discourse styles across their years of study; the second focused on the writing of L2-English students in a standardized exam context, tracking changes in their grammatical discourse styles across levels and task types; and the third tracking longitudinal patterns of change for advanced L2-English university students. In all three cases, students show dramatic development in their use of phrasal complexity devices, while in many cases showing a decrease in their use of dependent clause complexity devices. These patterns are interpreted relative to the typical patterns of use in conversation and professional academic writing, suggesting that students gradually acquire the preferred discourse styles of academic writing (often despite the overt instruction that they receive favoring the use of clausal elaboration). In conclusion, implications for academic writing instruction will be discussed.



Douglas Biber is Regents' Professor of English (Applied Linguistics) at Northern Arizona University. His research efforts have focused on corpus linguistics, English grammar, and register variation. Previous books include *Register, Genre, and Style* (Cambridge, 2009/2019), the co-authored *Grammar of Spoken and Written English* (John Benjamins 2021), and studies of grammatical complexity (Cambridge 2016), university registers (Benjamins 2006), and *Multi-Dimensional Analyses of register variation* (Cambridge 1988, 1995, 2018).

[KEYNOTE 2] Barbara SEIDLHOFER (University of Vienna, Austria)

Topic: The Applied Linguistics of Education in English as a Lingua Franca

ABSTRACT

In this paper I will argue that as the realities of globalization have called for a radical change in thinking in so many ways, so how English language education has been traditionally conceived stands in urgent need of critical reappraisal. What is this 'English' that students need to be educated in knowing and using? It is obvious that it can no longer be defined as the language of particular native-speaker communities. It has expanded far beyond this limited communal use and has been appropriated as a lingua franca to meet the basic need for an international lingua franca. English as a lingua franca (ELF) has become an indispensable communicative resource in negotiating and even overcoming differences between people from different linguacultural backgrounds in such important encounters as academic conferences and higher education, business negotiations, diplomacy, and peace-building, as well as migration, youth culture, and tourism. ELF research is primarily concerned with how this resource is used communicatively: how the 'E' must be reconceptualized to fulfil its 'LF' function. This is not about what linguistic forms ELF takes and how these differ from the standard language, but about the much more significant applied linguistic question of how communication functions in today's globalized world.



Barbara Seidlhofer is a Professor of English and Applied Linguistics at the University of Vienna. Her research and teaching focus on English as a lingua franca (conceptualization, description, theoretical and applied implications), 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) – now available as VOICE 3.0 – and author of *Understanding English as a Lingua Franca* (Oxford University Press). She is the past editor of the *International Journal of Applied Linguistics* and the founding and honorary editor of the *Journal of English as a Lingua Franca*.

[KEYNOTE 3] Jinlan TANG (Beijing Foreign Studies University, China)

Topic: AI-assisted English Language Instruction: Practices and Implications

ABSTRACT

The rapid development of emerging technologies of big data, cloud computing, and artificial intelligence is changing the landscape of teaching, assessment, and learning of English (TALE) tremendously. Arguably the application of technology has offered a viable means to promote education equity and inclusion, two of the UN sustainable development goals. This presentation will examine how the key pertinent AI technologies of automated speech recognition, translation, writing evaluation, virtual realities are applied to improve TALE and to promote educational equity in the China's Mainland, drawing on first-hand experiences, classroom practices, and research. Then it will discuss the main issues regarding the current use of AI, such as AI-assisted teacher development and ethical use of AI, with reference to a complex systems theory to enhance the understanding and development of AI-assisted teaching and learning ecology.



Tang Jinlan is the Dean and Professor at the Institute of Online Education, and the Researcher at the Artificial Intelligence and Human Languages Lab, at Beijing Foreign Studies University, China. Her research covers the areas of language assessment, teacher training, EFL teaching, and learning in the e-learning environment. She also serves as the Co-Editor-In-Chief of the Journal of China Computer-assisted Language Learning (JCCALL), and the Secretary-in-General of the Computer-Assisted Language Learning Association, CACSEC (ChinaCALL). Her publications include over 40 research papers in international and national journals, one monograph, two co-authored books, and three co-authored special issue international journals.

[KEYNOTE 4] Jean-Marc DEWAELE (Birkbeck, University of London, The UK)

Topic: The Emotions that Drive Foreign Language Learning: A Focus on China

ABSTRACT

I will talk about an emerging area of research in the field of foreign language learning, which was triggered by the introduction of Positive Psychology (Dewaele, 2022; Dewaele et al., 2019). It has focused on the role of emotions in foreign language learning and their effect on performance, beyond the traditional focus on foreign language anxiety, and includes new concepts such as foreign language enjoyment and foreign language boredom. As a result, a more nuanced understanding of the role of positive and negative learner emerged, underpinned by solid empirical research using a wide range of epistemological and methodological approaches.

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Jean-Marc Dewaele is a Professor of Applied Linguistics and Multilingualism. He is the former president of the International Association of Multilingualism and the European Second Language Association and he is the General Editor of the Journal of Multilingual and Multicultural Development. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013), the Robert Gardner Award for Excellence in Second Language and Bilingualism Research (2016) from the International Association of Language and Social Psychology, and the EUROSLA Distinguished Scholar Award (2022).

[KEYNOTE 5] Angel M. Y. LIN (Simon Fraser University, Canada)

Topic: Social Structures, Everyday Interactions, and Subjectivity—Where (and How) Can We Start to Decolonize English Language Education?

ABSTRACT

When ‘decoloniality’ and ‘decolonizing’ have become words frequently used in conferences and journal publications in our field of Applied Linguistics/Language and Education, as well as on many academics’ lips, I start to worry about how they too can be easily co-opted as buzz words emptied of their critical meaning and actional potential, and become appropriated as discourses with symbolic capital to add to one’s portfolio for academic promotion.

In this presentation, I share about the pain, memories, hope, and desire associated with experiencing colonizing acts across different timescales: in one’s everyday life (e.g., micro aggressions in social interactions), in how one’s own sense of self and the world (subjectivity) is shaped and reshaped (e.g., through academic socialization), and in embarking on what can be done to change the various social structures of (both colonial and other kinds of) domination and subordination. Then I’ll propose a tentative thinking and planning tool to work with teachers, students, administrators, and most importantly ourselves, to grasp what it means/what it takes, and simultaneously begin to work, to ‘decolonize’ ourselves, our curriculum, our pedagogy, our scholarship and then gradually our field of English Language Education and TESOL.



Angel M. Y. Lin received her doctoral degree from the Ontario Institute for Studies in Education (OISE), University of Toronto, in 1996. Her research and teaching have focused on classroom discourse analysis, bilingual plurilingual education, academic literacies, language across the curriculum, Content and Language Integrated Learning (CLIL), and translanguaging and trans-semiotizing. She has published six research books and over 100 research articles and book chapters. In 2018 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.

[KEYNOTE 6] Jozef COLPAERT (University of Antwerp, Belgium)

Topic: Designing Multimodal Learning Environments for Transcultural Communication in a Globalized World

ABSTRACT

This presentation will consist of three parts. Jozef Colpaert will first explain the concept of the multimodal learning environment from an educational engineering perspective and how the design process can be considered research. He will then focus on multidisciplinary as one of the main challenges in this research. He will present transdisciplinarity as a conceptualization method and introduce transcultural communication as a similar approach. Finally, he will show how transcultural communication can lead to more effective and enjoyable language tasks in a globalized world.



Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning in the Faculty of Social Sciences at the University of Antwerp. He is editor-in-chief of Computer Assisted Language Learning (Taylor and Francis) and organizer of the International CALL Research Conferences. His ongoing research lines focus on transdisciplinarity, multimodal learning environments, natural language decoding, and motivational task design. He is currently working on the empirical and theoretical validation of Educational Engineering, a novel instructional design and

research method.

VI. Themed Symposium Presentation

[Symposium 1] Topic: English Language Education in the Greater Bay Area

OVERVIEW

In response to the Central Government's Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area (GBA), the Faculty of Humanities (FHM) at the Education University of Hong Kong (EdUHK) strives to build impactful collaborations with GBA institutions and organizations to promote the advancement of the field of humanities, and one important area under Humanities is English Language Education. Through organizing this symposium on English Language Education in the Greater Bay Area, we aim to advance the field of English Language Education in the Greater Bay Area together with our partners in GBA. Scholars and postgraduate students from GBA institutions will share their GBA related studies on English Language Education through this symposium.

[Symposium 1 Invited Speech 1] Lixian JIN (City University of Macau)

Topic: Global and Intercultural Competence in ELE through Cultures of Learning

ABSTRACT

Beyond the region, the Greater Bay Area of China plays important roles nationally and internationally in economic development and talent cultivation. Language learning here – and elsewhere - can create a rich resource to facilitate this progress. In current views, language education is not only about learning language skills, more broadly it enhances awareness of diverse cultures within global consciousness of how language mediates human affairs, together with intercultural competence in ever-changing local and international contexts, e.g., urgent issues of globalization and ‘planetization’ for sustainable development.

This presentation aims to highlight the need to develop global and intercultural communication competence within English language education by sharing Elicited Metaphor Analysis evidence, an applied linguistic approach, through the metaphor data collected from students in China’s Mainland and Macau, compared with parallel data from other countries. The focus here is on the analysis of participants’ concepts of language and intercultural communication to examine how English language teaching can be explored for enhancing global and intercultural competence. A solution to some current issues is proposed: to understand students’ Cultures of Learning so that English language education includes implicit learning and teaching through cultures but which is improved further through repertoires of explicit learning about, from, and through cultures of learning.



Jin Lixian is Chair Professor in Applied Linguistics and Dean of the Faculty of Humanities and Social Sciences at the City University of Macau, after being Chair Professor and having worked at the University of Nottingham Ningbo China for over 4 years and at British universities in the UK for 30 years. She has taught linguistics, English language teaching, intercultural communication, qualitative research methods, and clinical linguistics and assessments; and led international research teams in Britain, Singapore, Malaysia, and China on ELT, intercultural learning, children with dyslexia and has developed language assessment tools in Chinese, Malay, and Gujarati for children with language impairment. She has conducted numerous school and university English teacher training courses and workshops in China and worldwide. With over 200 publications her research has focussed on cultures of learning, intercultural communication, metaphor and narrative analysis, and bilingual clinical assessments.

[Symposium 1 Invited Speech 2] Mingyue GU & Lixun WANG (The Education University of Hong Kong)

Topic: Digital Literacies and Information Technology in English Language Education in Hong Kong

ABSTRACT

In Hong Kong, the government has made great efforts to promote the use of Information Technology in education, and four Information Technology in Education Strategies have been implemented by the Education Bureau of Hong Kong SAR since 1998/99 to provide IT infrastructure for education and enhance the capacities of students and teachers to use IT for learning and teaching with the provision of professional development programmes and e-learning resources. Through these strategies, IT has been widely adopted in English language education in Hong Kong, and most Hong Kong English teachers use IT as normal everyday practice, and IT training is now an indispensable part of English teacher education programmes in Hong Kong. In this talk, we will present the major theoretical approaches to digital literacies that inform IT training and introduce research projects investigating digital literacies from different perspectives in higher education contexts in Hong Kong. We will then give an overview of what IT training has been provided to English major students at the Education University of Hong Kong, and we will report on a number of major projects that promote the use of IT in English language education. Research methods adopted include questionnaire surveys and interviews. The research findings suggest that students are highly motivated to engage in IT-enhanced language learning activities, and teachers are eager to equip themselves with the latest IT skills so as to become better English teachers.



Gu Mingyue is a professor and the Head of the Department of English Language Education at the Education University of Hong Kong. Her research interests include language-in-education policy, multilingualism and mobility, family language policy, digital literacies, and identity studies. She has published widely in the above fields. She is the co-editor of *Critical Inquiry in Language Studies* (Q1).



Wang Lixun is an Associate Professor in the Department of Linguistics and Modern Language Studies at the Education University of Hong Kong. His main research interests include corpus linguistics, English for Academic Purposes, Computer-assisted Language Learning (CALL), and multilingual education. He is the author of 'Introduction to Language Studies' (2011), 'Trilingual Education in Hong Kong Primary Schools' (2018), and co-author of

'Is English an Asian Language?' (2021).

[Symposium 1 Invited Speech 3] Huiyin LI (Guangdong University of Foreign Studies)

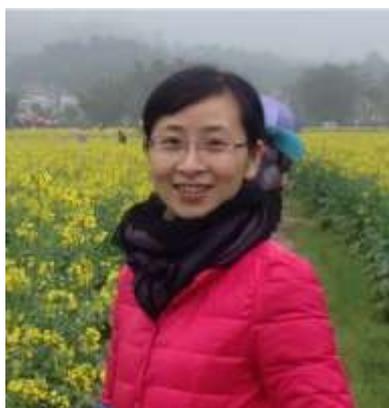
Topic: Coaching Helped me to Grow: Contesting EFL Teachers' Professional Development

ABSTRACT

Previous research shows teacher coaching is an effective professional development practice. Different from traditional professional development practices, such as lectures, workshops, and seminars, teacher coaching offers one-on-one support focused on discrete skills to promote teachers' professional growth and improve student achievement. However, little is known about its applications and features in a Chinese context.

Based on the theory of activity and transferring of learning, a case study was conducted on a modified teacher coaching model in a Chinese context. An expert teacher was invited to hold online coaching sessions (due to the Covid-19 pandemic) to prepare some college English teachers for their teaching competitions in a Guangdong university, China. In total, 8 college English teachers were involved in the coaching sessions. Three follow-up online sessions with additional WeChat talks were held for each participant. Six college English teachers who attended the coaching sessions were interviewed. Their lesson plans were reviewed and two teaching videos were examined.

The findings revealed the expert model of teacher coaching was a successful professional development model in that it triggered changes in behavior and perception of teaching among the participants. All the interviewed participants not only expressed renewed enthusiasm for teaching but realized the importance of the often-ignored role of a designer as a teacher. The major features that contributed to the success of teacher coaching were learning by doing and practice with reflection.



Li Huiyin has been teaching at the School of English Education, Guangdong University of Foreign Studies, for over 18 years. She is also a former visiting scholar at Westminster University and George Fox University. She shows a strong interest in English teaching and teacher education and has developed two textbooks and published a dozen of journal articles in these areas. She participated as a lecturer in many local and provincial teacher development programs. She herself also took part in English teaching contests at different levels and won both first and second

teaching prizes locally and nationally.

[Symposium 1 Invited Speech 4] Yueting XU (South China Normal University)

Topic: Pre-service English teachers' Professional Identity Trajectories and Mediating Factors: A Qualitative Study from Voluntary Tutoring Activities in Guangdong Province

ABSTRACT

The quality of pre-service teacher education is critically important to the future of our education, the Greater Bay Area is no exception. Central to this issue is how to help pre-service teachers construct their professional identity to make a commitment to the profession. Within teacher education programs, presumably pre-service teachers would develop their professional identity mainly through taking courses and participating in teaching practicum. However, both activities have inherent shortcomings in shaping pre-service teachers' professional identities. First, courses that pre-service teachers take are usually designed without a deliberate plan of professional identity crafting, and hence the effects of the courses on identity construction cannot be easily observed. Second, although practicum is proved the most important activity for professional identity construction, the timing of practicum is disadvantageous for sustainable identity construction. Given that practicum is usually implemented in the last year of teacher education programs, any initial construction of professional identity by pre-service teachers in this period is less likely to be reflected on and reconstructed in upcoming teacher education activities. Hence, creating more practicum-like opportunities at more appropriate timing for pre-service teachers is important to cultivating their professional identity.

Situated in a voluntary tutoring activity initiated by the School of Foreign Studies (SFS) at South China Normal University (SCNU), we conducted a qualitative study to explore pre-service English teachers' identity trajectories and their mediating factors to explore how such voluntary tutoring activities can provide great opportunities for pre-service teachers to construct their professional identity. Data were collected in a voluntary tutoring activity in early 2021 which was intended to improve the spoken English of high school students from rural areas of Guangdong Province. Three open-ended surveys were distributed to all participating pre-service teachers at SFS of SCNU and 142 valid copies were returned. Based on content analysis, findings show that these pre-service teachers' identity trajectories converge on four types: upward, stable, fluctuating, and downward. Internal factors mediating identity trajectories include pre-service teachers' imagination and planning of the voluntary tutoring activities, their behavioral, cognitive, and emotional engagement in these activities, and the development of their sub-identities, while external factors include students' active participation and their emotional engagement in these activities.

This study has implications for teacher identity research, pre-service teacher education practice across contexts and future educational collaboration endeavors in Greater Bay Area. Voluntary tutoring activities and exchange practicum initiatives are suggested to promote pre-service teacher identity in this area.



Xu Yueting received her Ph.D. from the Faculty of Education, University of Hong Kong. She is currently a Professor at the School of Foreign Studies in South China Normal University, and a Young Pearl River Scholar in Guangdong Province. She is also a highly cited scholar on Elsevier's list in 2020 and 2021. Her research interests include teacher assessment literacy, teacher identity, and teacher emotion. She has published extensively in international peer-refereed journals, such as *Teaching and Teacher Education*, *Language Teaching Research*, *Assessment & Evaluation in*

Higher Education, *TESOL Quarterly*, and *Teaching in Higher Education*, etc.

S1A

S1A.1 Using Drama in CLIL Math Classes: Teachers' Willingness and Perspectives

Min YU (The University of Hong Kong)

ABSTRACT

Research Background and Objectives:

The Education and Manpower Bureau of Hong Kong emphasised that it is significant and necessary to develop creativity to reform the math curriculum (Curriculum Development Council, 2001), which was reaffirmed in the curriculum guideline of 2005 (Curriculum Development Council, 2005). In the past decade, increasing recognition has been given to drama as a conducive medium for creatively teaching math and language. Compared with traditional teaching methods, there is some evidence that it can help students learn and master math and language. Now in some Hong Kong classes, Content and Language Integrated Learning (CLIL), a dual-focused educational approach to teaching/learning the subject through English, has also been adopted to assist students in achieving the learning goals of mastering math concepts and English proficiency, and drama could be used in CLIL lessons to realise these goals. Thus, it is emerging for some local school teachers to use this new and creative drama-based pedagogy to teach their CLIL math classes (Şahin, 2015). However, the exam-oriented culture and high-stakes tests in Hong Kong seem to put teachers and students in secondary schools under great academic pressure and push them to be just interested in the answer rather than the methods of deriving the answers. (Yu & Lee, 2020, p. 61), especially in a math course.

Under this circumstance, as teachers play an integral role in the whole educational journey, it is crucial to investigate and analyse some local teachers' willingness, attitudes, and potential difficulties they may encounter when using drama in their math classes for Content and Language Integrated Learning (CLIL) at Hong Kong junior secondary schools with English as the Medium of Instruction (EMI).

Methods:

Through this qualitative study, the data was collected first from questionnaires with six math teachers from Hong Kong EMI junior secondary schools. Based on their responses to the questionnaire, the semi-structured interviews were then conducted individually with six of them.

Preliminary Findings:

The results of this research showed that most participant teachers held positive views on this creative teaching approach, which they felt was effective for students' math learning and English language practising. They were willing to employ drama in their CLIL math classes, although there were various potential difficulties to overcome, such as students' passive learning, time limitation, and no support from parents and schools.

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S1A.2 Enjoyment, Anxiety, Attitude / Motivation and Learner Engagement in Group Interaction in EFL Classrooms

Jiusheng TIAN (South China Normal University)

Zhuo CHEN (Guangzhou Panyu Polytechnic)

Fei LEI (South China Normal University)

ABSTRACT

An increasing number of studies in applied linguistics have found that affective factors, such as foreign language enjoyment (FLE), several foreign language classroom anxieties (FLCA), and attitude/motivation have significant influences on learners' interaction and engagement as well as their linguistic performance in EFL classrooms. However, how learners' affective factors influence their engagement in group interactions is under-investigated. This study explored how three affective variables, namely, FLE, FLCA, and attitude/motivation (A/M), affect learner engagement in group interactions. 116 sophomores from three intact classes in a university in Guangzhou, China, took part in the study and they were randomly placed into 29 groups of four. They participated in group interaction activities on opinion-gap topics weekly throughout the semester, and three of these activities were recorded and transcribed. Data from the subjects' responses to the FLE Scale, the FLCA Scale, and the A/M Scale were also collected. Correlation analyses showed that learners' levels of FLE and A/M were significantly positively correlated with four dimensions of learner engagement, i.e., behavioral engagement (BE), cognitive engagement (CE), social engagement (SE), and affective engagement (AE), while FLCA showed a significant negative correlation with them. Multiple regression analyses revealed that participants' scores of FLE had a significant predictive power on their BE (in terms of several turns), CE (in terms of interactive language use), and AE (measured with scores of the Affective Engagement Scale); learners' levels of FLCA significantly predicted their BE (measured by several words and speaking time) and SE (counted with a number of backchannels); learners' A/M only significantly predicted their AE. In addition, none of the affective variables significantly predicted participants' language-related episodes (LREs), which is a measure of CE, and collaborative sentence completion, a measurement of SE. The findings generally imply that EFL learners' FLE, FLCA, and A/E have a role to play in their engagement in group interactions. However, the statistical value is influenced by the specific measurements used for engagement. In practice, EFL teachers should pay attention to learners' effects in group interactions besides their cognitive factors.

S1A.3 EMI and Teacher Agency: An Empirical Research of a Teacher-training Program for High School English Language Teachers from a Greater-Bay-Area District

Linqiong LYU (Guangdong University of Foreign Studies)

Yeqin KANG (Guangdong University of Foreign Studies)

ABSTRACT

English Medium Instruction (EMI) is often adopted in basic and high education; seldom is it utilized in in-service secondary EFL teacher training programs due to concerns of teachers' dis-satisfactory English language proficiency. This research investigated how EMI functioned as a stimulus to boost teachers' agency of learning in an in-service teacher training program targeting secondary EFL teachers from Guangzhou Nansha District, which, as a national new zone and free trade zone approved by the State Council, claims strategic importance in the development of the Greater Bay Area and prioritizes internationalization of education. Using qualitative methods, the research collected various data from participant participation, interviews, trainee teachers' assignments, WeChat messages, and documents. The findings disturb the common assumption that EMI may intimidate EFL secondary teachers and the mother tongue is a better choice to conduct teacher training programs for these teachers. In this investigated teacher training program, EMI positively motivated the trainee teachers and effectively involved them in various group learning activities including group discussion, group mind mapping, group demos, group micro-teaching, and group hosting of daily WeChat forums. EMI provided trainee teachers with adequate opportunities to revive, practice, and improve English and empowered them to feel and act as capable contributors and co-constructors of the program.

S1A.4 Using Digital Games for Collaborative Language Learning: An Analysis of Empirical Research

Jing REN (Beijing University of Posts and Telecommunications)

Xiaohui SONG (Beijing University of Posts and Telecommunications)

You SU (Beijing University of Posts and Telecommunications)

ABSTRACT

Digital games have been increasingly employed in language education practices due to their unique potential in creating immersive and simulated environments for communicating and learning a second or foreign language. While there have been reviews on the effectiveness of digital game-based language learning, few studies have focused on the affordances of digital games in promoting online collaborative learning. The current review analyzes recent empirical studies that implement digital games for fostering collaborative learning from 2018 to 2022 via a systematic search of studies published in the leading journals that specialize in computer-assisted language learning (CALL). To be specific, this study reviewed representative articles on digital game-based collaborative learning published on *Computer Assisted Language Learning*, *Language Learning & Technology*, *ReCALL*, and *System*. These leading journals are the only four CALL journals indexed by Social Sciences Citation Index, and previous studies have demonstrated that a systematic review of publications on these four top-tier journals can reveal research trends and provide important insights on issues related to technology and language education (e.g., Li, 2018; Zheng et al., 2021). The authors screened all the articles and narrowed down the selection of articles for inclusion based on the following criteria: a) addressed online learning settings; b) empirical studies; c) truly collaborative learning activity using digital games. Finally, a total of 16 articles were selected for close review. A close analysis of how digital games were used to foster collaboration was conducted, including learning contexts, target language skills, research themes, data collection methods, and research outcomes. The results revealed: (1) University students were the most frequently selected samples in the selected literature. (2) There is a lack of studies on collaborative digital game-based listening and reading practices. (3) Most previous studies adopted mixed methods to examine the effectiveness of digital games. (4) Using digital games in collaborative learning can enhance language learners' collaboration ability, create opportunities for intercultural encounters, promote spontaneous communication skills, and improve language acquisition. Pedagogical implications of integrating digital games into language teaching curricula as well as suggestions for future studies on digital game-based collaborative language learning were also addressed.

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S1A.5 The Importance of Project-based Learning in Teaching English as a Foreign Language - A Case Study at a Bilingual School in China

Xu WANG (Xi'an Jiatong-Liverpool University)

ABSTRACT

There are numerous approaches to teaching English as a Foreign Language nowadays. Among these approaches, Project Based Learning (PBL) is an effective approach to broadening students' general knowledge as well as their English vocabulary and communication in different discussions. PBL is based on real-life difficulties that attract students' attention and inspire curious thought as they acquire and apply new material in a problem-solving situation. Under the approach of PBL, the teachers serve as facilitators, collaborating with students to generate/design relevant questions, set up meaningful assignments, coach both knowledge growth and social skills, and assess what students have gained from the experience (Efstratia, 2014).

This small research explores both teachers' and students' perceptions and their roles in the use of PBL in English education at a bilingual school in China. The study investigates fifty students of a bilingual school in China and five English language teachers who work there. The study aims to explore teachers' perspectives on applying PBL in their English classes, the challenges, and the impact of PBL on student's motivation to learn English as a foreign language.

Objectives of the study are to 1) identify teachers' and students' attitudes on the use of PBL in English education; 2) identify the benefits and challenges teachers when implementing PBL. Specifically, 1) what are the challenges of using PBL at a bilingual primary school? 2) what are the benefits of using PBL at a bilingual primary school? 3) how does PBL increase students' motivation in acquiring English as a foreign language? The aim of the study is to investigate English teachers' and students' viewpoints related to the use of PBL in their English classes. The study is proposed to conduct with English language teachers teaching at a bilingual primary school in China. The questionnaire is distributed to 50 English language students at this bilingual primary school. The survey is completed online on a voluntary basis due to the pandemic time. The author has known six teachers from the targeted school and has reached out to them easily. As such, the data are gathered through a questionnaire and further analyzed in JASP.

After analyzing the collected, the teachers highlighted that more special training regarding the use of PBL is needed. PBL brings benefits to English language acquisition, motivates students to learn, and also enhances

collaboration, stimulates critical/ creative thinking, and better communication. However, the author concluded that the teachers still have doubts about what PBL is in comparison to doing projects in class. The teachers have mentioned some of the most pressing challenges which are included but not limited: to keeping all students engaged in the project, classroom management, class scale, learning achievement assessment, workload, and so on. The majority of the students who have a background in PBL have a positive attitude to this approach. The findings of the study indicate that a few students have a PBL background and a limited number of students pose a positive attitude to PBL.

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S1A.6 Fostering Translation Students' Intercultural Competence through Pragmatics and Corpus Linguistics

Malila CARVALHO DE ALMEIDA PRADO (BNU-HKBU United International College)

Adriana MENDES PORCELLATO (University of Sao Paulo)

ABSTRACT

Future translators are “emerging intercultural speakers” (Corbett, 2021, p. 9) who will communicate across linguistic and cultural boundaries. This means they need to acquire a thorough understanding of the languages they speak on different levels, including the deeper sociocultural one. It is therefore key that translation students reflect on the close-knit relationship between language and culture, which can be accomplished by working on pragmatic awareness (Ishihara, 2022). Furthermore, in a time when machine translation is advancing exponentially, future translators are also expected to gain an operating knowledge of computer-aided tools, among which, is Corpus Linguistics (Bernardini, 2021). Taking into consideration the current demands of translation education, this paper reports on a Corpus Linguistics course delivered to Translation undergraduate students at a university in the southeast of China, and on applications of translingual practices to foster students’ intercultural competence (Baker, 2015). For this course, a series of tasks was designed to draw students’ attention to how culture can be mediated from and to English, by considering pragmatic expressions and communicative strategies as a core of the course syllabus. Such work was promoted to show the limits of machine translations and strategies that students can develop to mediate language in multilingual environments. The course started with a reflection on contexts that employ certain pragmatic routines (Bardovi-Harlig et al., 2017) and how they can be analyzed through freely available corpora to inform translation choices. Next, while simultaneously reflecting on cultural practices from a pragmatic perspective, students used corpora in problem-solving scenarios (Bernardini, 2000) to translate, from English to Chinese, multimodal media such as short video clips and picture books that employed pragmatic routines. In the final part of the course, to further enhance students’ awareness of intercultural features, they were asked to apply corpus-based techniques in the Chinese-English translation of the subtitles of a promotional video of local art craft. The paper concludes with a reflexive account of the teacher’s experience during the course, as well as future applications to a Corpus Linguistics course aimed at raising learners’ pragmatic awareness through translingual pedagogy practices.

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S1B

S1B.1 Measuring Student Engagement in Technology-enhanced Language Learning Settings: A Review of 10 Years of Empirical Research from Selected Journals

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Jing REN (Beijing University of Posts and Telecommunications)

You SU (Beijing University of Posts and Telecommunications)

ABSTRACT

The popularity of educational technology has allowed language education researchers to implement foreign or second language learning activities on virtual platforms without the limitations of time and space. However, minimizing language learners' distractions and keeping them engaged in technology-enhanced language learning remains to be a challenge. Previous studies have implied that promoting student engagement is significant for developing the quality of technology-enhanced language learning. Therefore, practitioners and researchers need to understand the concept and structure of student engagement. However, the ambiguity of assessing student engagement in online language learning has emerged as a result of inconsistency in the construct and measurement of student engagement as a multidimensional structure. Therefore, a systematic review of empirical studies on assessing student engagement in technology-enhanced language learning is much needed. A total of 16 empirical articles from four top-ranking language education journals (Computer Assisted Language Learning, Language Learning & Technology, ReCALL, and System) with publication dates set between 2012 to 2022 have been reviewed in this study. Specifically, the current review focused on examining context and participants, the construct of student engagement, and instruments for assessing student engagement. After reviewing the selected articles, four core findings were revealed: (a) learners of higher education were the most commonly selected samples; (b) the majority of the selected studies have targeted English learning (c) relatively more studies have focused on behavioral engagement; (d) questionnaire-survey was widely used to measure student engagement. Several implications of these results were also provided for further exploration of student engagement in technology-enhanced language learning environments.

S1B.2 Implementing Differentiated Instruction on ESP Courses for Nursing and Social Work Degree Students at CIHE - A Pilot Study

Yin Hong Thomas CHAN (Caritas Institute of Higher Education)

Allison WONG (Caritas Institute of Higher Education)

ABSTRACT

This paper presents an interim report on a pilot study undertaken to explore the effectiveness of implementing differentiated instruction in the ESP classroom for about 400 Year 2 students of the nursing and social work degree programmes at Caritas Institute of Higher Education (CIHE) in Hong Kong. The study, initiated in July 2021 and supported by the internal Institutional Strategic Grant, is programmed to complete in June 2023.

In recent years to address the issue of ever-growing classroom diversity in English language teaching, both teachers and researchers in the field worldwide have been calling for a change of approach and strategy (Tomlinson & Imbeau, 2010). Today, students are diverse and come in all categories in terms of background, socio-economic status, readiness for instruction, culture, learning profile, interest, and familiarity with technology that aids and supports teaching and learning (Lawrence-Brown, 2004; Sharma, 2006; Tomlinson, 1999). To date, most research work in differentiated instruction has been concentrating on mathematics at the primary and secondary levels principally in the Middle East and Southeast Asia. Research studies in ESL and ESP at the tertiary level are still few and far between. To contribute, our pilot study was planned and launched in July 2021.

Methodologically, this study adopted both qualitative and quantitative approaches to produce the outcome data that were analyzed using t-tests and other correlation tools. To begin with, the students' English skills at the entry point were screened by an EU-B2 'track test' for streaming into three ability-level groups. Three tiered tasks were implemented at three intervention points, respectively in weeks 3, 7, and 11, in the second semester of 2021-2022. Participating teachers were provided with their students' scores to take appropriate action in the process.

A student survey was conducted at the beginning and again at the end of the semester to check changes in students' learning motivation, self-perceived strengths and weaknesses, classwork preferences, and other affective and learning factors. Students and participating teachers were interviewed one-on-one at the end of the semester for feedback.

This paper concludes by discussing the extent to which our effort has been effective in making a positive change

in the teaching and learning process under this study.

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S1B.3 Investigation and Reflection on the Effectiveness of Online English Teaching in Secondary Vocational Schools

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Xuefei GAO (South China Normal University / Jiangmen Heshan Vocational and Technical School)

ABSTRACT

Background: During the COVID-19 epidemic period, all levels of education have carried out online teaching. Since then, the effectiveness of online teaching has attracted many researchers' attention, they did quantitative or qualitative research on it. Most of these studies focus on online teaching at colleges and universities, and few at secondary vocational schools. Vocational education has been playing a more and more important role in modern society, and online teaching at secondary vocational schools could not be ignored.

Purpose: The main question addressed is: whether the online teaching of English for secondary vocational school students is effective or not. If not, what are the causes of it, and what are the measures to improve its effectiveness?

Method: Using a sequential mixed method, the study completed an online questionnaire on the effectiveness of online English teaching among 3,078 students, and conducted semi-structured interviews with 5 teachers who participated in online English teaching during the epidemic to collect detailed data related to the questionnaire results. Based on the effective teaching theory put forward by Stronge et al. (2004), this study compiled a questionnaire from six dimensions, including prerequisites for effective teaching, teachers, classroom management, organizing teaching, implementing teaching, and caring for students' development. The questionnaire has been confirmed by a pre-test, with good reliability and validity, and can be used to investigate the effectiveness of online teaching in secondary vocational English during the epidemic.

The questionnaires were distributed to secondary vocational schools in the Pearl River Delta region through the questionnaire star, and 3078 students responded. In addition, in order to make up for the shortcomings of the questionnaire survey, we conducted semi-structured interviews with five English teachers who participated in online teaching during the epidemic.

Findings and conclusions: Overall, the teaching effectiveness of online English for secondary vocational school students was above average. However, the data analysis showed that there are three main weaknesses to be improved: inappropriate selection of course contents, insufficient emotional support from teachers, and

insufficient teaching by aptitude.

For the improvement of the effectiveness of online English teaching in secondary vocational schools, we discussed and offered three suggestions: strengthening the understanding of students' academic needs, increasing communication between teachers and students, and applying appropriate teaching methods.

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S1B.4 Understanding the Current Situation of Test Emotions of Chinese EFL Learners

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Liyang HUANG (South China Normal University)

ABSTRACT

There is growing research on various learners' emotions in foreign language education, especially class-related or learning-related emotions. However, little research has looked into the emotions subjectively relating to taking English tests, i.e., test emotions, even though English tests are regular events in students' school life and are always accompanied and followed by a mixture of intense emotions. Based on the control-value theory of achievement emotions in educational psychology, this study took a quantitative approach to investigate the test emotions of Chinese EFL learners. The Test Emotions Questionnaire (TEQ) was translated and adapted for the current study, including both positive emotions (enjoyment, hope, pride, and relief) and negative emotions (anxiety, anger, shame, and hopelessness). 8793 students of six grades (junior and senior middle school) from four regions of Guangdong province participated in the survey. The questionnaire was distributed after the final exam, Senior School Entrance Exam, and National Matriculation Test in July 2022. The data indicated that middle school students in Guangdong generally experienced more positive test emotions than negative ones. More specifically, test anxiety is neither the only emotion nor the most experienced emotion by students. The independent samples t-test revealed that girls experienced significantly more negative emotions than boys. One-way ANOVA analyses also showed that test emotions among students of different regions, grades, and language proficiency were significantly different. Students in eastern and northern Guangdong experienced more negative emotions. Positive and negative emotions fluctuated with the grade change, while the negative ones peaked in Senior Two. Test emotions are also closely related to students' self-perception of their language proficiency in class. Emotions of the lower proficiency group were more negative than those of higher proficiency. These findings provide the status quo of test emotions of Chinese EFL learners beyond test anxiety and help English teachers, language test developers, and educators better understand the complexity of test takers' emotions. Directions for future research and implications for English teaching practice are discussed.

S1B.5 Understanding Factors Influencing EFL Learner Engagement with Teacher Feedback in Interpreting Classrooms: A Qualitative Perspective

Yahan ZHANG (City University of Hong Kong)

Xiu YAN (City University of Hong Kong)

ABSTRACT

As an essential aspect of feedback research in language classrooms, learner engagement is receiving increasing attention from researchers. These studies, which are mostly conducted in second language (L2) writing classes, investigate how students engage with teacher feedback and relevant influencing factors. However, learner engagement with teacher feedback in the context of interpretation classes is under-researched. This study aims to investigate the factors affecting learners' engagement with teacher feedback in English-Chinese interpreting classrooms. Around 20 students, who are enrolled in a postgraduate-level English-Chinese interpretation course from a university in Hong Kong, participate in this research. Following the procedures described by Yan and Horwitz (2008), a focus group interview has been conducted as a pilot study. The qualitative data analysis is facilitated by the software NVivo. The preliminary findings from the pilot study show that ten influential factors are related to student engagement with teacher feedback: frequency of interpreting practice, the efficiency of teacher feedback, a form of teacher feedback, types of interaction, learners' beliefs, motivation of learning, peer influence, confidence for presenting, regional differences and teaching method. The students consider the well-targeted, objective, and encouraging teacher comments as effective feedback which would make them engage with it more deeply. Encouragement in teacher feedback is vital to their motivation in learning interpretation, especially for beginners, since they think interpreting is quite challenging. The modes of teaching also affect their utilizing of teacher feedback. The students are more likely to fully engage with teacher feedback in face-to-face classes compared with the online mode. Some individual factors such as learner beliefs, motivation, and confidence in presenting also contribute to the engagement or disengagement with teacher feedback. Students with high learning motivation and efficient learning habits often engage with teacher feedback more intensively. Lack of motivation or not good at managing learning tasks reasonably are the potential reasons for disengagement. Interpreting teachers should pay attention to both contextual and individual factors when giving feedback. In order to enhance learner engagement with feedback and long-term learning, it is necessary to create more chances for interaction and dialogue between teachers and students to let the students' voices be heard. Based on the findings of the pilot study, an interview protocol will be designed for in-depth individual interviews, the results of which will be discussed.

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S1B.6 Beyond the Linguistics Challenges: A Multilingual and Multimodal Approach to Support Science Learning

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Kelvin KATUKULA (University of Namibia)

ABSTRACT

Research background: The processes by which people use semiotic resources to make meaning in social settings in educational research have emerged through a decolonial lens to engage with increasingly sophisticated means of meaning-making in the 21st century. Thus, the 21st century has led to a call for the advancement of new pedagogical models to enable learners to acquire knowledge of the Fourth Industrial Revolution (4IR) through the incorporation of multimodality in the course of teaching and learning. Consequently, there is a dire need to prepare science teachers in Namibia to respond to the new pedagogical models considering Namibia's heterogeneous language and multilingual nature and the understanding knowledge of the 4th Industrial Revolution (4IR).

Objectives: An understanding of the role of multiple languages and modes in science learning is pivotal to developing classroom strategies that would assist emergent bilingual learners in acquiring language and developing a conceptual understanding of science. This is an important area for research because assumptions are made about the importance of language in teaching and learning. There is a growing understanding that these are accomplished multimodally. Through a fine-grained multimodal analysis of joint knowledge construction during classroom and interactions, this paper presents evidence of an experienced bilingual science teacher who breaks the post-colonial monolingual ideologies prevalent in classrooms and works flexibly across languages, discourses, and modes in a Grade 4 Namibia bilingual science lesson.

Methods: We undertook a small-scale, ethnographically informed case study approach to examine the nature of discourse employed by a Grade 4 teacher and his learners (aged 10- 12) in a bilingual Namibian classroom as they engaged in science classroom discourse, exploring how these specific discourses support or constrain learners' opportunities to construct scientific meaning. The data include video and audio recordings of lessons, field notes, learning materials, policy documents, photographs, interviews, written work (drawing and writing), and learners' written science assessments. The data were analysed through socio-cultural discourse and fine-grained multimodal analytical methods.

Outcomes: The study found that employing multiple ranges of modes during the classroom discourse is a way of harnessing all linguistic resources that the learners bring to the classroom. The use of rich multimodalities, such as the combinations of heteroglossic practices, visual representation, verbal language, and gestures, is a clear testimony of enhancing science meaning-making regardless of learners 'limited proficiency in English'. We, therefore, argue that there is a need to support learners from linguistically diverse backgrounds through a deliberate inclusive language policy that harnesses multilingualism and the multimodal nature of communicative practices.

S1C

S1C.1 A Comparison of the Ability of Chinese-speaking and Non-Chinese-speaking Kindergarten Students in Hong Kong to Decipher Chinese and English Environmental Print

Ka Man Kathy LEE (Hong Kong Baptist University)

Toi-na Monique LEE (Hong Kong Polytechnic University)

ABSTRACT

Various scholars in different parts of the world have found slower language development among children from a low-socioeconomic status background (SES) (e.g., Hoff, 2013; Leung et al., 2020; Muluk et al., 2014; Pace et al., 2017; Pungello et al., 2009) and particularly significant in bilingual context (Lindholm-Leary, 2014). In Hong Kong, children are exposed to noncontinuous bilingual environmental print (e.g., words, letters, numerals) in Chinese and English, such as products and signs, from birth (Goodman, 1986; Harste et al., 1982; Neumann et al., 2012). The purpose of the present study is to compare the ability of Chinese-speaking (CS) and non-Chinese-speaking (NCS) kindergarten students to name, point and recognize Chinese and English with the support of varying levels of contextual cues. 90 CS and NCS kindergarten children aged from 3 to 6 from a low-SES participated in this study. A set of 20 environmental logos were employed and transformed into three versions with a gradual reduction of contextual cues. We observed significant differences in the performance of CS and NCS children across age groups in both languages. Our findings showed that young children consistently performed better in pointing at English text across age groups amongst both CS and NCS children. In addition, the recognition of text with reduced contextual cues increases with age. The findings of this study help to inform the language curriculum development to cater to the needs of the different groups of children and to suggest possible ways to incorporate the use of environmental print as a freely available resource in teaching materials to enhance language awareness.

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S1C.2 Quantitative Trajectory of Text Complexity for Primary English Learners: A Corpus-based Study of Teaching Materials in GBA

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Mingyue GU (The Education University of Hong Kong)

Dehui LIU (South China Normal University)

Tan JIN (South China Normal University)

ABSTRACT

The study reported in this presentation examines the trajectory of text complexity in teaching materials (Jin, Lu & Ni, 2020) for primary English learners in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA). Our corpus includes a unique collection of texts from two packages of English teaching materials across primary Grades 1–6 in GBA - one package is widely used in Guangdong, and the other package is commonly adopted in Hong Kong and Macao. The acceleration of text complexity of the two packages of teaching materials was analyzed respectively, where the potential critical developmental juncture and a pattern of the quantitative trajectory (Hiebert & Mesmer, 2013; Williamson et al., 2013) were identified. Subsequently, the grade-by-grade complexity ranges between the two packages were compared and analyzed to establish an alignment of the quantitative trajectory of text complexity. The findings of this study provide pedagogical implications for curriculum design in terms of text complexity across primary grades. It also renders empirical evidence for a potential complexity alignment of English teaching materials across schools in GBA.

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S1C.3 A Survey Study of EFL Learners' Engagement in MALL in Informal Learning Context

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ABSTRACT

Research background: The advance of technologies creates the potential for personalised and self-directed language learning outside the classroom. However, MALL resources still fall into the category of supplementary material among English as a Foreign Language (EFL) learners in universities in China. Learners generally use their mobile devices for personal and social purposes and have a curiosity about mobile learning at the initial stage, and the frequency of using mobile applications may gradually decline.

Objectives: Sociocultural theory (SCT) will contribute to the research as the theoretical framework to study technology-enhanced language learning. Pedagogically, although the study will not focus on the specific problems inside or outside the language classrooms, it is expected to offer educator, teacher, and learner insights into designing, developing, selecting, and engaging in MALL for EFL teaching and learning.

Methods: The survey method will be employed to explore participants' perception of and engagement in MALL in their informal language learning context without any interventions. Based on my research questions and informed by literature relating to mobile learning and MALL, I have developed categories for inclusion in the questionnaire. The items in this questionnaire are based on tested and validated instruments. A dataset comprising 297 responses from Year 1 undergraduate students enrolled in one provincial university in South China was analysed concerning two research questions. The age groups of Year 1 students, gender, and majors were represented.

Outcomes: This survey study investigates the practices and perceptions of Mobile-Assisted Language Learning (MALL) engagement of EFL learners in China's university context. It analyses the engagement patterns, perception towards affordances and challenges of MALL, and the changing behaviours in learners' informal language learning. The study concludes by describing a clear picture of the MALL engagement of Chinese undergraduates. This should help direct the framing of future studies into firstly, the driving factors contributing to learners' acceptance and engagement in MALL and how they affect their behaviour intention and actual engagement, secondly, how informal language learning supports formal learning assisted by mobile devices, which hopefully may contribute to mobile language pedagogy. The findings include: most students now engage in MALL in their informal learning context; popular MALL activities and their engagement frequency; MALL engagement in different locations; social interaction patterns in MALL; perceived affordances and challenges of MALL; changing behaviours of MALL.

S1C.4 The Effectiveness of Learners' Self-efficacy on the Use of Educational Technology: The Evidence from the Chinese Contexts

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ABSTRACT

A great body of studies have been devoted to how educational technology asserts an impact on learning for decades (Zhao, 2003). First, it is necessary to interpret how to define educational technology, the evolutionary nature of which has been elaborated on (see Ibrahim, 2015). A systematic definition of Education Technology proposed by an AECT committee is adopted in this study, which describes Educational Technology as “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” (AECT, 2008). Although previous studies have examined the impact of educational technology on learning, a review indicates that self-efficacy constitutes one of the most important underlying elements to contribute to the learners' self-persistence and self-regulation, facilitating learning (Kebritchi et al., 2017). It is demonstrated that learners with high self-efficacy have better performance (Tsai & Tsai, 2003).

However, few studies examine how learners' self-efficacy in Chinese universities may elicit differential effects on the use of educational technology on learning outcomes, which is still at an infant stage. Thereby, this study aims to examine learners' self-efficacy in a Chinese university and its potential effect on the use of educational technology, with the Greater Bay Area as the research context full of vitality (Tang, 2020).

The specific research questions are formulated as follows:

What is the extent of learners' self-efficacy in educational technology in Chinese universities?

What is the relationship between the use of educational technology and learners' self-efficacy in Chinese universities?

What are the potential factors affecting the relationship between the use of educational technology and learners' self-efficacy?

A mixed-methods approach was employed to ensure the reliability to offer a comprehensive overview. Both the quantitative and qualitative data were collected to examine the relationship between the use of educational technology and learners' self-efficacy in Chinese universities as well as to learners' motivation in the use of educational technology as a triangulation. Specifically, the questionnaires were filled out by participants and

afterward individual interviews were conducted among selected learners.

This study is of great significance in multiple aspects. First, indicating how some elements in the use of educational technology can be improved to meet the learners' needs in learning. Secondly, offering implications on how teachers could optimize their design and implementation based on learners' expectations. Finally, this study would contribute to the academic community by integrating self-efficacy and educational technology.

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S1C.5 Learner Engagement with Corrective Feedback: A Review of Theories and Research Findings

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Victor HO (The Hong Kong Polytechnic University)

ABSTRACT

Feedback has long been recognized for its significant role in developing writing skills. Written corrective feedback (hereafter referred to as WCF), also known as error correction (Truscott, 1996; Ferris, 2009, 2012), refers to the responses to the second language (L2) learners' nontarget-like production (Ellis, 2010a, Li, 2010), has attracted significant attention in second language acquisition (SLA) research in the past three decades. It also serves as an essential pedagogical tool to improve writing. In the stream of L2 writing research, learner engagement is playing a vital role in "unlocking the benefits of feedback" (Zhang & Hyland, 2018). Learner engagement is "the extent students are invested or committed to their learning, embracing a complex of factors which can be seen in students' responses to text and their attitudes to writing and responding" (Zhang & Hyland, 2018, p. 91). Despite extensive research on studies towards corrective feedback from different aspects, scarce studies were dedicated to investigating learner engagement with corrective feedback (CF) in particular. This paper aims to provide a general overview of the studies related to learner engagement with CF by reviewing the literature published in the last two decades in SSCI-indexed and CSSCI-indexed journals, specifically on empirical studies where data had been collected from EFL classroom settings. Besides, the theoretical frameworks which shed light on the empirical studies will also be summarized. The key findings of the systematic review include 1) an increased number of studies are found in the past five years; 2) the majority of the studies have utilized a case study approach, and 3) research into learner engagement with CF is mainly informed by sociocultural or cognitive theoretical perspectives. It has also been found that studies informed by the socio-cognitive perspective have begun to gain momentum recently.

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[Symposium 2] Topic: Postgraduates' Research on Applied Linguistics and English Language Education

OVERVIEW

While conducting their postgraduate studies, novice researchers are at a key stage to start their academic journey. Postgraduate students have many creative and interesting ideas in research in English Language Education and Applied Linguistics. It is important for them to have the chance to share their ideas through academic exchanges and collaborations with other postgraduate students as well as experts from the academic community. Therefore, this symposium aims to bring together postgraduate students around the world to enhance their communication and idea-sharing with their peers and other experienced scholars.

S2A

S2A.1 Gathering Domain Specification Evidence Using Corpus Linguistics

Azrifah ZAKARIA (Nanyang Technological University)

Vahid ARYADOUST (Nanyang Technological University)

ABSTRACT

Despite the centrality of content in assessment tools, validation research has thus far been more focused on the uses and interpretation of test scores than on the content of assessments. In part, this is due to the dominant frameworks of validation. Messick (1974), for example, argued that inference on validity must be drawn from measures, not content. However, Messick's main criticism of content evidence of validity stemmed from the lack of methods at the time to create measures from content (Messick, 1974, p. 26). As it currently stands, expert judgment is typically used in studies on domain specification. On the other hand, corpus linguistics methods, which have shown to be useful for textual analyses, have only recently started to be adopted in language assessment.

This paper outlines the use of corpus linguistics methods to gather domain specification evidence for language assessments, specifically for reading comprehension. In doing so, we aim to highlight the utility of corpus linguistics methods for test validation research.

Taking a sample corpus of Singapore's General Certificate of Education Ordinary-level examinations, high-stakes examinations secondary school students take, we analyzed the passages in the reading comprehension section using various automated textual analysis programs (e.g., Coh-Metrix, the Multidimensional Analysis Tagger). We will discuss the merits and the differences between each method of analysis. On several metrics of linguistic features such as cohesion and readability indices, we have found variation among the test forms administered over the years. Based on our findings, the implications of variability for the construct will also be addressed.

We also examine the English Language syllabuses set out by Singapore's Ministry of Education and discuss the interpretation of the domain specification evidence gathered concerning the syllabuses. Through this paper, we bring to the fore the need to move beyond the expert evaluation of content in validating language assessments and argue for increased incorporation of quantitative measures in validation research to account for linguistic evidence in a measurable way.

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S2A.2 Decolonizing EMI Contexts and Researching L2 Learner Investment: Techno-Reflective Narrative Interviews

Yue ZHANG (The Chinese University of Hong Kong)

ABSTRACT

English medium instruction (EMI) can become pantomime when students' communicative needs are omitted, or their proficiency levels of English are insufficient to accomplish the tasks (Block & Moncada-Comas, 2022). Learners' reluctance to participate in class in EMI settings in higher education (HE) can be associated with the extent to which learners choose to invest in English — learners may or may not be invested in their English speaker, user, and learner identities if the inequitable power relations in one's reality deprive one of her or his right to claim legitimacy (Darvin & Norton, 2015). Investment in learning involves affirming existing identities and empowering them to claim the right to speak and imagine new identities and affiliations (Darvin, 2019). This is especially critical in the EMI setting because as non-native speakers (NNSs) of English, students' English varieties may or may not be recognized as legitimate members of World Englishes.

Drawing upon the notions of stories as interaction (Kasper & Prior, 2015), small-story narrative interviews (Barkuizen & Consoli, 2021), and techno-biographic interviews (Lee, 2014), I brought up the notion of techno-reflective narrative interviews (TRNIs), where students are invited to share screen their course products to frame what and how they learned as knowledgeable content and subject expert of their course production with the researcher, an outsider of the course. It is argued that students gain the power and authority to discuss how meaning was constructed as a part of their learning outcome, which demonstrates their investment in linguistic, role, and cultural identities as competent, legitimate, multilingual speakers. Intending to introduce TRNIs as a critical, pedagogical approach to HE EMI, individual TRNIs with four first-year undergraduates in Hong Kong were conducted to elicit their English as an L2 learning investment after an EMI communicative course in a government-funded university in Hong Kong.

The findings reveal how post-course TRNIs can 1) provide them with an opportunity to explain the self-conscious and self-reflexive decisions of their learning experiences; 2) elicit students' knowledge of genres of assignments, perceptions of the genre-based pedagogy (Darvin & Zhang, in pressa), and their critical multilingual awareness (Darvin & Zhang, in pressb); 3) assist them in reflecting on the developmental trajectories of their role, linguistic, and cultural identities; and 4) provide feedback and material-designing resources for EMI lecturers to draw from learners' insights. The paper finally provides EMI practitioners with a full interview protocol and suggestions for

the future adaption of TRNIs.

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S2A.3 Investigating Chinese Senior High School EFL Students' Uses of N-grams and their Relationship to Writing Quality in the Continuation Task: A Corpus-based Study

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ABSTRACT

The acquisition of productive knowledge of English phraseology offers L2 learners a processing advantage in writing, and frees up cognitive resources for other demanding writing tasks, thereby boosting their L2 writing fluency and idiomaticity. Recently, mounting research has focused on the relationship between n-grams and holistic L2 writing quality. Related studies are primarily confined to L2 argumentative essays (Garner et al., 2019) rather than expository (Zhang & Li, 2021) or narrative genres. The present study expands on this research by examining to what extent the uses of n-grams can predict the rated L2 writing quality in narrative essays, employing a multifaceted approach. Specifically, with the tool of TALLEs (Kyle & Crossley, 2015; Kyle et al., 2018) and SPSS, this study employed a quantitative research method to investigate multiple bi- and tri-gram measures (i.e., frequency, range, and association strength) in a corpus of 158 essays in the continuation task written by L1 Chinese learners of English in senior high school. Results of the regression indicated that spoken trigram proportion 40k, and magazine bi- and tri-gram association strength (MI and ΔP) were predicative of the rated L2 writing quality. These findings differed from previous studies regarding the effects of n-gram measures on L2 writing quality, which calls for the need to assess the predictive power of n-grams on L2 writing quality among different genres.

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S2A.4 Learning Verbs from Nouns via Denominalization in Metaphor and Metonymy

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ABSTRACT

The use of metaphoric mapping instruction (MMI) that integrates both the characteristics of metaphor and metonymy in explicit instruction of L1 and L2 figurative concepts has long been practised (Kövecses, 2001). Although it was found to be facilitative in increasing EFL learners' retention and awareness of figurative language (Chen, 2019), the actual procedure of the mapping was not adequately delineated and little research on the learning of zero-derived denominal verbs (i.e., verbs that are formed directly from a noun without changing in form) has been carried out.

This research proposes an alternative model calling for a reconceptualization of the conceptual metaphor and metonymy (MM) theory in learning different kinds of denominals (Clark & Clark, 1979). With the theoretical support of constructed models derived from conceptual MM theory (Bai, 2014; de Mendoza Ibáñez & Masegosa, 2014; Díez, 2000), and evidence of a pilot study, the researchers constructed three conceptual MM models that explain the procedure and cognitive mechanism behind different categories of zero-derived denominals. The three models explain the cognitive mechanism behind this group of verbs, and thus, can be used visually in the teaching and learning process of zero-derived denominals and other vocabulary learning with similar characteristics.

To examine the effects of the models, an experiment was conducted in 2 local schools in Macau, a Chinese-medium school, and an English-medium school. In each school, participants were assigned to an experimental group (with an explanation of MM rules using the models) and a control group (without an explanation of MM rules). In the pre-and post-test, all participants completed a sentence-making task, a scale that measured their confidence about their selection of the zero-derived denominal verbs, and an interpretation task. Preliminary results indicated that MM models did not significantly enhance participants' results in the post-test, but participants in the experimental group exhibited a clearer understanding of the meaning of zero-derived denominal verbs that are about the use of the instrument.

To further navigate how the models can be applied in an English classroom, the researchers organized a workshop with English teachers in Macau. The reaction of participants demonstrates that the model can be practised in

teaching denominal verbs to engage students in visualizing and understanding the meaning, which can enhance memorization.

The presentation concludes with recommendations for the use of MM in other areas of English language classrooms.

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S2A.5 Based on Coh-Metrix to Compare the Readability of Reading Texts in Textbooks and Xin Gao Kao

Lanxing XU (South China Normal University)

ABSTRACT

Reading is a process of the interaction between a reader and the text, to clear the inevitability of analyzing reading texts (Alderson & Alderson, 2000). Among all the variables that affect the construct of reading texts, readability has drawn considerable attention from applied linguistic researchers. However, previous studies on analyzing reading texts tended to rely on simple algorithms which mainly based on sentence length and word length, and a dearth of research considers other variables in language readability indices. With the development of a natural language processing tool, Coh-Metrix provides the possible solution to evaluate text difficulty with 106 indices. Moreover, previous studies on readability have explored the readability of reading on tests as one of the indices of language complexity, but there is a paucity of empirical work on the readability of tests compared with the corpus of textbooks. While reading texts in textbooks and tests, from two imperative sources for students to read, are selected directly by teachers or test developers without adequate training in reality.

This study performs a comparative analysis of the readability of 39 reading texts between senior English textbooks compiled by the People's Education Publishing House in 2019 and the New College Entrance Examination (Xin Gao Kao) in 2021, based on the two modules of measurement in Coh-Metrix, readability, and text easability principal component scores. The results from one-way ANOVA showed a significant difference among five groups performed in 2 indices of readability, the Flesh Kincaid Grade Level and the second language readability scores. Specifically, Textbook1 is significantly more readable than Test1. For 8 indices of text easability principal component scores, results clarified that 2 indices showed a great significant difference among five groups, including syntactic simplicity z score and verb cohesion z score. The study makes a contribution to test development, text selection, and grading in the reading material of textbooks.

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S2B

S2B.1 The Masculinity of Female Lovers in Abbasid Amatory Poetry (Shi'r al-Ghazal)”: A Stylistic Study

Ayman ELBARBARY (Ohio University)

ABSTRACT

The Abbasid caliphate lasted from 750 to 1258 BCE, with capitals located in Damascus and Baghdad throughout its four periods. Although there are many opinions about these Abbasid periods, the most common consensus is that poetry and translation flourished. One of the unique features of Abbasid poetry is the masculinization of female lovers in poetry (i.e., the use of masculine pronouns for female lovers). The research results that survey several dozen poets of this time show a significant usage of masculine pronouns, verb endings, adjectives, and nouns to refer to female lovers.

This research aims to study the phenomena of masculinity of female lovers in Abbasid poetry. Knowing about this phenomenon will help us to understand how the poets at this time represented women in their poetry and their attitude toward women. The research studied the tendency to use masculine pronouns, nouns, verb endings, and adjectives to refer to female lovers in Abbasid amatory poetry (Shi'r al-Ghazal). This research aims to discover the commonality of this phenomenon among the Abbasid period poets.

All the research data collected for the study come from the famous anthology “Al Gazal fe Al Sha’r Al Arabi” (Flirting in Arabic Poetry) published by Serag El-Din Mohamed. The focus of this research is examining the chapter of the book focusing on the Abbasid period, and this chapter includes pieces of works from different poets. The frequency of usage of feminine, masculine, or ambiguous pronouns (for the authors’ female lovers) will be counted, and a percentage will be calculated to determine the prevalence of this phenomenon in poets of this time. The results show that the lover in the selected poems the lover was referred to as a female 58% of the time and as a male 36% of the time, whereas 6% of the time, it was ambiguous.

S2B.2 The Dynamic Change of Junior High School Students' English Test Emotions

Fengyi YOU (South China Normal University)

ABSTRACT

The English Curriculum Standard for Compulsory Education (Ministry of Education of the People's Republic of China, 2022) put forward that junior high school students should “learn to regulate their emotions in the process of learning and using English. Don't be blindly proud of their achievements, either do give up when they encounter problems”. In other words, students should master emotion regulation strategy. Among all components of learning English, the test is a section that can trigger strong feelings. Students may experience success or failure in a test, which makes it a good time for English teachers to guide students to control their emotions. This presupposes a thorough understanding of these questions: What English Test Emotions (ETEs) do students have? Why do they change? Students with what kinds of ETEs can achieve good English academic performance (EAP)?

This paper investigates the changing patterns of grade 9 students' ETEs before, during, and after 3 tests (T1, T2, T3 ordered in time) in the last semester of junior high school, possible reasons for the changes, and its relationship with students' EAP by using longitudinal Test Emotions Questionnaire-English (TEQ-E) adapted from Test Emotions Questionnaire (TEQ, Pekrun et al., 2004, 2011) and case study. 91 grade 9 students participated in the survey and 4 of them participated in the case study too. The results show that students' ETEs are relatively stable throughout the semester. Significant between-test emotional differences are mainly found in ETEs during the exam. Positive ETEs, for example, enjoyment and hope, are higher in T1 than in T2. Negative ETEs, are lower in T1 than in T2 or T3. The major reasons for the ETE changes are content being tested and family factor.

Only positive emotions before and during the test and negative emotions after the test correlate with students' EAP. It indicates that English teachers can pay more attention to raising students' positive ETEs such as enjoyment and hope before and during the test and reassuring students after the test. Contrary to traditional belief, they do not need to deal with negative ETEs, such as anxiety, before or during the test. This paper is expected to provide some implications for in-service teachers to guide their students in regulating their ETEs.

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S2B.3 Building Students' Critical Thinking Skills in the Context of the English Debating Club

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ABSTRACT

Critical thinking (CT) skills are increasingly important in modern society, becoming an essential component of academic performance. This incorporates the necessity of developing students' CT skills.

In China, the lack of CT skills in language learning and teaching has raised concerns since the 1990s. Educators mention that language learners generally lack CT skills, in particular analytical skills, synthesizing skills, judgments, and inference. With these concerns, educators start to seek effective solutions to the lack of CT skills. The curriculum reform has provided more thinking-stimulating courses, and teaching strategies shift to focus on enhancing students' analytical skills, synthesizing skills, creativity, and problem-solving abilities.

Nowadays, English debate has served as a useful tool to improve both language skills and CT skills. A debating process requires students to form sound arguments, provide convincing evidence, assess the reliability of different information, and give reasonable rebuttals, and all these can effectively train students' analytical skills, synthesizing skills, and evaluating skills.

Most previous studies about how debates enhance students' CT skills have been conducted in classrooms, focusing on teaching pedagogy and debating skills. Like classroom debate, the debating activities in the club, as the complement and extension to classroom learning, also influence students' CT skills. However, very few studies have been conducted to look at the extracurricular activities in students' debating clubs.

This case study, therefore, based on the English Debate Society (EDS) at Xi'an International Studies University (XISU), investigates how students' CT skills are trained in the context of the English debating club. Thirty-three students participate in a questionnaire survey and eight of them engage in a debate demonstration. Based on Bloom's taxonomy, data are analyzed using a mix of quantitative approach and qualitative approach. Findings show that most students' overall CT skills can reach a good level, but they are not good at CT skills on the level of knowledge, analysis, and synthesis. These findings suggest that club debate is a valuable tool to build students' CT skills by providing them with more chances to practice, but students' different learning backgrounds and the lack of professional guidance may limit the effectiveness of club training.

S2B.4 Foreign Language Writing Enjoyment: Conceptualization and Measurement

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Xian ZHANG (University of North Texas)

ABSTRACT

This article reports on the development and validation of a foreign language-skill-specific enjoyment scale: Foreign Language Writing Enjoyment Scale (FLWES) in the Chinese EFL context. The research project consisted of two studies involving more than 3,000 EFL participants with diverse English learning backgrounds. In Study 1, interviews were conducted with 30 undergraduate English majors and 10 English teachers. An open-ended questionnaire was administered to 470 students to identify their general perceptions of foreign language writing enjoyment. The qualitative data elicited from these interviews and questionnaires suggest that FL writing enjoyment (FLWE) is a multidimensional construct. In Study 2, a FLWES was developed and validated. Through surveying 128 students in the pilot test, 1,015 learners in the exploration phase, and 1,067 students in the validation stage, a 5-factor FLWES with 17 items was confirmed by the exploratory and confirmatory factor analyses as well as validity and reliability analyses. The results show that the FLWES has good reliability and adequate validity to gauge FLWE.

S2B.5 Examining China’s Political Policy Changes toward Relationship Maintenance with Africa

Zhaoyun LI (The Hong Kong Polytechnic University)

ABSTRACT

The year 2022 marks the 66th anniversary of the opening of diplomatic relations between China and Africa. Over the past 66 years, China and Africa have forged an unbreakable brotherhood in the anti-imperialist and anti-colonial struggle, taken a distinctive path of cooperation in the course of development and revitalization, and written a wonderful chapter of mutual support amid complicated changes, setting a shining example for building a new type of international relations. It is significant to clarify the history of relationship development between China and African countries, and further understand its future strategies in progressing mutual relationships. This is a qualitative research design using relational dialectics theory to analyze ministerial speeches from 2000 to 2021. It is revealed that during these two decades of hardship, the relationship between China and Africa has transformed from a partnership in 2000 to a community of destiny that is now jointly addressing the challenges of globalization. At the same time, China’s cooperation with Africa has evolved from economic and trade exchanges to cultural coexistence and mutual political trust, to the “Nine Projects”, a comprehensive program of assistance to Africa in health care, education, poverty alleviation, green development, and talent training. Nowadays, African members of the FOCAC have joined the “Belt and Road” cooperation family, which has given a strong impetus to the China-Africa comprehensive strategic partnership. China is standing at the historical starting point of building the China-Africa community of destiny in the new era and has put forward four propositions: insisting on solidarity against the epidemic, deepening pragmatic cooperation, promoting green development, and upholding fairness and justice. China will continue to enforce the concept of truthfulness and sincerity and the correct concept of righteousness and benefit and work with African friends to let the spirit of China-Africa friendship and cooperation be passed on and flourish from generation to generation.

S2C

S2C.1 Teaching Plurilingual Learners during School Transition Period: An Interpretative Phenomenological Analysis of Chinese EFL Teachers' Experiences in an Internationalised EMI School

Cris BARABAS (McGill University)

ABSTRACT

Several studies have been conducted exploring the lived experiences of Chinese EFL/ESL teachers in China and overseas and those of expatriate teachers in international schools in China and East Asia. There is, however, a limited number of studies attempting to investigate the experiences and perceptions of local Chinese teachers of English in internationalised school contexts. These English medium instruction institutions are mainly serving local plurilingual learners and deliver 'imported curricula' such as the Cambridge and International Baccalaureate programmes. The presentation will focus on the perceived roles of four (4) female Chinese teachers of English in an English medium instruction school in southern China. Using the interpretative phenomenological analysis (IPA) approach, this paper qualitatively investigates Chinese EFL teachers' roles perceptions and the challenges they encounter in teaching students who are transitioning into an English medium instruction school. The paper will also attempt to elucidate how the teachers' own English language learning experiences shape or influence their present pedagogical practices. A 40–60-minute in-depth semi-structured interview was conducted with each participant. Interview data were transcribed using Otter.ai software and were manually coded and analyzed using the principles proposed by Smith et al. (2022). Preliminary findings from the analysis revealed that the four English teachers' role perceptions are heavily shaped by the affective dimensions of teaching and pastoral care responsibilities to their learners. With the presenter/researcher taking on an insider-practitioner stance, and thus, also actively making sense of the participants' stories and experiences, other themes identified from the ongoing analysis will be discussed. It is hoped that the outcomes of this exploration will contribute to a grounded approach in formulating school-based professional development and institutional support for EFL teachers, especially in English medium instruction schools.

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S2C.2 The Relationship between Dialogic Teaching and Students' Willingness to Communicate and Second Language Communication

Pengjin WANG (The University of Hong Kong)

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ABSTRACT

The Hong Kong English Language Education KLA Curriculum Guide highlights teaching English as a Second Language (L2) should focus on meaningful use rather than language forms. When the goal of instruction shifts to communication, students' willingness to communicate (WTC) plays a dominant role. WTC measures the tendency to initiate communication by an individual (MacIntyre, 1994), inside and outside of the classroom, which can be predicted by students' L2 communication confidence and learning motivation. L2 communication confidence is "the overall belief in being able to communicate in the L2 in an adaptive and efficient manner" (Macintyre et al., 1998, p. 551), which includes affectively, "the discomfort experienced when using an L2" and cognitively, "a self-evaluation of L2 skills". These two elements, Perceived Communication Competence as well as Communication Anxiety, could also be clustered into "self-confidence" in Clément & Kruidenier's (1985) model. While for L2 learning motivation, specific to the context of language learning, "motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985, p. 10). The intensity of motivation as well as the desire to learn, are two essential and intertwining elements contributing to the motivation of learning a new language. However, these predictors do not consider the moderator role of teachers, who bear the responsibility of facilitating communication in the classroom (Lee & Ng, 2009).

In L2 classrooms, teachers shall create a dialogic space for students. The highlight of exchanging ideas and meanings is also evident in the theory of dialogic teaching, which aims to create opportunities for struggling with another's discourse (Bakhtin, 1981), and a willingness to treat understanding as emergent and multiple rather than as predetermined and singular (Aukerman et al., 2017). Teachers can push students to clarify, reformulate or elaborate on their responses (Haneda, 2005) or extend their talk (Michaels & O'Connor, 2015). Through dialogic teaching, teachers create an atmosphere that encourages students' communication in L2.

Therefore, it is hypothesized that

H1-a. Teachers' dialogic teaching is positively related to students' WTC;

H1-b. Teachers' dialogic teaching is positively related to students' L2 communication confidence;

H2-a. Students' L2 communication confidence is positively related to their WTC; and

H2-b. Students' L2 learning motivation is positively related to their WTC.

With stronger WTC and L2 communication confidence, students shall be more engaged in exchanging meanings and ideas with others in the classroom. And thus, it is hypothesized that

H3-a. Teachers' dialogic teaching is positively related to students' discursive engagement;

H3-b. Students' WTC is positively related to students' discursive engagement; and

H3-c. Students' L2 communication confidence is positively related to students' discursive engagement.

For data collection, it is proposed that a stratified sample of approximately 1,000 upper primary or lower secondary students from over 20 schools in Hong Kong would complete the questionnaire developed based on the literature (e.g., Chen et al., 2020; Peng & Woodrow, 2010; Resnick et al., 2015). The questionnaire includes five scales: 1) students' WTC, 2) students' L2 communication confidence, 3) students' L2 learning motivation, 4) students' perceived dialogic teaching, and 5) students' perceived discursive engagement. To test the hypotheses, the questionnaire data will be analyzed using factor analysis and structural equation modeling.

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S2C.3 A Multimodal Discourse Analysis of Chinese E-commerce Live Streaming

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ABSTRACT

E-commerce live streaming has become a popular strategy for promoting sales in China. As an economic behavior characterized by multimodal video-based social interaction, it is worthwhile to perform a comprehensive analysis of live streaming discourse from the multimodal perspective. The present study aims to address the questions 1) What is the function of multimodal resources in constructing compositional, interactive, and representational meaning to promote selling in Chinese e-commerce live streaming? 2) How do multimodal resources work together for suggestive selling in Chinese e-commerce live streaming? The multimodal discourse analysis informed by Systemic Functional Linguistics is deployed. By drawing on the Visual Grammar as well as frameworks of intersemiotic complementarity, video clips of three streamers are analyzed using Elan 6.3., a multimodal annotation tool for digital audio and video assets. The findings suggest that the verbal and visual modalities work together to construct meaning and aid the streamers in persuading products and the viewers in understanding the information. The language used by streamers is characterized by personal style and systematic discourse. Visual modality constructs the interactive meanings by gaze, gesture, camera angle, and frame size. Compositional meanings are presented in the streaming layout which conforms to an “Ideal-Real” top-bottom structure. Visual modalities complement verbal modalities mainly by intensifying and highlighting the information. It is hoped that this study will provide a new perspective for semiotic studies of live-streaming discourse in China.

S2C.5 The Effect of Chinese EFL Learners' Willingness to Communicate and Self-perceived Communication Competence on Pragmatic Production and Pragmatic Awareness in the Speech Act of Compliment

Chu Xin PAN (South China Normal University)

ABSTRACT

Issues in individual differences in second language pragmatics have prompted an upsurge in interest in recent years, nevertheless, less attention has been paid to canvassing the effect of willingness to communicate (WTC) in L2 pragmatics. Besides, existing research related to WTC focuses mostly on conversation implicature (Lv, et al., 2021), and very few studies have been conducted with other pragmatic aspects, like speech act. To fill this research lacuna, the present study seeks to probe into the effect of 32 EFL university students' willingness to communicate and self-perceived communication competence on pragmatic production and pragmatic awareness in compliment.

The study employed a mixed-methods design through a WTC questionnaire, a self-perceived communicate competence questionnaire (SPCC), a written discourse completion task (WDCT), a pragmatic awareness judgment task, and a retrospective interview. More specifically, questionnaires of WTC and SPCC functioned as measuring the degree of participants' intention to communicate with the target language in certain contexts (MacIntyre, 2020; Henry et al., 2021) and learners' self-assessment of their L2 competence (MacIntyre, 1994; Peng, 2014). To investigate learners' compliment pragmatic production, WDCT was designed by the author, aiming to investigate any significant difference in compliment production among learners with different WTC and SPCC. Likewise, a pragmatic awareness judgment task, designed by the author, was utilized to dig out learners' pragmatic awareness when initiating compliments. A retrospective interview was adopted to explore learners' perceptions and reasons when making compliments, lending support to quantitative data.

Descriptive statistics, correlation analysis, One-Way ANOVA, and LSD were utilized in the study. Results revealed that WTC correlated strongly with the learners' compliment pragmatic production and pragmatic awareness, as well as a significant difference in production and awareness. While SPCC was less correlated with the learners' pragmatic production, no significant correlation was found between SPCC and pragmatic awareness, indicating SPCC may prompt learners' compliment pragmatic production, but did not influence pragmatic appropriateness judgments. Furthermore, findings from retrospective interviews demonstrated that cross-linguistic or cross-cultural influence, L2 pragmatic knowledge, gender, and online processing load may potentially exert influence on learners' L2 pragmatic production and pragmatic judgment towards compliment. Insightful pedagogical

implications in L2 pragmatics and future research directions were also discussed.

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S2D

S2D.1 A Corpus-based Research on Learning Strategies in Senior High School English Textbooks: The Case with 2007 and 2019 Editions by People's Education Press

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ABSTRACT

The latest English Curriculum Standards for Senior High Schools in China's Mainland greatly emphasizes the ideology of cultivating students' four key competencies, with learning ability as one of the four (Ministry of Education of the People's Republic of China, 2020). Students are expected to develop their learning ability, i.e., making good use of learning strategies to enhance language learning. However, the cultivation of students' learning strategies has long been neglected because of the shortage of training materials and teachers' lack of knowledge of cultivating them. As a central medium for English Language Teaching (ELT), the significance of textbooks is widely acknowledged; however, previous evaluation of ELT materials has paid little attention to the representation of learning strategy in textbooks. Thus, the present study intends to investigate the explicit and implicit representation of learning strategies in the 2007 and 2019 editions of PEP senior high school English textbooks to reveal how English textbooks are aligned with the latest English Curriculum Standards for Senior High School and provide students and teachers with knowledge about strategy use and strategy training. Educational reforms along with the update of textbooks will be uncovered as well. The ELT textbooks investigated were compiled by the People's Education Press in 2007 and 2019, containing 15 textbooks. To address the research questions, the present study employs a mixture of corpus-based and content-based methods. First, the corpus-based method is carried out to investigate the explicit and implicit representation of learning strategies with the help of a corpus tool, AntConc (Anthony, 2022). Then a content-based method is employed to analyze the typical linguistic features of instrumental texts about learning strategies, which reveals how the textbooks contrive to cultivate students learning strategies via various activities and instructions. The study found an imbalance in the representation of learning strategies in the two sets of textbooks, which partially fulfilled the requirements of the latest Curriculum Standards. A comparison between the two sets of textbooks showed an improvement in the proportions and layout of learning strategies, indicating the recent educational reforms and the increasing concerns for the cultivation of learning strategies. It also revealed the typical linguistic patterns of learning strategies in the textbooks which may shed light on the cultivation of learning strategies (i.e., enhancing teachers' awareness of how learning strategies are constructed in textbooks, and enabling teachers to conduct classroom teaching practice of learning strategies through instrumental texts) and English textbook writing in Chinese EFL contexts. Moreover, the methodology used in this study was clearly explained and easy to follow. With the

significance of textbooks in the EFL context, further studies focusing on other perspectives and contexts are expected as well.

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S2D.2 Between Authenticity and Commodification: Valorization of Ethnic Bai Semiotic Resources

Hongmei YANG (Yunnan University)

ABSTRACT

In an era of globalization, language and culture are discursively constructed as technical skills in exchange for marketable values. This is particularly true with ethnic minority languages and cultures which are gaining increasing importance and emerging as commodities for promoting tourism and the local economy. Shuanglang ancient town is a Bai minority-centered region in Dali, Yunnan. It has undergone a dramatic transformation, as evidenced by the shift in its economic foundation from traditional agriculture to tourism. Before 2009, it was a fishing community with more than a millennium-long history. However, tourism has changed the lives of the locals. Some residents have transitioned from being farmers to innkeepers, restaurants, and handicraft owners. This study involved one female participant, a native Bai who runs a guest house and Bai dresses store in the town. She exemplifies the typical grassroots entrepreneur in the context of tourism, moreover, she is also an active user of TikTok, which is turning into a promotional tool for her brand. Adopting the concepts of “cultural capital” (Bourdieu, 1986) and “commodification of language and authenticity” (Heller, 2003, 2010), this study examines how ethnic Bai-related language and cultural practices are capitalized as a commodity to enhance the local economy and empower Bai people’s identification with their heritage maintenance. The data were collected through semi-structured interviews and online observations via WeChat and TikTok. The data collection process was made up of two different periods: an initial period of observations on WeChat and TikTok from August 2020 to December 2021 and a subsequent period of intensive interviews and conversations from January to February 2022. The semi-structured interview was conducted one time at the participant’s dress shop and three times on the cellphone. Each interview ranged from 20 minutes to 30 minutes, and there is a recording of each interview. Findings demonstrate that the convertibility of Bai language and cultural capital into economic capital is largely mediated by the promotion of heritage tourism, marketing strategies, and the use of social media. Despite the increasing status of the Bai language and culture, this study also demonstrates the tensions between the authentication and commodification of the Bai heritage language and cultural practices. The study argues that in the socioeconomic process of discursive shift, Bai language and culture as “semiotic resources” (Kress, 2010) are not merely seen as symbols of ethnic identity but also regarded as marketable products to cater to market demand. The study can shed light on the empowerment of ethnic minority languages and their heritage maintenance in modern China.

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S2D.3 To Transform or Not to Transform: Understanding the Digital Literacies of Rural Chinese EFL Learners

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ABSTRACT

Due to the lack of legitimate capital, Chinese rural lower-class students are usually labelled as misfits in higher education. This may be further exacerbated by the third digital divide that can create the most damaging form of exclusion by amplifying the influences of learners' online technology use on their offline negotiation of power. Against such a backdrop, this paper draws on data from nine-month qualitative case studies of two Chinese university EFL learners from rural backgrounds—Andy and Xu, to capture and understand how their online literacy trajectories bear upon their struggles to claim the right to speak across time and space. To this end, I adopt the Bourdieusian framing of social class at the intersection of habitus, capital, and field. Analysis of semi-structured interviews, on-campus observations, and home visits, along with digital artifacts reveal that habitus, as an evolving system of dispositions, plays a vital role in negotiating class constraints and shaping Andy and Xu's diverse digital literacies in the wilds that might contribute to or hinder the reproduction of capital across online and offline spaces. With the dynamic interplay between their habitus and capital in the online and institutional fields, they were able to negotiate different patterns of rurality, with Andy growing to be a competent and confident rural English user, Xu was still subject to his inadequate and marginalized position shaped by his rural habitus and the urban power relations. This study provides implications and also calls for more actions and insights into creating empowering and enabling conditions for rural lower-class learners in the Chinese EFL context.

S2D.4 Gender Representation in English Textbooks: A Qualitative Synthesis of Current Research in China

Yanhuan WEI (Beijing Foreign Studies University)

ABSTRACT

Research background: Textbooks are not only the main carrier of knowledge but also the major vehicle that embody social culture, values, and ideology. The presentation of gender in textbooks can play an important role in the formation of individual gender perceptions. In the past two decades, studies on gender representation in English textbooks were found conducted vastly across the globe, and nearly all of these have revealed gender stereotypes and gender bias as well as their further impact on students' gender value.

Research method: This review was conducted in December 2021 using the CNKI database, and the screening process followed the PRISMA protocol.

Objectives: In this review, eleven studies focused on gender representation in English textbooks conducted in the Chinese teaching context were identified. Research subjects, theoretical foundations, research designs, findings, and suggestions were analyzed.

Outcomes: (1) The research has mostly focused on the texts and illustrations in English textbooks, with some studies considering the recording. Researchers have focused more on English textbooks for basic education. (2) As research in this field is at the intersection of sociology and linguistics, the majority of the theory of the research is based on gender theory and the theory of critical discourse analysis. (3) In the research design section, all of the selected studies used content and statistical analysis. Most of the studies involved analyses of the number of male and female characters, the number of outstanding characters of both genders, the occupations, family roles, and character traits of both genders, and the amount of generic use of "man" and its derivatives. (4) Almost all the studies indicated that there are gender stereotypes, gender bias, and ignoring women in English textbooks. Some recent studies pointed out that the textbook writers had paid attention to the issue of gender equality and made some efforts, but there was still gender stereotyping to some extent. (5) Suggestions, as well as implications related to future research, were provided. It is recommended first that the scope of research objects should be expanded, covering English textbooks for childhood education, higher education and vocational education, and so forth. Further, researchers shall conduct more comparative studies, including a comparison of different versions of textbooks published in China as well as the comparison of different textbooks at home and abroad. Finally, it is highly suggested to collect data from decision-makers as well as stakeholders in the educational process.

S2D.5 Digital Materials in English Language Teaching: Insights from Italian Secondary Education

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ABSTRACT

The adoption of online or hybrid instruction during the first pandemic wave increased the attention devoted to the implementation of technology in education at all levels. In Italy, criticisms were raised due to significant educational loss - which, however, resulted from the interplay of pedagogical, technological, and social factors (Ferri et al., 2020). The efforts undertaken by teachers to sustain this rapid and massive infusion of digital tools were frustrated by utility-oriented investments in digitalization (Gui & Gerosa, 2019), which, in the past, had focused on improving technological equipment rather than providing comprehensive and equal training for all teachers in the country. As a response to the perceived unpreparedness of teachers, technological knowledge has been increasingly addressed in Continuous Professional Development (CPD) and teacher training courses. This 'how-to' approach reinforced the already prevailing instrumental, deterministic orientation to techno-solutionism (Nordstrom, 2018). In light of the increasingly complex relationship between pedagogy and technology, this presentation reports on the preliminary findings of an ongoing research project on digital instructional materials in English Language Education from the perspective of high school teachers in Italy. This study aimed to analyze how teachers use digital materials and tools and at the same time explore the theoretical principles underpinning their reported digital pedagogies. A mixed-methods design consisting of a survey (n = 216) and interviews were implemented within a transdisciplinary framework inspired by a Digital Humanities pedagogy which does not "attempt to teach students particular technical skills, applications, or platforms but a pedagogical approach that enables them to envision a relationship between themselves and knowledge production" (Risam, 2019, p. 41). Countering the narrative promoting an innovative and tool-centric view of language teaching, it appeared necessary to adopt an ethical positioning capable of questioning the way we construct and produce knowledge digitally. At the same time, and as the research progressed, the limitations imposed by the human/non-human binary, which locates materials at the periphery of inquiry, became evident. Following the most recent research on materials use (Guerrettaz et al., 2021), I thus consider points of contact with the posthumanist sociomaterial orientation in re-reading teachers' discursive-material practices. Therefore, after presenting the main results of the questionnaire, teacher narratives will be explored focusing on how they situate themselves within larger knowledge-producing networks and socio-material relations.

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S2E

S2E.1 Peer Feedback Literacy in Different Feedback Designs

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ABSTRACT

Research Background and objectives:

The ineffectiveness of peer feedback in practice has raised many concerns, resulting from students' lack of equipment with peer feedback literacy. Thus, Carless and Boud (2018) developed four features to underpin students' feedback literacy: appreciating feedback, making judgments, managing affect, and taking action. The effective feedback process can also be contributed by the feedback design. However, the empirical study on how peer feedback design will influence peer feedback literacy is in its infancy. This study will explore students' peer feedback literacy under different feedback designs to address this research gap.

Research Methods:

This study was a quasi-experiment involving 32 undergraduate students from a university in Hong Kong. The research lasted two consecutive semesters, with two courses (Courses 1 and 2) in Semester 1 and another course with updated feedback design (Course 3) in Semester 2. All students must comment on their classmates' presentations each week. At the end of each semester, the volunteer students were invited to join an interview. Based on the interview responses from Semester 1, the feedback design was updated in Semester 2 in terms of the criteria of commenting, the requirement on the amount of feedback, the anonymous setting on the forum, and the combination with self-assessment.

The interview data were transcribed, then analyzed by content analysis, and coded following Carless and Boud's (2018) peer feedback literacy framework. The interview responses of the students from the three courses were compared.

Results:

The updated feedback design in Course 3 generated higher peer feedback literacy in appreciating feedback, managing affect, and taking action. Firstly, students from Course 3 were more likely to appreciate the feedback. Interestingly, students from Course 1 had a change of attitude, enjoying the feedback activity only at the beginning and gradually losing interest throughout the course. Besides, participants from Course 3 were more aware of

managing affect. All of the participants had less concern and showed their preference for critical feedback. Course 3 also had the most significant majority who would like to take action based on peer feedback.

However, the three groups of students did not show a significant difference in the improvement in peer feedback skills, which means the updated design might not help students develop capabilities in giving peer feedback.

This study may assist educators or teachers in designing peer feedback activities.

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S2E.2 Exploring the Effect of Teacher Design Thinking on Chinese Students' English Learning Engagement and English Achievement: A Multilevel Structural Equation Modeling Approach

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Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Background. Teacher design thinking (Crites & Rye, 2020) has been touted as a critical factor for determining student engagement, e.g., engagement in a foreign/second language (L2), which again leads to enhanced L2 achievement (Hiver et al., 2021). However, existing studies are usually small-scale case studies (e.g., Atchia, 2021). Results produced from them usually risk the issue of idiosyncrasy whose generalizability has yet to be established through large-scale studies.

Objectives. The present study aimed to examine the relationship among teacher design thinking, L2 (English) engagement, and L2 achievement in a Chinese university.

Method. A total of 1163 undergraduate students ($M_{age}=18.75$, $SD=0.84$; 68.2% female) nested within 37 teachers ($M_{age}=43.95$, $SD=5.50$; 73.4% female) participated in the study. The teachers responded to a design thinking scale recently developed and validated by the authors (Cai & Yang, forthcoming). Student participants finished a questionnaire measuring their behavioral, cognitive, and emotional engagement (Zhoc et al., 2022) when studying the Comprehensive English Course. Their terminal course grades were collected to represent their English achievement.

Data analysis comprised two steps. First, confirmatory factor analysis (CFA) was conducted to assess the measurement quality of English engagement. CFA was not conducted with the design thinking scale as the validation of the scale has been established in a parallel larger study (see our earlier text). Second, multilevel structural equation modeling (ML-SEM) was conducted with the teacher as the cluster variable to examine the relation between teacher design thinking and English learning engagement at the teacher level, and the relation between L2 engagement and L2 achievement at the student level.

Preliminary findings. The results are shown in Figure 1: (1) teacher design thinking at the teacher level had a positive effect on the aggregated scores of students' cognitive engagement ($\beta=0.76$, $p<0.01$) and emotional

engagement ($\beta=0.74$, $p<0.01$); (2) at the student level, English learning achievement was positively associated with cognitive engagement ($\beta=0.17$, $p<0.01$) and emotional engagement ($\beta=0.13$, $p<0.01$). Through a large sample size and a rigorous analytical approach, our results lent convincing evidence supporting the beneficial effect of design thinking on student engagement and their L2 achievement. Implications for language education will be discussed.

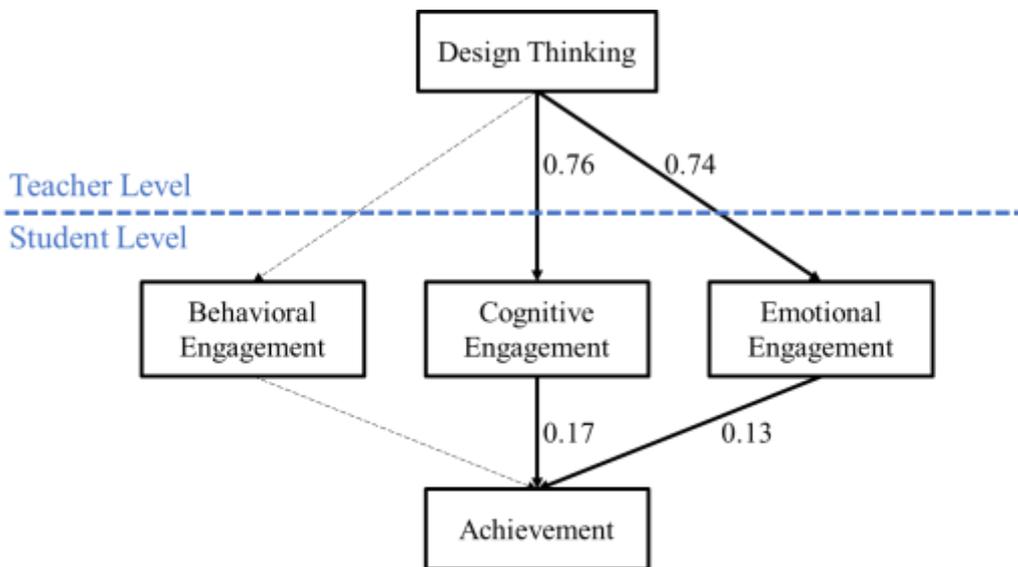


Figure 1. Results of ML-SEM with standardized estimates.

Notes. All the estimates presented are significant at $p<0.01$. Dashed lines indicate nonsignificant paths.

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S2E.3 Introducing Corpus Technology for Data-driven Learning to Hong Kong ESL Undergraduate Students as a Useful Tool for Learning, Teaching, and Research Purposes

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ABSTRACT

Data-Driven Learning (DDL) which encompasses the direct use of corpora and corpus technology in language classrooms has been evidenced as effective and efficient for English language learning and teaching purposes. It is also evidenced that after being introduced to DDL, students of English majors in the environment of English as the second language (ESL) express strong intentions to use corpus technology for their language learning and academic writing purposes. However, previous studies often ignore the fact that undergraduate ESL students (especially those English language education students) may be future English language teachers or researchers. This study addresses the multiple identities of these students and investigates the correlations between ESL students of English majors' attitudes toward corpus technology and their intentions of using corpus technology for future learning, teaching, and research purposes.

We invited 50 year-1 and year-2 ESL undergraduate students of English majors from a university in Hong Kong to participate in a workshop on learning how to use reporting verbs in literature review through Parallel EAP (English for Academic Purposes) Corpora comprising research writings from experts and students. We found that the workshop which allows students to work with an expert and learner corpus data successfully helped the participants to learn how to use reporting verbs for citations and convince them of the effectiveness of Parallel EAP Corpora in language learning. This finding collects evidence on DDL's effectiveness in the instruction of citation practices which is rarely covered by previous studies and provides pedagogical implications for DDL researchers and practitioners to incorporate learner corpora data in DDL classrooms.

Furthermore, correlation analysis on questionnaire reports and discourse analysis of interview transcripts demonstrated that if ESL undergraduate students of English majors hold positive attitudes towards corpus technology, they will possess strong intentions of using corpus technology for future language learning, teaching, and research purposes. For these students, corpus technology is not only a learning tool but also a potential teaching and research tool. Furthermore, our positive findings show that when we introduce DDL to English major students, we not only train DDL learners, but also develop future teachers to use corpus technology in their future classroom teaching, and nurture potential corpus researchers or linguists. The results of this study are significant for expanding DDL's territory and theorising corpus technology for its multiple affordances.

S2E.4 An Exploration of Commodification of English in Advertising Posters of Online ELT Tutoring Platforms in China

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ABSTRACT

Since the notion of language commodification is conceptualized, the commodification of English has remained at the heart of language scholars' attention to understand how language is commodified. The commodification of English is rooted in the symbolic value of English where English is often portrayed as a language endowed with cultural capital and perceived as a means through which individuals can elevate their socio-economic status. While the commodification of English has been extensively researched through the lens of English Language Teaching (ELT) in the Asian context, less scholarly attention has been paid to how English is commodified within the ELT industry in China, one of the largest ELT markets in the world. In this study, we wish to fill this research gap by analyzing some influential ELT tutoring companies' online advertising posters. Two research questions are expected to be addressed: (1) what is foregrounded in the verbal elements of the advertising posters? (2) what is foregrounded in the pictorial elements of the advertising posters?

A total of 27 online posters from eight tutoring platforms were collected in 2020, constituting the dataset for our analysis. Specifically, these tutoring platforms include 51Talk, DaDa, Gogokid, VIPJr, VIPKid, Ddkt365, Qkids, and MagicEars. Drawing on thematic analysis and visual grammar as the analytic framework, we carefully examined the verbal elements and pictorial elements of the online advertisements respectively. The examination of the verbal elements reveals that the selling points of ELT tutoring companies center upon the ideas of selling North American teachers, English language learning enjoyment, and English-speaking skills. The examination of pictorial elements shows that the key represented participants include teachers, students, and celebrities. Notably, the Chinese ELT tutoring companies try to establish a good relationship with the consumers and invite them to enter into an ideal life by manipulating various modality markers. The combination of verbal elements and pictorial elements suggests two language ideologies. On the one hand, English can be best taught by Caucasians from North America. On the other hand, English is packaged as a key to success and a well-off and happy life. The present study contributes to the scholarly understanding of how English is commodified in the Asian context.

S2E.5 Implicit Knowledge Acquisition of Questions in Advanced Chinese and Spanish EFL Learners: Results from Grammar Sensitivity in a Word Monitoring Test

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Isabel OLTRA-MASSUET (Universitat Rovira I Virgili)

ABSTRACT

To what extent EFL (English as a Foreign Language) learners can attain high fluency and accuracy has long been a concern in English teaching and learning. Whether advanced English learners from an EFL context can obtain native-like language accuracy and expression fluency is closely related to the concern about the acquisition of implicit knowledge. To determine whether advanced EFL learners can acquire implicit knowledge for accurately and frequently used sentence structures such as English questions, we conducted a reaction time experiment to check advanced EFL learners' grammar sensitivity to English questions with five types of grammatical errors. This study recruited three groups of participants: native English speakers (n=12), advanced Chinese EFL learners (n=32), and advanced Spanish EFL learners (n=37). The Word Monitoring Test experiment was introduced to test learners' implicit knowledge (Suzuki, 2015; Suzuki & DeKeyser, 2015, 2017). The concept of the Grammar Sensitivity Index (GSI) from Suzuki (2015) was introduced to compare participants' reaction time to ungrammatical and grammatical sentences. Results suggested that the native group showed a higher GSI (GSI=125.8) than the Chinese EFL group (GSI=40.4) and the Spanish Group (GSI=58.9), with a significantly statistical difference (Chinese group: $N=826$, $p=0.001$ & Spanish group: $N=953$, $p=0.008$). Another interesting result is that although the two EFL learner groups did not show a significant difference ($p=0.272$) in reaction time, the Spanish group had a numerically higher GSI than the Chinese group, indicating that Spanish speakers obtain stronger grammar sensitivity. To explore the possible morpho-syntactic problems, we further investigate the 5 error types in participants' performance and results suggested that, compared to the native group (GSI=200.2), the Chinese group (GSI=49.6, $p=0.004$) and the Spanish group (GSI=82, $p=0.021$) showed significantly lower sensitivity in error type concerning the choice of auxiliary. Meanwhile, the Chinese group showed significantly lower sensitivity (GSI=-29.34, $p=0.028$) in morphological variation related to the tense of the verb in forming questions, while the Spanish group (GSI=10.1, $p=0.163$) did not show a significant difference with the Native group (GSI=75.5). The results indicate that the learners' first different L1 language and different EFL contexts may be influential factors affecting their degree of grammar sensitivity. Our results also reveal that advanced EFL learners have not attained implicit grammar knowledge at native speakers' level though they displayed proficiency in using English questions.

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S2F

S2F.1 The Cognitive Validity of NMET Continuation Task

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ABSTRACT

The continuation task, a new form of reading-writing integrated task in which test takers read an incomplete story and then write the continuation, has been addressed as the writing section of the National Matriculation Entrance (NMET) test. As one of the largest-scale, high-stakes tests in China, its validation is of crucial importance. Although there has been research on the tasks' validity evidence, currently, however, there is a very limited exploration of the tasks's cognitive validity.

The present study aims to provide evidence of the cognitive validity of the Continuation task by making a comparison between the cognitive process participants employed under test conditions and the processes in which test-takers are supposed to engage. It examines the tasks' cognitive validity according to Weir's cognitive validity framework and Field's validation theory. It tries to address the validity issue according to the similarity of processing, comprehensiveness as well as calibration. Research data were collected from log files of the inputlog software generated upon the students' writing processes on a standardized computer-based continuation writing test, followed up by stimulated recall interviews and unstructured interviews from different proficiency groups.

The results from keystroke logging revealed that during the writing process, significantly longer and more fluent writing periods (P-Bursts) and less frequent pauses are found in high proficiency groups than their counterparts. Specifically, participants in the high proficiency group also made significantly more pauses during the fourth period of writing as well as more deletions and revisions than the low proficient group. Results from interviews show that low-proficient participants mostly paused for retrieving lexical knowledge or out of nervousness, while highly proficient participants mainly paused for re-reading and planning for writing. Data from the interview also demonstrates a diversity of cognitive processes test-takers engaged during writing, in which the high-proficient participants employ higher-levelled cognitive processes than their counterparts over different stages of the continuation test. The cognitive validity of the reading continuation test is therefore revisited accordingly. The research provides suggestions on utilizing a cognitive validation framework for reading continuation tasks accordingly, and the pedagogical implications and suggestions for future research are highlighted.

S2F.2 A Systematic Review of Intercultural Foreign Language Education through Digital Technologies in China

Wanqing WANG (The Education University of Hong Kong)

Baohua Lucy YU (The Education University of Hong Kong)

ABSTRACT

The focus on foreign language (FL) education is intended to produce communicators with global literacy, such that foreign language learning and cultural appreciation are not regarded as irrelevant through intercultural interaction. Digital technologies provide opportunities for learners from diverse cultures to communicate by creating environments with special attention to certain skills of language, critical awareness of culture, and improvement of intercultural competence in the educational context. These topics have also received the attention of scholars in China, but either conceptual discussions or instructive contributions reported in Chinese literature are little known outside the Chinese-speaking world. The study aims to investigate forty articles (twenty written in English and twenty written in Chinese) published between 2008 and 2022 on intercultural FL education supported by digital technologies involving China. Two orientations are categorized in our analysis: Chinese students' language or culture exchanges in cross-national collaboration and intercultural perceptions in China's FL teaching with the aid of technological tools. Based on descriptive features in the literature, we conduct qualitative synthesis (Onwuegbuzie et al., 2012) to extract four issues at varying institutional levels: (a) the potential of employed digital technologies; (b) factors causing conundrums in developing language and intercultural competences; (c) arranged activities in covered dimensions; (d) solutions to presented problems. It concludes with a rosy picture of intercultural FL education stimulated by digital technologies in China. Pedagogical implications through the optimal use of technologies are suggested and expansive research perspectives are proposed for future studies.

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S2F.3 Individual Factors Predict Profiles of Chinese EFL Learners' Self-regulated Reading

Jiangping CHEN (The University of Hong Kong)

Chin-hsi LIN (The University of Hong Kong)

Gaowei CHEN (The University of Hong Kong)

ABSTRACT

Against the backdrop that self-regulated learning (SRL) is pivotal to second-/foreign-language (L2) acquisition, most studies have explored this role with an inter-individual variable-based approach, largely neglecting the contributions revealed from an intra-individual person-centered perspective. To fill this lacuna, our research investigated the latent profiles of SRL strategies (cognitive, metacognitive, and motivational regulation) endorsed by Chinese EFL readers in a high-stakes testing context. It also examined the relationships between students' strategy-use profiles and an array of personal factors (gender, grade, reading proficiency, and motivational beliefs). With a sequential explanatory mixed-methods design, 1,113 students in grades 11 and 12 completed a reading comprehension test and a questionnaire concerning their SRL strategy use and relevant personal factors, and 16 of them were randomly selected for follow-up semi-structured interviews. Our results disclosed three SRL profiles, featured by high, moderate, and low frequencies of use in SRL indicators. It was also found that self-efficacy and extrinsic motivation most powerfully predicted an individual's profile membership with other factors held constant, but all the intrinsic and extrinsic motivation variables were still significantly higher for learners from the higher strategy-use profile. Furthermore, reading proficiency did not significantly predict profile membership, but more self-regulated students still achieved higher reading scores as a group tendency. The methodological novelty and important findings of this study may provide feasible implications for individual-difference research in language learning.

S2F.4 Inquiring into English Autonomous Reading Ability for Early Reading Instruction

Huiying GUO (Capital Normal University)

ABSTRACT

Early reading literacy is the developmental precursor for further academic success and advances in schools, workplaces, and societies. Reading literacy delineates the ultimate goals of literacy skills, however, autonomous reading ability provides clear signposts to achieve the goals. Thus, this article outlined a framework of English autonomous reading ability for early reading instruction to foster beginning readers' independence and autonomy. This framework encapsulates three reciprocal constructs: independent reading from cognitive aspects of reading, sustained reading from behavioral aspect of reading, and voluntary reading from affective aspects of reading. This study investigated the initial level and the developmental processes of second graders' English autonomous reading ability. Through assessment and quantitative data collection procedures, the author presented a mixed-method approach (N=90; N=526 in urban and suburban Beijing) to examine relations among constructs of independent reading, sustained reading, and voluntary reading. Participants completed multiple measures of independent decoding(e.g., print concept processing, phonemic manipulating, and letter-sound correspondence), fluent reading(e.g., accuracy, rate, fluency, and prosody), and independent comprehension(e.g., understanding the main idea, retrieving explicitly stated information, and making straightforward inferences), sustained reading(e.g. reading volume, and reading frequency), and voluntary reading(e.g., reading attitude, reading motivation, and self-evaluation). The researcher conducted follow-up interviews with 11 teachers in five experimental schools to obtain richer data. These results illuminated the constructs of autonomous reading ability in EFL early reading literacy development. This well-explicated framework serves as a more comprehensive view of critical influences on reading in the early grade and has instructional ramifications for improving reading pedagogy to foster genuine reader autonomy.

S2F.5 “I don’t feel like talking”: Students’ Choices of Learning Mode during Online Interaction

Mingyang CAI (The University of Queensland)

Noriko IWASHITA (The University of Queensland)

ABSTRACT

It is widely acknowledged that classroom interaction promotes second language development (Long, 1981). However, scholars and teachers have realized that some language learners might remain silent during classroom interaction activities. Different from regular pauses between sentences and those with cultural implications, this type of interactive silence (Bruneau, 1973) could serve as an alternative participatory mode for learning, a scilicet silent learning mode (Bao, 2014). Such a learning mode could help learners internalize knowledge learned from teachers and peers (Tatar, 2005). Despite the acknowledgement of the benefit of the silent learning mode, learners value the verbal learning mode better than the silent mode since talking could enhance their communication skills and contribute to a vibrant classroom environment (e.g., Bao, 2014; Liu, 2002). Meanwhile, learners’ preference for learning mode (i.e., verbal or silent participation) could be attributed to various factors such as confidence level, familiarity with peers, and task content (e.g., Bao, 2020; Hanh, 2020). Nevertheless, few studies have investigated learners’ preference for learning modes during online group interaction. Accordingly, the current study addressed two research questions: 1) What are Chinese students’ views on verbal and silent learning modes? and 2) What factor might influence their choices of verbal or silent learning during online group interaction? 38 Chinese undergraduate students with various English proficiency levels participated in online group activities via VooV Meeting (<https://voovmeeting.com/>). After the group activities, semi-structured interviews with stimulated recall were conducted in their native language (i.e., Mandarin Chinese) with six participants. The audio-recorded interview data were analyzed to investigate their perceptions of verbal and silent participation and factors that influenced their choices of learning mode during group interaction. The thematic analysis revealed that students generally view verbal learning mode during online group interaction as a way to practice oral English, correct existing mistakes, and express opinions. Meanwhile, they broadly view silent learning mode during online group interaction as a way to learn from others with the lack of practice and the possibility of being ignorant of existing mistakes. Factors like peer dynamic, task content, communication context, individual assignment, familiarity with the task and peers, and sense of responsibility were found to mainly influence students’ choices of verbal or silent learning modes during online group interaction. Although there are some limitations existing, the findings of this study will shed light on the underexplored area of online language teaching where more research is warranted.

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S2G

S2G.1 Is Growth Mindset Meat or Poison for Chinese Learners of English as a Foreign Language?

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Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Background. Growth mindset has become a hot educational topic in the education sector. Numerous studies have yielded evidence supporting this positive association, however, most of them were conducted in the West, and studies conducted in the East such as China often found a non-significant or even negative association between the growth mindset and learning achievement (Yan et al., 2021). Apart from cultural factors (Bernardo et al., 2021), scholars acknowledge that other individual factors such as metacognitive strategies also interfere with the relationship between the growth mindset and learning achievement (Bai & Wang, 2020). For instance, the consensus has been that students with growth mindset are more capable of metacognition or metacognitive strategies (Yeager & Dweck, 2012). Therefore, the current study aimed to examine the mediation of metacognitive strategies between the growth mindset and the English learning achievement of Chinese learners. Moreover, we tested the hypothesis that metacognitive strategies might also moderate the relationship between the growth mindset and the English learning achievement.

Method. A sample of 692 students (Mean of age= 18.37, SD= .47, females= 66%) majoring in international business and economics volunteered to participate in the study by responding to a three-item questionnaire measuring the growth mindset in English and a 15-item questionnaire measuring metacognitive strategies during their college English study. Data analysis involved two major steps: First we assessed the measurement quality of the growth mindset scale and that of the three-dimensional metacognitive strategies scale. Second, we conducted structural equation modeling with a latent interaction term.

Results. The results shown in the Figure indicated that: (1) both scales presented high psychometric quality (i.e., growth mindset and metacognitive strategies); (2) growth mindset had a direct and positive effect on English achievement (beta = .10, $p < .01$), but a negative indirect effect on English achievement by way of metacognitive strategies (beta = -.04, $p < .01$); (3) metacognitive strategies had a direct positive effect on English achievement (beta=.31, $p < .01$); and (4) growth mindset positively moderated the relation between cognitive strategies and English achievement. Model fit for the baseline model (i.e., the model without interaction term): $\chi^2/df = 29.656/12$, $p = .003$; RMSEA (90% CI) = 0.046 (0.025, 0.067), CFI = .993, TLI = .988, SRMR = .022. Overall, a growth

mindset appeared to be a meat, which has theoretical and practical implications. We studied the relationship between the growth mindset and metacognitive strategies to further explore the impact of growth mindset on academic achievements; in the teaching process, students' metacognitive strategies should be valued.

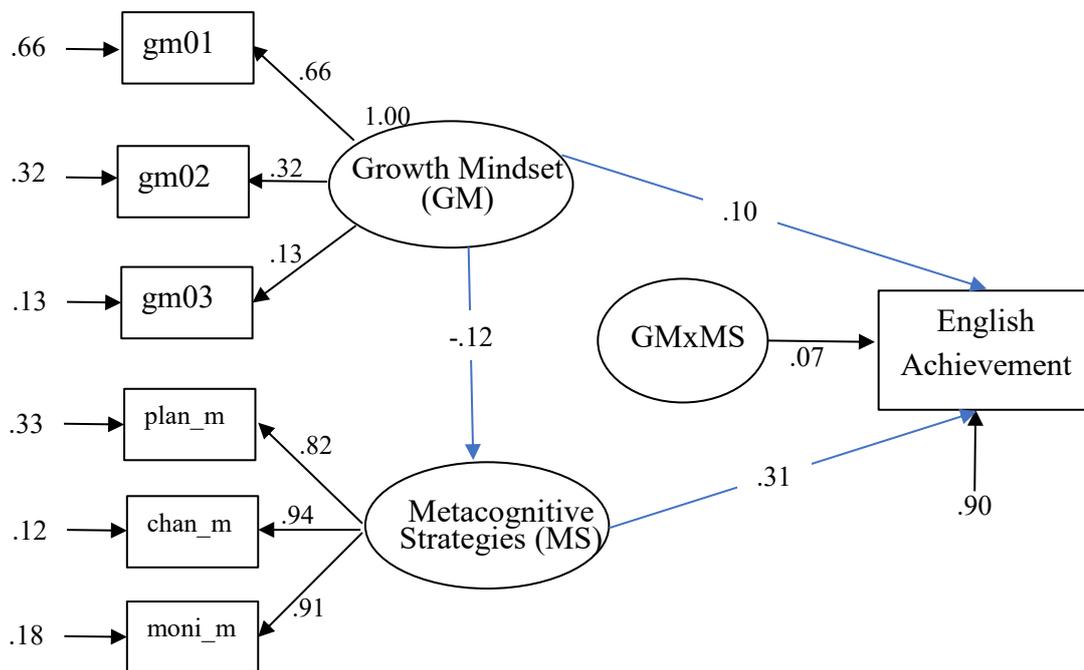


Fig. Results of structural equation modeling with standardized estimates

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S2G.2 English Public Speaking Anxiety and the Use of Self-regulated Strategies: A Study on EFL Learners in China

Ziwen ZHENG (South China Normal University)

ABSTRACT

English public speaking is common in foreign language learning in China today, but it always comes with anxiety. As a result, how to reduce the anxiety associated with English public speaking has become a concern in foreign language learning. Apart from those external factors, a learner's self-regulation is also an important element associated with anxiety. To examine the current situation of Chinese EFL learners' English public speaking anxiety and their use of self-regulated strategies and to explore whether EFL learners' English public speaking anxiety is correlated with the use of self-regulated strategies, this study used the short-form of Personal Report of Confidence as a Speaker (PCRS) and the Foreign Language Anxiety Self-Regulatory Strategy Scale to investigate 203 students from a China's Mainland University. The results show that Chinese EFL learners have a rather high level of English public speaking anxiety and they sometimes use self-regulated strategies, including strategies of improving self-efficacy, avoiding problems, solving problems, and distracting attention. Both improving self-efficacy strategy and avoiding problems strategy have a significant correlation with English public speaking anxiety. Specifically, learners with lower anxiety use the improving self-efficacy strategy more, and those with higher anxiety tend to use the avoiding problems strategy more often. This study has enriched the survey research on English public speaking anxiety and self-regulated strategies and has practical significance, providing a reference for teachers to alleviate EFL learners' English public speaking anxiety. It is recommended that teachers guide the learners to reduce the use of the avoiding problems strategy.

S2G.3 Early Reading Profiles of L2 English Learners: Comparison of Phonological Awareness, Orthographic Knowledge and Vocabulary Knowledge

Xing ZHANG (Shanghai International Studies University)

ABSTRACT

The utilities of phonological awareness, orthographic knowledge, and vocabulary knowledge in the first language (L1) literacy acquisition have been well documented, but whether and how these skills relate to the early development of second language (L2) reading outcome is still not well understood. This study examined the nature of phonological awareness, orthographic knowledge, and vocabulary knowledge in L2 literacy acquisition among Chinese third-graders to provide insights into the possible developmental pattern of L2 reading development. Three hundred and twelve third-graders participated in this study and they completed a battery of reading measures, including phonological awareness, orthographic knowledge, vocabulary knowledge, and reading comprehension. Drawing upon hierarchical regression and path analysis, the study found that orthographic knowledge and vocabulary knowledge explained a unique proportion of variance in reading comprehension after phonological awareness was accounted for. It was also observed that vocabulary knowledge had a mediating effect on both orthographic knowledge and reading comprehension, whereas phonological awareness did not induce mediating patterns. Moreover, orthographic knowledge seemed to outweigh vocabulary knowledge in early reading development and served as the dominant predictor of L2 reading among Chinese third-grade readers.

S2H

S2H.1 An Emotion-based Study of Russian Language Teaching in the China-Russian Borderland: A Sociopolitical Perspective

Zongtuo LIU (University College London)

ABSTRACT

Since China became the second largest economy, there has emerged the revitalization of foreign language education at Chinese universities. Foreign language education is gaining significance and acting as a key medium between China and the world. Situated in the context of China-and-Russian cooperation and China's regional integration with the Commonwealth of Independent States, this study examines Russian language teaching experiences with a particular focus on the emotions of Russian language teachers. Seeing emotions from a socio-political perspective (Benesch, 2017, 2018, 2020; De Costa et al., 2018), this study explores the emotional experiences of Chinese teachers teaching the Russian language in China. Two Chinese teachers with over ten years of teaching experience at Heihe University were selected for the study given the strategic importance of Heihe as a key border town linking China to Russia. Based on the multiple types of data including semi-structured interviews, classroom observation, and document collection, this study finds that there is a complex interplay between positive emotions and negative emotions, which is largely shaped by various socio-political factors at multiple levels. In terms of the emotions related to teaching performance, their positive emotions are formed and developed by the accessibility of Russian language resources, the frequent social events between China and Russia, and their students' outstanding performance in study and employment prospects. Despite having numerous positive emotions, Chinese teachers are also confronted with many negative emotions shaped by the state-level education requirement, the homogeneous high-stakes literacy test, and rigid institutional management. Regarding the emotions related to research production and professorship promotion, while encountering various difficulties in meeting up to the demanding requirement of the evaluation system, Chinese teachers display a series of strategies in responding to their promotion practices at the university. Based on the findings of this study, relevant implications are offered to enhance the emotional rewards of the Russian language and provide suggestions for language education policymakers.

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S2H.2 Enhancing College Students' English Writing Performance in China's Mainland through Using Computer-based Concept Mapping

Jiahui CHENG (The Education University of Hong Kong)

ABSTRACT

Many college students in China's Mainland have difficulties in academic writing in English. One of the reasons is that they cannot adapt to the English thinking mode and they lack logic and coherence in discourse cohesion. Computer-based concept mapping (CBCM) can be a tool to solve the problem because it can construct a clear knowledge network and help students to have better performance in academic writing.

There is much evidence regarding using paper-based concept mapping in different subjects but few studies have been conducted to research the application of CBCM to English writing. Consequently, this study aims to explore the effects of CBCM on Chinese college students' English writing within China's Mainland to find out how it can improve students' writing skills and foster their motivation. Second, their attitudes towards CBCM will also be analyzed. Another aim is to investigate the CBCM environment integrated with Google Classroom since such research is also scarce.

Mixed methods including both quantitative and qualitative methods are used. The participants are 120 college first-year students from a vocational college in Guangdong whose first language is not English and who are assigned randomly to three groups. In each group, students are required to use different methods of concept mapping in English writing (computer-based concept mapping, paper-based concept mapping, and no concept mapping). After writing, their writing performance in different experimental contexts will be assessed. There will be a post-test questionnaire survey to collect students' intrinsic motivation to use CBCM. And face-to-face semi-structured interviews will be conducted to further understand the effects of CBCM on their writing performance and their motivation. The results are expected to provide some evidence showing that CBCM can significantly improve the writing performance of college students who use English as a second language and to show some relationship between students' motivation to use CBCM and their performance in writing English essays.

The findings may provide college students in China's Mainland with knowledge about how they increase their interest in learning English writing. In this way, their writing ability will be enhanced and their writing performance will be improved by employing CBCM. It also provides a new research perspective of CBCM for the current research on teaching the writing of English as a Foreign Language (EFL).

S2H.3 Examining the Role of Expectancy-value Theory in Determining English Achievement: A Focus on the Interaction between Expectancy and Value

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Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Background. Expectancy-value theorists conceptualize that individuals' self-perception of competence (expectancy) and task-specific beliefs (value) are critical factors determining language learning (Eccles & Wigfield, 2002; Magid, 2014). A core assumption of the theory is the multiplicative effect of expectancy and value (Trautwein et al., 2012), meaning that a high level of motivation emerges when both expectancy and value are high (Feather, 1982). Numerous studies have been conducted to examine the contributions of expectancy (e.g., self-concept) and value (e.g., enjoyment of reading) to achievement in learning English as a second/foreign language (L2), and the findings generally support a positive association between them (Loh, 2019; Yeung et al., 2022). Regardless, the majority of these studies focused on the independent effects of expectancy and value, leaving their multiplicative effect understudied (Yeung et al., 2022). The present study aimed to examine both the main and multiplicative effects of English self-concept (expectancy) and enjoyment of English learning (value) on students' English as an L2 learning achievement.

Method. Our study involved 372 undergraduates studying English at a university in China's Mainland. We obtained consent from all participants. They completed two questionnaires, one measuring English self-concept and the other measuring enjoyment of English learning. English achievement was represented by a standardized English test College English Test Band Four (CET-4). The questionnaire data was collected two weeks before the administration of the CET-4, and the CET-4 scores were collected one month after the test as soon as they were available. Data analyses involved two steps: First, confirmatory factor analysis was conducted to evaluate the factorial structure of the two multiple-indicator variables (e.g., self-concept, and enjoyment). Second, structural equation modeling with latent interaction was conducted to explore the main and multiplicative effects of self-concept and enjoyment of English learning on English achievement.

Results. Our results revealed that: (1) both English self-concept (expectancy) and enjoyment of English learning (value) significantly predicted CET-4 test scores, with value exerting a relatively large effect; however, (2) the relation between the multiplicative term and English achievement was non-significant. Our study has theoretical

and practical implications for English language instruction and learning. Theoretically, this study points to the importance of expectancy-value theory as an alternative lens to understanding English learners' motivation systems to the self-system that dominates the literature. Practically, our study suggests that, instead of paying sole attention to students' linguistic and cognitive development, L2 teachers should deploy sufficient attention to develop students' L2 self-confidence and enjoyment in L2 learning.

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S2H.4 Causes of Workload Reduction for EFL Teachers in Primary Schools during Covid-19

Huiling WANG (The Education University of Hong Kong)

ABSTRACT

This study explored the online teaching practices of EFL teachers in public schools. It was conducted in Shenzhen. Before the first semester in February 2022, the local Department of Education (DoE) announced the forced online transition after postponing the school opening several times and resumed school education on April 8th. This study was carried out during that time. All participants, 8 EFL teachers in public primary schools, answered my online survey and took part in my one-to-one interviews. They taught lower grades at school and had no online teaching experience before the pandemic. Overall, the sample was representative of EFL teachers who had to change their instruction mode due to the pandemic. The semi-structured interviews were audio-recorded and transcribed by the researcher.

All the participants were informed about the background information, the methodology, and the data analysis process of this study.

The findings showed that the workload of participants dropped in remote education, which was opposite to existing papers. The findings revealed that decreased workload was due to reasonable arrangement of schools and the local Department of Education, abundant online resources, and sufficient personal digital competence. This research might illuminate how to support EFL teachers with young students to conduct successful online lessons easier.

S2I

S2I.1 Mobile-assisted Vocabulary Learning through Shanbay App outside the Classroom: Effects of Self-regulation and Peer Scaffolding

Yuhan ZHANG (The Southeast University)

ABSTRACT

Recent decades have witnessed an increasing academic interest in mobile-assisted vocabulary learning. To explore the possible influencing factors on learning outcomes, this study aimed at examining the effects of self-regulation and peer scaffolding on mobile-assisted vocabulary learning among undergraduate students using the Shanbay App. To this end, 71 intermediate-level English learners aged 17-19 years in a comprehensive university in China were chosen as participants, and randomly assigned to the experimental (N = 37) and control (N = 34) groups. While students in the experimental group were required to share their daily vocabulary learning achievements with peers in online learning groups, those in the control group just had to report their learning outcomes to the researcher without knowing about each other's learning progress. The required data were collected through the Shanbay App regarding participants' vocabulary learning performance (number of days spent in learning and the sum of learned words), a self-regulation questionnaire, and 22 semi-structured interviews. The results of factorial ANOVA revealed that peer scaffolding contributed significantly to mobile vocabulary learning outcomes in both the number of days and the sum of acquired words; a main effect of self-regulation and an interaction effect of self-regulation and peer scaffolding were also observed on the sum of learned words. The research findings are expected to shed light on the current self-regulated learning (SRL) and mobile-assisted language learning (MALL) research by incorporating a motivational peer scaffolding framework, and also provide pedagogical implications for EFL teachers in incorporating mobile technology to improve vocabulary teaching and learning efficiency.

S2I.2 Infusing Moral Education into Group-texts Reading: A Reflective Practice in the Production-oriented Approach

Sheng GUO (University College London)

ABSTRACT

In recent years, the infusion of moral education into foreign language teaching has been high on the agenda at different school levels in China. However, since moral education is often an implicit goal, a challenging issue is how to implement it effectively facing teenagers who are forming their way of judgment. To address the issue, several group texts from different sources were selected for reading in senior high English classroom teaching. Most topics came from the textbooks, and some critical current affairs such as the Covid-19 response and Beijing 2022 Winter Olympics were also involved. The guiding theory of the teaching design was the Production-oriented Approach (POA) proposed by Professor Wen Qiufang. These materials were used targeted for enabling students to complete the final output task of presenting ideas on the given topic. Data collected included teaching designs, classroom observation logs, interviews, and reflections from both teachers and students and analyzed through content analysis (Barkhuizen & Wette, 2008) and three-step coding (Corbin & Strauss, 2015) via Nvivo 12.

Based on an 18-week semester's reflective practice, the paper further refines the procedures of the enabling stage and teacher-student collaborative assessment stage. Data indicate that students were more motivated, cognitively, and affectively engaged in the whole production-oriented learning process compared with their performance in traditional text-centered and input-based reading classes. Through data triangulation, evidence shows that if the group texts were well-chosen and appropriately used following the principles of POA, chances are high that students can form correct values and positive emotions such as integrity, patriotism, honesty, etc. naturally by making comparisons and contrasts, evaluating and synthesizing, along which explicit language learning objectives were also achieved. Implications are provided to enhance the EFL teaching and moral education effectiveness in China and wider contexts.

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S2I.3 Chinese English Learners' Perception and Production of English Rhythm

Jing Xuan TIAN (The Education University of Hong Kong)

ABSTRACT

This study investigated Chinese listeners' perception of comprehensibility and accentedness of English rhythm produced by Chinese English learners (CELs) and identified the relations between CELs' English rhythm perception and production. 38 listeners, who are CELs, were recruited. They performed multiple choice tasks on comprehensibility and rated the accentedness of English speech produced by a CEL whose English speech rhythm is relatively syllable-timed. 20 out of the 38 listeners participated in a follow-up interview that aimed to give further explanations on their ratings. Another 20 CELs whose first language (L1) is syllable-timed (Chinese or a dialect of Chinese) performed a perception task, a production task, and a follow-up interview. They were divided into two proficiency levels, high (H) and low (L), based on their previous English speaking scores. They listened to utterances produced by a native speaker (NS) with all segmental parts filtered and identified the rhythm patterns of English. For the production task, learner participants performed an English spontaneous speech task. 1 NS of English was also recruited as the reference. Acoustic analysis was applied for the production data analysis, and three variables, including the normalized standard deviation of syllabic durations (VarcoS), the normalized pairwise variability for syllables (nPVI_S), and the ratio of the unstressed syllables in an utterance were measured (R). In total, there were 3694 tokens. The follow-up interview for the learner participants aimed to investigate their previous knowledge and learning experiences on English rhythm.

Results of the 38 listeners' comprehensibility task and accentedness rating showed inappropriate rhythm patterns do not influence comprehensibility but have strong influences on accentedness. 15 listener interviewees reported that rhythm acquisition is important, and they could identify heavy foreign accents on the English utterances with inappropriate rhythm, even though the listeners share the same L1 with the speaker. The mean accuracy rates of the 20 learner participants' perception tasks were 30.00% (H) and 20.00% (L). The acoustic measurement values of H participants were slightly closer to the NS compared with that of L participants. However, the differences between the H and L groups were not statistically significant. Pearson's Correlation results showed no significant relationships between learner participants' accuracy rates in the perception task with the three variables of production. No learner participants could identify the different rhythm patterns in English and Chinese in the follow-up interview. The learning methods they used were to listen to NSs' recordings and read after their speech.

S2J

S2J.1 EAP Writing Teachers' Adaptive Teaching Practices and the Influential Factors: Case Studies of Tertiary-level Teachers in China

Xiaoting XIANG (The Education University of Hong Kong)

Baohua Lucy YU (The Education University of Hong Kong)

ABSTRACT

EFL (English as Foreign Languages) teachers in Chinese universities have been struggling in an unfavorable situation with questioned language specialty and insufficient storage of disciplinary knowledge (Cai, 2019; Gao, 2018) when transferring to EAP (English for Academic Purpose) teachers. It is particularly tough for EAP writing teachers for the lack of systematic teacher preparation and teacher training (Li & Ma, 2020). In this context, EFL teachers have a particular need to be adaptive to novel challenges and unpredictable situations along with their new roles. Meanwhile, they are supposed to flexibly adjust their teaching to diverse students' needs and constantly explore innovative solutions for newly-encountered problems, that is, to develop adaptive teaching (Parsons et al., 2018).

Nevertheless, few studies have paid attention to EAP writing teachers' efforts of making adaptations and developing their adaptive classroom instruction. Therefore, this study conducted case studies of four EAP writing teachers from four Chinese universities to explore their adaptive teaching practices and the influential factors. The qualitative data have been collected by classroom observation and semi-structured interviews. Two lessons (90 minutes) from each participant have been observed with Loughland's (2019) observational guidance for adaptive teaching practice. The participants' perceptions and rationales for adaptive or non-adaptive teaching were interviewed and analyzed. The findings indicated that four EAP teachers presented their diverse adaptive practices as being influenced by external and internal factors. The external factors encompassed the national and institutional policies and requirements, the course status and class setting, and the students' EAP writing competence and learning needs. The internal factors included the teachers' educational and research background, their mastery of pedagogical content knowledge, their dispositions to the context limits, and their student-centered or learning-centered teaching beliefs. The results of this study may be beneficial both for EFL teachers caught in the plight of teaching EAP courses and for the improvement of EAP writing teaching quality.

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S2J.2 Raising Pragmatic Awareness in Thai EFL Classroom: Problems and Proposed Solutions

Dhanakorn JEERADHANAWIN (Shanghai University)

ABSTRACT

This research study is an ongoing project, originally inspired by the researcher's personal experiences of teaching English at the university level in Thailand for almost a decade. Thai EFL students are often perceived as having inadequate pragmatic awareness when communicating in English with both Thai and international teachers alike. For example, they did not seem to know what type of acts/ speeches can be deemed 'polite' or 'impolite'. The current project then aims to propose a practical solution to this problem by introducing the "interaction approach" as the main theoretical framework. In addition, the "pragmatics" concept and "im/politeness" knowledge will be used to help teachers cope with the students' lack of pragmatic awareness, esp. im/politeness concerns. The "interaction approach" postulates that "learners can benefit from taking part in interaction because of a variety of developmentally helpful opportunities, conditions, and processes which interaction can expose them to. These include input, negotiation, output, feedback, and attention" as well as noticing (Mackey & Goo, 2013, p. 2748). "Pragmatics" for second language learners comprise 'pragmalinguistic' and 'sociopragmatic' aspects of the learner's linguistic ability. Much of the research in interlanguage pragmatics mainly focuses on studying the impact of the 'pragmalinguistic' aspect of learners rather than their 'sociopragmatic' ability (Alcón-Soler & Martínez-Flor, 2008; Kim, 2017). However, this project will focus on the pragmalinguistic and sociopragmatic knowledge of the learners with particular emphasis on the "sociopragmatic" one. "Im/politeness" concepts will also be introduced with real-life examples from the media such as films, novels, and the like to complement a scarce of pragmatic-focused materials/ examples in commercial textbooks used at the university level in the market (Wichien, 2012; Ekin, 2013). Regarding the pedagogical tools, 'interactional strategies', namely 'repair strategies' and 'negotiation strategies' will be employed to help boost the learners' pragmatics awareness of im/politeness. Pragmatic feedback to learners will be given on and off-record, as per situations, to protect and respect learners' "face" needs. With regard to the assessment of the students' pragmatic awareness of im/politeness after instruction, pre-test, post-test, and 30-day-delayed post-test will be administered. 30-day-delayed post-test will be conducted to see the long-term effects of instruction after the post-test. The ultimate goal of this study is to better equip Thai EFL university learners with vital pragmatic skills to survive in real-life interpersonal interaction and communication in today's changing world.

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S2J.3 Cognitive Load Measured by Eye Tracking in a Multimodal Listening Assessment

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ABSTRACT

Research background

Cognitive load represents mental resources and efforts invested in the tasks. As a covert psychological construct, it is mostly measured by subjective measurements. Cognitive load has been attributed to task difficulty and multimodality of the input interaction. In recent years, more physiological parameters have been used as objective measures for the cognitive load. Notably, numerous studies have demonstrated that eye-tracking methods can effectively measure cognitive loads (Aryadoust et al., 2022; Chen & Epps, 2014; Kruger et al., 2013; Zagermann et al., 2016).

Objectives

This study aims to investigate the differences in cognitive load, indicated by gaze behaviors (measured by eye-tracking) across four sections of a multimodal academic listening test in terms of items and instructions respectively. We further explored whether these differences can be mediated by English used as a first language (L1) and a second language (L2).

Methods

The listening test was completed by 77 adults, 45 L1, and 32 L2 test takers. In this study, four measures of eye movements were used: fixation duration; fixation counts; visit duration, and visit counts. A repeated measures MANOVA with a between-subjects factor was conducted to compare cognitive load indicated by gaze behaviors across the four test sections and check the combined effect for the first and second language of test takers and the test section.

Results

Overall, L2 listeners showed longer fixation duration, visit duration, and more fixation counts, indicating higher cognitive loads were likely imposed on L2 than on L1 listeners. In the test section comparison, we found that section 1 received the longest normalized fixation duration, visit duration, fixation counts, and visit counts, revealing that section 1 probably imposed the highest cognitive load. The interaction analysis revealed that differences across the four sections in gaze behaviors were mediated by whether the test takers spoke English as

their first language. As for test instructions, surprisingly, L1 listeners averagely had longer fixation duration, visit duration, and more fixation counts and visit counts, showing they experienced higher cognitive load than L2 listeners when reading the instructions. This may be due to the fact that L1 test takers were not as familiar with the test as the L2 test takers, indicating that familiarity may be a factor that affects cognitive load and, accordingly test performance in multimodal listening assessments. Implications for assessment, multimodality, and measurement of gaze in multimodal listening assessments are discussed.

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S2J.4 How EFL learners' Enjoyment and Anxiety would Affect their Well-beings in an Online Class: Using an Idiodynamic Approach

Linlin LIU (The Education University of Hong Kong)

Ju Seong LEE (The Education University of Hong Kong)

ABSTRACT

Although there has been research into the dynamic nature of the second language (L2) enjoyment and anxiety in the classroom, little is known about how these two L2 emotions interact in an online class. The purpose of this study is to investigate dynamic changes in L2 enjoyment and anxiety in an online EFL (English as a Foreign Language) classroom using an idiodynamic method. Seven Chinese EFL university students participated in four 20-minute online class sessions. When each session ended, they rated their L2 enjoyment and L2 anxiety on a minute-by-minute basis while watching their performance on video. Stimulated recalls and semi-structured interviews were also used to identify the factors that influence the fluctuations of both emotions. The results show that in at least one online session, six out of seven online participants (85%) demonstrated a significant correlation between L2 enjoyment and L2 anxiety. However, most students' levels of L2 enjoyment and anxiety were highly intricate as a result of complex influencing factors including learner-internal factors (e.g., L2 confidence and topic familiarity) and learner-external factors (e.g., teacher/peer support and classroom environment). These findings indicate that EFL students are experiencing an emotional roller coaster in their online classroom environment and that adequate affective and pedagogical support is needed.

S2J.5 Development and Validation of the Systems Thinking Inventory for Language Learning (STILL)

Qianwen GE (Shanghai University of International Business and Economics)

Xiao PENG (Shanghai University of International Business and Economics)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Systems thinking, as a kind of higher-order thinking, has been extensively acknowledged as a powerful approach to effectively analyzing and managing complex problems in different disciplines. It encompasses a set of analytical skills beyond traditional linear and reductionist thinking and has the potential to enhance students' holistic and comprehensive understanding of course content. However, research on systems thinking as a practice in the realm of English language education is absent. The absence of sound instruments for measuring English learners' systems thinking forms a barrier to the investigation of its actual use in learning practices. To address the gap, we sought to develop and validate the Systems Thinking Inventory for Language Learning (STILL). The development of the STILL involved the identification and conceptualization of core systems thinking elements and the construction of a questionnaire item pool. Further, several rigorous psychometric procedures were performed for validation, i.e., factor analysis, measurement invariance assessment using multi-group confirmatory factor analysis, reliability analysis, and discriminant and convergent validity evaluation. We recruited 4658 first- and second-year undergraduates from 26 colleges in China's Mainland (Mean of age= 18.74, SD= .89, females= 64.7%). Before data collection, we gained each participating college's permission and students' consent. All participants volunteered to fill in an online questionnaire measuring systems thinking (a 6-point scale). Explanatory factor analysis (EFA) with subsample 1 (n=2329) reduced 39 items to 29 and uncovered five factors: system structure, non-linearity, fluidity, multi-perspectivity, and mentalization. Then confirmatory factor analysis (CFA) with subsample 2 (n=2329) results revealed an acceptable model fit of the five-dimensional construct. The model comparison proved the multidimensional nature of systems thinking, indicating that the five-factor model was the most plausible solution. In addition, the scale attained measurement equivalence across gender and grade subgroups. Results of reliability and validity evaluation demonstrated good reliability and discriminant and convergent validity of the scale. Our findings fill in the gap in systems thinking assessment in the field of foreign language education. We expect that the STILL can help researchers and practitioners in English language education to develop a new perspective to empower students' language learning through the lens of systems thinking.

S2K

S2K.1 An Exploration of EFL Teachers' Emotion-regulation Strategies in Classroom

Yu YANG (Huazhong University of Science and Technology)

Jinfen XU (Huazhong University of Science and Technology)

ABSTRACT

Emotion, as a “distinct type of private mental state”, has long been one of the core issues in language learning and teaching. Teachers' emotions not only affect classroom teaching effectiveness, students' emotions and motivation, and the teacher-student relationship, but also are significant indicators of teachers' psychological state and professional well-being. Despite the competence to regulate emotions in the classroom being sporadically demanded as a qualification for college teachers in their professional assessments, the overlook of emotion regulation is dismantled as more researchers are finding how emotions help to explain students' performance and teachers' classroom practice and professionalization. Yet more nuancing is necessary, and there is still much that we can do about how emotions are managed in EFL classes. This study conducts an investigation and research on teachers' emotion regulation strategies in EFL classrooms, reflects the emotional issue of language education research, and provides practical perspectives for EFL teachers and researchers.

Our work has used the process model proposed by Gross and colleagues for reference, which focuses on the timing of emotion regulation strategies and explores teachers' emotional triggers in the classroom. This study reports the use of classroom emotion regulation strategies among 694 college English teachers of different genders and seniority in China's Mainland. A mixed method approach, combining teachers' surveys (N=694) and interviews (N=16) reveals the following findings.

The results of questionnaires and interviews show that EFL teachers in general report a relatively high level of emotion regulation strategies used in the classroom, they use most frequently situation selection strategies, and least response modulation strategies; female teachers score higher than male teachers in the dimension of seeking social support strategies and lower in response modulation strategies; there is no significant difference in the level of classroom emotion regulation used by teachers of different teaching seniority, but emotionally triggering situations decrease with the increase of teaching seniority. Three common factors that trigger teachers' emotional regulation are students' behavior and attitude, possible contingencies in the classroom, and an indirect factor, teaching management.

S2K.2 Adopting the Online Flipped Classroom to Enhance EFL Learners' Engagement in a Tier-3 University in China: A Mixed-methods Study

Zhiyong LI (University of Nottingham Ningbo China)

ABSTRACT

The flipped classroom (FC) refers to the inversion of traditional classroom procedures by putting in-class contents before class so that instructors can focus on addressing students' needs via interactive activities inside the class (Bergmann & Sams, 2012). Due to the Covid-19 pandemic and subsequent campus closures in the China's Mainland, FC is being increasingly relied upon by Chinese universities to improve learner engagement in online teaching and learning (Tang et al., 2020). Against this backdrop, more research is needed to examine the effect of online FC, especially its impact on English as Foreign Language (EFL) learners, from different engagement dimensions (Li & Li, 2022).

This study draws on the Community of Inquiry theory to investigate whether FC can promote learner engagement as compared to the traditional classroom in the online EFL context in a tier-3 Chinese university (Ma, 2019). The study also sets out to identify factors responsible for online learner engagement or disengagement. The online flipped EFL course in this study was designed based on the FLIP-TM (Hung, 2017) model. An e-learning platform called Yunbanke was used for asynchronous learning in the FC, and Tencent Meeting was used for synchronous teaching in both flipped and traditional lessons.

This study adopted a mixed methods research design: Firstly, a quasi-experiment was used to compare the experimental group (flipped class, N=34) and the control group (conventional class, N=35), after 16 weeks of online instruction in a college English course. Engagement questionnaires were administered to both classes before and after the experiment to collect quantitative data, which were analysed via ANCOVA. Besides, lesson logs on the e-learning platform were used to supplement and compare with experimental results. Finally, interviews with six students from the flipped classroom and the instructor who taught the flipped and conventional course were conducted to elicit learners and the instructor's opinions of online flipped learning to gain a deep understanding of factors contributing to learner engagement or disengagement in the online setting.

So far, data collection has been completed, but data analysis is still ongoing. Despite its small sample size, this study may supply evidence to the existing literature on learners' engagement in the online EFL context. The study also can help instructors to design, develop and implement more engaging online EFL courses. Finally, the

limitations of the study will be presented.

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S2K.3 A Study of the Reception of Yu Hua's *To Live* in the United States

Sihui HE (South China Normal University)

ABSTRACT

This study investigates the reception of the English version of Yu Hua's *To Live* in the United States by analyzing its library collection, academic citation statistics, sales, book reviews, and common readers' reviews from Goodreads.com and Amazon.com. With corpus tools and Python, a sentiment analysis at the discourse level is carried out to obtain an overall understanding of readers' emotional attitudes towards the translated work. Then a sentiment analysis at the lexical level is made to explore readers' opinions towards the characters, plots, themes and the translation of the book. This study finds that the library collection of the English version of *To Live* indicates that the book was widely circulated in America. Second, the academic citation statistics show that the academic impact of the book was not very encouraging, but the sales figures show that the book is popular among readers. Furthermore, both professional readers and common readers have positive attitudes towards the English version of *To Live* on the whole. Both of them recognized the human spirit presented in the book. Besides, professional readers' reviews focus more on the theme of the work, while common readers pay more attention to the characters. As for the translation of the book, most readers are satisfied with it. However, there are still a small number of negative comments, indicating that the translation needs to be improved in its fluency and the use of vocabulary and phrases. Finally, it is hoped that the successful translation and introduction of Yu Hua's *To Live* in America could provide valuable insight into the effective global dissemination of Chinese literature.

S2K.4 A Study of Chinese-English Professional Interpreters in Remote Settings

Ran Yi (University of New South Wales)

ABSTRACT

Court interpreting is a matter of equity and access. In Australia, when one party in the courtroom does not speak the official language of the court, a qualified interpreter is available upon request. Accuracy of interpreting is paramount to a just outcome. This study explores the less-investigated aspect of the accuracy of English-Chinese court interpreting through the lens of the manner of speech under different modes and conditions of remote interpreting settings. Using the experiment and questionnaire instruments, we collected 2,250 minutes of interpreting performance data and 100 sets of empirical data from 50 certified interpreters. The preliminary findings indicated that varying degrees of omissions, additions, and alterations in the interpreted manner of speech during courtroom examinations might have further implications for the accuracy of court interpreting. The findings of this study will inform pedagogical and interprofessional collaborative practice.

S2K.5 Syntactic Complexity Difference between L1 and L2 Translators: A Case Study of *Laozi* Translations

Joyce Oiwan CHEUNG (The Hong Kong Polytechnic University)

ABSTRACT

Syntactic complexity has been traditionally considered one of the distinguishing features of more advanced second language proficiency (Lu, 2010) and has been subsequently used in contrasting translations rendered by native (L1) and non-native (L2) translators. Generally, the 14 syntactic complexity indicators proposed by Lu (2011) have been adopted in relevant studies to compare the translation styles of different translators, supporting that some L2 translators have used syntactically simpler structures in their translations (e.g., Liu & Afzaal 2021). However, based on two corpora of English translations of Laozi (also known as Dao De Jing, the most translated Chinese literary classic) produced by L1 and L2 translators respectively, the current study finds that L1 and L2 Laozi translations only significantly differ in terms of two out of 14 syntactic complexity indicators. The two indices both belong to the same complexity category, i.e., amount of coordination. The result hence challenges the previous assumption that L2 translators write syntactically simpler sentences. We argue that L2 translators do not necessarily use simpler syntactic structures, in which the differentiating effect has been exaggerated. Instead, the syntactic complexity differences found in previous studies may have been influenced by many variables other than second language proficiency alone, such as different readership and publication time.

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[Symposium 3] Topic: Multiple Perspectives on Formative Assessment and Feedback in Teaching and Learning English as a Second/ Foreign Language

OVERVIEW

Despite a substantial body of research on teaching English as a foreign/second language (ESL/EFL), research studies on a sub-theme on formative assessment and feedback in ESL/EFL are comparatively limited. A focused search of literature via the Web of Science database in July 2022 by including “English language” in the title brought over three thousand results from the WoS core collection (1975-2022). A follow-up search of ‘formative assessment’ by searching within all fields in thousands of results led to three thousandths. Using ‘feedback’ instead of ‘formative assessment’, we found 3% of published articles on feedback in English language education from over two thousand articles. Through this symposium, we hope to call for attention from more researchers and practitioners to this meaningful topic on explicitly considering the role of formative assessment and feedback in enriching the scope of existing ESL/EFL empirical research. This symposium consists of four papers: paper one focuses on exploring formative assessment in EFL delivered by preservice teachers in writing classroom through a multi-case study in secondary education; paper two examines the role of technology-enhanced assessment and feedback on promoting Chinese students’ English learning in vocational education; paper three explores how English major students’ social-awareness in the feedback context interact and influence their processing of feedback purposefully to improve English learning, And the last paper provides validation evidence of the feedback orientation scale in assessing English major students’ feedback perceptions in a Cambodian university. With collective efforts from these authors, this symposium will present some key findings of studying the roles of formative assessment and feedback in ESL/EFL in secondary education, vocational education, and higher education, with also suggestions for future research directions.

S3.1 Implementing Formative Assessment in School EFL Writing Classroom: A Multi-case study of Preservice Teachers in Hong Kong

Qin XIE (The Education University of Hong Kong)

ABSTRACT

This multiple-case study investigated the experience of three preservice teachers who attempted formative assessment (FA) strategies in their English as a second language writing class during their teaching practicum in a secondary school in Hong Kong. Based on data from 17 lesson observations and 24 interviews, the study examined the three teachers' implementation of FA strategies during cycles of pre-, while- and post-writing stages. Also analyzed are the teachers' reflections on and their mentors' and students' evaluation of their teaching innovation. The study found that teachers could appropriately translate their understanding of FA principles into teaching and assessment strategies, but the school's accountability culture worked against their innovation. School mentors' open-mindedness and support to their innovative attempts were found to be crucial. The findings are discussed centering on key issues in the relational, developmental and contextual dimensions of the teaching practicum and their impact on preservice teachers' practice and attitude.

S3.2 Examining the Role of Team-based E-assessment in Supporting Vocational Education Students' English Learning: An Exploratory Intervention Study

Juan GAO (The Education University of Hong Kong)

Lan YANG (The Education University of Hong Kong)

ABSTRACT

While technology-enhanced English language education has been widely explored in over one decade's research, considerably little research has been conducted on technology-enhanced assessment in the vocational education context. With a focus on vocational education students, this study aimed to explore the effects of an online assessment tool called Team-based E-Assessment (TEA) on English language learning. In this exploratory intervention study, we also employed mixed-method and diversified data collection approaches (e.g., questionnaire, classroom observation, and semi-structured interview). Fifty students and one English teacher from a vocational college in China's Mainland participated in this study. We adopted correlation analysis, teaching mode analysis through drawing Rt-Ch diagram, and thematic analysis for examining the effectiveness of TEA in English learning. The results showed TEA improved teacher-student interactions, vocational students' learning involvement, positive emotions, and self-and peer academic achievements. Meanwhile, boredom as a negative/deactivating emotion in learning English also decreased. Interview data analysis and results added further evidence supporting TEA boosted vocational students' positive academic emotions and promoted proactive English learning behaviors when compared to English lessons without TEA. Given this intervention study's exploratory and pilot feature, further studies with more rigorous designs are still needed to verify and extend the usefulness of TEA to more students in vocational education. We will discuss the implications of TEA for formative feedback research in EFL among vocational students.

S3.3 The Role of Chinese EFL Learners' Social-awareness of Teacher Feedback in Improving Their Learning

Lijie QIN (The Education University of Hong Kong)

Lan YANG (The Education University of Hong Kong)

Guoxing YU (University of Bristol)

ABSTRACT

Social awareness is one of the five core parts (the other four are: self-awareness, self-management, responsive decision-making, and relationship skills) of students' social and emotional learning (SEL). SEL refers to a process of acquiring one's core competencies (e.g., appreciating others' perspectives, establishing and maintaining positive relationships, handling interpersonal situations constructively). Social awareness covers students' capabilities to recognize social support from various resources (e.g., family, community, and school). Previous systematic reviews have summarized the effectiveness of SEL in cultivating students' protective mechanisms (e.g., social-emotional competencies, positive attitudes toward self and others, increased prosocial behaviors). However, little research has been done to explore its more context-specific features (e.g., general social awareness vs. specific social awareness in the feedback context) and effects on EFL learning. This qualitative study explored how Chinese EFL learners' social awareness of feedback influence their processing of feedback and learning outcomes. 12 EFL learners (Year 1 to Year 4) from a normal university in China's Mainland participated in this study. We conducted semi-structured interviews, which were analysed thematically. The results showed that ESL learners' social awareness of feedback positively interacted and influenced their processing of feedback, including understanding and interpreting feedback purposefully for taking action to feedback for improving English performance. Social awareness of feedback enhanced positive student-teacher relationships and students' positive anticipation of teacher feedback. Positively influenced by their social awareness of feedback, EFL learners also appreciated the perspective of teacher feedback and generated positive emotions from appreciating teacher feedback. EFL learners also reflected they would seek further teacher feedback more actively. Despite negative emotions induced by teacher feedback, EFL learners said that they handled situations of receiving and responding to teacher feedback constructively instead of discounting teacher feedback. In this presentation, we will also discuss the implications of this study for enriching SEL research in English language learning with foci on extending students' social awareness in feedback and explore its role in enhancing EFL learning process and outcome.

S3.4 Assessing Cambodian English Language Learners' Perceptions of Teacher Feedback: A Rasch Validation Study in Higher Education

Lan YANG (The Education University of Hong Kong)

Nangsamith EACH (National University of Battambang)

Fengzhan GAO (The Education University of Hong Kong)

ABSTRACT

Feedback provided by teachers plays an essential role in learning. However, students might respond to feedback in various ways that may differ significantly from the teacher's expectations to students' feedback uptake. An increasing number of researchers have found an indirect relationship between teacher feedback and student achievement. Students' feedback perceptions would play an essential role in understanding teacher feedback's indirect effects on learning and achievement. For preparing suitable measures to assess Cambodian students' feedback perceptions of English language learning, this study examined the factor structure of the Feedback Orientation Scale (FOS), recently extended from organizational psychology to educational studies by the leading author. Conceptually, FO consists of four critical perceptions: students' perceived usefulness of feedback (feedback utility), perceived capability to use feedback (feedback self-efficacy), perceived social value of using teacher feedback to maintain a good student-teacher relationship (feedback social awareness), and perceived responsibility for using feedback (feedback accountability). According to the feedback orientation literature, the four feedback perceptions work together to determine feedback receivers' overall receptivity to external feedback in changing performance. Using a Rasch analysis, we analyzed the measurement properties of this scale with a sample of 126 Cambodian university students majoring in English language education. We examined the unidimensional and multidimensional rating scale models by using the R package TAM. The results showed that the four-factor model has a better fit to the data with good fit indices showing all items of the four-factor solution as fitting items. Implications of this study to feedback research and educational assessment in English language education are discussed.

[Symposium 4] Topic: Fostering Positive Psychology and English Language Proficiency through Digital Storytelling (DST)

OVERVIEW

The CRAC Digital Storytelling Project (CRAC) was established in 2021 to promote positive life values among its participants and improve their digital literacy. In this project, 2 in-service teachers and 26 pre-service teachers received training on digital story production and produced 17 digital stories focusing on positive life values (e.g., courage, bravery, and thankfulness). 7 stories were selected to be presented on Zoom in a primary school in Hong Kong. By producing and presenting these stories with digital devices, the project aimed to explore how to prepare educators for the digital challenge and extend the educational value of technology at school (e.g., using digital stories to promote positive psychology), some questions that have been central to concern in an era of prevalent online learning (Adedoyin & Soykan, 2020). To investigate the outcomes of the project, data were collected through multiple methods: interviews, surveys, reflective blog entries, and video analysis. In this symposium, the CRAC members will report how the project helped the teachers learn to use various devices to produce digital stories as teaching resources and enhance their digital literacy to cope with the challenge of integrating technology into their classrooms. The members will also report the impact of the digital stories on promoting positive life values to teacher and student participants in their professional or personal lives. Moreover, the practical implications of the project will also be discussed in the symposium, for example, how digital stories can boost students' learning and how to effectively combine animations, music, and sound effects to create high-quality digital stories.

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S4.1 Integrating Value Education into Digital Storytelling (DST): Evidence from a Hong Kong Primary School

Baohua Lucy YU (The Education University of Hong Kong / Lingnan University)

ABSTRACT

With the aim to enhance positive psychology and character strengths in primary students, this pilot study employed seven digital storytelling media embedding seven unique character strengths, namely mindfulness, hope and bravery, self-appreciation & uniqueness, teamwork, courage, judgement, and perspective, among seven classes ranging from P3 to P6 of a primary school. pre-surveys and post surveys assessing character strength were completed by students. Face-to-face interviews were conducted with the responsible in-service English teachers to know their observations of students learning and their opinions on DST teaching. Based on the feedback of the primary pupils and the in-service teachers, the DST videos and teaching activities increased students' interest in reading English stories and provided a valuable opportunity for them to explore and reflect on personal strengths and weaknesses. In addition, our project also inspired the in-service teachers at this primary school to proactively adopt digital storytelling to facilitate students' contextualized language acquisition and complex content understanding, such as grammatical rules and story structures. Theoretical and pedagogical implications are discussed in this paper.

S4.2 Enhancing English Speaking Skills: Classroom Presentation on Life Education

Hsueh Chu Rebecca CHEN (The Education University of Hong Kong)

Ching Hang Justine CHAN (The Education University of Hong Kong)

Abstract

Classroom presentation is a common type of speaking assessment in Higher Education. However, it is often challenging for students to prepare themselves without proper exemplars. Meanwhile, life education should be implemented in schools and universities as negative emotions affect students' memorization and processing of language, and judgments of learning (Ellis, 1955; Ortega et al., 2012; Witherby & Tauber, 2018). Our spontaneous corpus contains presentation data from students of different speaking proficiency, ranging from IELTS 5.0 to 8.0. Through getting access to the data, not only are students' presentation skills improved but also the concepts of life education will be developed.

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S4.3 Positive Education and English Language Teaching in the 21st Century

Ming Har Ruth WONG (The Education University of Hong Kong)

ABSTRACT

Several issues related to English Language Education and positive education will be explored including the importance of implementing positive education in English Language teaching, and the elements to be incorporated into English Language teaching based on several theoretical frameworks of positive education. By integrating positive education into English Language education, both learners and teachers will experience the growth of positive emotions. The meaning of education and motivation to learn will be enhanced. Lastly, practical suggestions will be provided to practitioners for their implementation.

S4.4 Integrating Assessment as Learning (AaL) in a Digital Storytelling Project: Empowering Pre-service Teachers for their Learning

Baohua Lucy YU (The Education University of Hong Kong)

Xiaoting XIANG (The Education University of Hong Kong)

ABSTRACT

Much research emphasis has been placed on the implementation of formative assessment in higher education, while few studies have adopted the newly proposed Assessment as Learning (AaL) as the focal framework putting students at the center of the learning and assessment process (Lee et al., 2019; Gaynor, 2020). More recently, researchers believe that the adoption of AaL can create learning opportunities for students (Chan et al., 2022), yet it needs further clarification about the learning process evoked by the AaL tasks, especially in the technology and digital learning context.

With the advocacy of technology-integration in language teaching, it has been highlighted the value of incorporating digital storytelling into language teacher preparation programs (Buckley-Marudas & Martin, 2020), but there is scant attention paid to the use of formative assessment to facilitate pre-service teachers' digital learning, let alone AaL. Therefore, this study adopted a qualitative research method unveiling the pre-service teachers' gains concerning learning opportunities obtained from the AaL tasks in a digital storytelling project. The data were collected and triangulated by focused group interviews, group assessment forms, students' written self-reflections, and digital storytelling teaching packages, with the involvement of six student mentors playing the roles of both assessors and practitioners. After thematic analysis, the findings have specified the students' gained learning opportunities in respect of learning to be qualified assessors, learning from peer communication during and after peer assessment, and learning from self-reflection and self-regulation. Moreover, it confirms students' positive attitudes towards the integration of AaL into digital storytelling learning. Afterward, this research sheds light on the practical strategies of AaL task design for future teacher application in technology or digital-storytelling integrated instructions.

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S4.5 Using Digital Multimodal Composing to Promote Linguistic and Digital Collaboration among Pre-service English Teachers

Baohua Lucy YU (The Education University of Hong Kong)

Wanqing WANG (The Education University of Hong Kong)

ABSTRACT

Multimodal composing in digital storytelling (DST) constitutes a range of channels to access linguistic and digital knowledge and skills, which is challenging for teachers to transform and construct a meaning-making frame in practice. The study presents findings from a DST project which aims to explore the effectiveness of collaboration in nurturing linguistic and digital literacies for pre-service English teachers. Drawing on Activity Theory, we formulated a unique activity system for its affordances in collaborative ways of learning, which provided a theoretical framework to demonstrate the significance of DST in language education. A group of 26 pre-service English teachers from one university in Hong Kong participated in the project and collaborated with different divisions of work in training workshops, video production, dissemination seminars, and story narration. Well-integrated collaborative activities in four sessions were designed and conducted in a cycle trajectory with updated feedback and modification. The qualitative method was employed to analyze the follow-up interviews with participants. Their perceived gains, challenges, and suggestions in terms of denotative and connotative information inspired positive endeavors in linguistic and digital collaboration. Collaborative approaches to utilizing multimodal DST provide implications for curriculum design and pedagogical practice in teacher education.

VII. Parallel Sessions (Abstracts of Paper Presentation)

Parallel Session 1A

1A.1 CLIL Teacher Belief and Language Awareness in Higher Education

Chun-tung Tony KWOK (The Hong Kong Polytechnic University)

ABSTRACT

Content and Language Integrated Learning (CLIL), which is defined as “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, et al., 2010, p. 1), is gaining momentum in both research and practice in many parts of the world. In practice, CLIL is being adopted, and adapted, at all levels of education across Europe, Australia, and Asia. In recent decades, researchers in CLIL are gaining intense attention in contexts such as Hong Kong where English is learned as a foreign language or as an additional language (EAL). For example, numerous studies have been conducted in CLIL classrooms in Hong Kong, investigating the language(s) used by the teacher and students (Lin, 2015), multimodalities (Lin, 2012), and assessment tasks (Lo & Lin, 2014). However, how teachers, who have a pivotal role in a classroom, make their decisions in choosing different language varieties and registers, using multimodal resources, and designing assessment tasks remains unclear, particularly in the higher education context.

Understanding what teachers think, know, and believe, and its relationship to teachers' classroom practices has become a well-established domain of enquiry and a key theme in the field of language teaching and teacher education. For example, Borg's (2006) framework on language teacher cognition highlights three key dimensions in the study of teacher cognition, namely schooling, professional education, and context, and outlines their relationship to classroom practice.

In this light, this research study aims to address the gap by investigating CLIL teachers' unobservable beliefs in their minds and their language awareness via their actions and practices in CLIL classrooms in a post-secondary institution in Hong Kong. By taking a constructivist epistemological approach to inquiry, this qualitative case study investigates a business teacher in a tertiary institution in Hong Kong through in-depth qualitative data collected by classroom observations, background, stimulated recall interviews, and teachers' journals. Preliminary findings show that the teacher consciously and unconsciously drew on various linguistic resources, including L1 academic written/oral registers, L1 everyday registers, L2 everyday registers, and L2 academic oral registers as well as multimodalities to facilitate learning of language and business content in a semester-long subject.

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1A.2 Exploring Content and Language Teachers' Co-assessment Practices in CLIL: Perspectives from Language Teachers

Jieting Jerry XIN (The University of Hong Kong)

ABSTRACT

In Content and Language Integrated Learning (CLIL) programmes, non-linguistic content knowledge is taught, learned, and assessed in an additional language. Existing studies of CLIL focus largely on its effectiveness and pedagogical issues, without paying much attention to assessment. Indeed, assessment in CLIL is arguably as important as teaching and learning, as it can reveal students' achievements in content and language and provide feedback to inform teachers' instruction and learning. Implementing CLIL assessment is not easy for CLIL teachers because they need to balance content and language as well as diagnose students' learning issues from these two aspects, which requires them to have professional knowledge of teaching and assessing content and L2. However, in some CLIL contexts, content teachers are trained as subject specialists with no expertise in L2 teaching (Mehisto, 2008), and thus, a collaboration between content and language teachers is suggested (Lin, 2016). So far, most of the cross-curricular collaboration in CLIL programs has seemed to be practiced in the form of co-planning and co-teaching, but little in co-assessment. The current study aims to address this gap and provide more empirical evidence for this under-explored area. Through conducting an in-depth interview with an English teacher working in a bilingual primary school and collecting her assessment materials, this study investigates how this language teacher carried out and perceived cross-curricular collaboration with the content teacher in assessing their students' content knowledge. Findings from the thematic analysis of the interview and documentary analysis of the assessment materials report how this co-assessment was implemented. For example, before the assessment, the language teacher would design the CLIL assessment with the content teacher, including what to assess, the formats of the assessment, marking rubrics, etc. During the assessment, the language teacher provided language scaffolding for students and had a close discussion with the content teacher on how to balance content and students' language use when marking students' works. After the assessment, they worked together to diagnose students' learning problems and provide students with comprehensive feedback. Besides, the findings report the language teacher's perceptions of co-assessment, such as its effect on students' learning, the benefits she gained, and the challenges she encountered during the collaboration. Based on the findings, this study can shed light on co-assessment between content and language teachers as a valid way of CLIL assessment. Insights into what constitutes effective co-assessment and implications for promoting CLIL teachers' assessment literacy (Lo & Leung, 2022) will also be discussed.

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1A.3 Two Extreme Cases of Family Language Planning under Chinese-English 2030 Bilingual Policy in Taiwan

Wei-Hua LAN (*National Taiwan Normal University*)

ABSTRACT

Family Language Policy (FLP) aims to understand how the micro-level family domain and the macro-level societal power influence children's language acquisition and development (Spolsky, 2012). FLP is defined as overt and covert planning regarding language use and practices in the family domain (Curdt-Christiansen, 2009). This study investigates how two mothers hold different attitudes toward Taiwan's Mandarin Chinese-English Bilingual Policy that places greater emphasis on the acquisition of an international language than local languages and conduct their language policy at home. Two mothers in their 40s with children aged 5-8 volunteered to participate in the interview. Although both mothers grew up in Taiwanese families, the two focal families chose different first languages at home—one speaks Taiwanese, and the other speaks Mandarin Chinese. Spolsky's (2004, 2012) model of language policy enables studying these mothers' language ideology, management, and practice in Mandarin Chinese, Taiwanese, and English at home. In addition to the interview data, the participants provided audio and video recordings of daily conversations and shared reading activities for analysis. The results show that their ideologies toward the status and function of Mandarin Chinese, Taiwanese, and English rooted in the way they were raised as a child and through their school years affected their language planning and practice at home immensely. The mother who chose Taiwanese as her first language considered the bilingual policy a threat to their heritage and hence chose to avoid using Mandarin Chinese and English at home, whereas the other mother tried to bring English into the home environment by spending an immense amount of time using English resources such as television programs, online lessons, and English picture books. These two extreme cases represent two types of families in Taiwan—one that desires to raise bilingual children with mainstream language and English whereas the other strives to preserve the heritage language and temporarily puts English education aside, questioning the definition of "bilingual" given by the policy planning at the macro level.

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1A.4 What is the Language Goal in EMI? An Analysis of Vocabulary Demand in a High-stakes Assessment in Hong Kong

Daniel FUNG (The Education University of Hong Kong)

Edsoulla CHUNG (Hong Kong Metropolitan University)

ABSTRACT

In English Medium Instruction (EMI) programmes, students learn content subjects through English, their second language (L2). While it has been argued that students can develop their L2 alongside their content knowledge, the L2 goal is not always clearly defined. For example, we do not know enough about the amount of vocabulary required for success in EMI, and the subject-specific language demanded by different content subjects. Some attempts have been made to identify the language demand in EMI concerning the vocabulary used in learning materials and classroom discourse, representing the ‘process’ dimension of research; however, in order to clearly define the language goal, it is crucial to also delve into the ‘product dimension’, pointing to the need for research on EMI assessment. To address the research gap, our study examined 16 sets of papers containing two subjects, namely Biology and Geography, spanning eight years from a high-stakes examination in Hong Kong. The examination is conducted at the end of Secondary Six (Grade 12) to determine university admission and can thus be regarded as what learners are expected to achieve in secondary education. Our investigation into the vocabulary profiles of the examination papers indicates that students needed to learn beyond the K1–K3 (the most frequency 3000 words in English) and master the mid-frequency words (K4–K8) as well as academic words. It also reveals that the less frequent vocabulary items were not often shared by the subjects. Further, the analysis of academic words suggests how some words were commonly used in the examination papers of the two subjects, and others more subject-specific. Pedagogical implications are discussed to highlight the need for teachers and students to attend to the target language goal in EMI and to consider the subject-specific nature of the vocabulary items in EMI.

1A.5 Teacher's Identity Position in Creation of EMI Policy in the Community School of Nepal

Nani Babu GHIMIRE (Tribhuvan University)

ABSTRACT

Due to the influence of neoliberal ideology, many community schools have shifted to EMI, even in rural Nepal. This paper focuses on teachers' identity position in creating EMI policy in these schools. The data were drawn from six primary-level teachers of three community schools through an unstructured interview by obtaining critical ethnography research design of the qualitative study. I have discussed how teachers create their identity position for creating EMI policy while shifting the community school to EMI to ensure their agentive role in policy formation in school education. The study's findings reveal that there was diminutive involvement or participation of teachers in creating EMI policy in the community schools. The teachers are key school education stakeholders; however, their role was ignored by the school management committee (SMC) in creating EMI policy in the community schools. Instead, SMC established the policy and informed the teachers to implement it in the classroom through the staff meeting. The teachers were not actively involved in EMI policy creation but were asked to implement it effectively. The findings of the study imply that the policymakers of the community schools need to take concern for the teachers to create EMI policy in the schools for the equal participation of all the stakeholders and to develop the teachers' identity position in EMI policy creation in the community schools.

Parallel Session 1B

1B.1 Exploring Learning-oriented Assessment in EAP Writing Classrooms: Teacher and Student Perspectives

Maggie MA (The Hang Seng University of Hong Kong)

ABSTRACT

Despite a growing interest in learning-oriented assessment (LOA) in recent years, there is limited research on its implementation in language classrooms. Adopting an ecological perspective, this case study explored the implementation of LOA in three English for Academic Purposes writing classrooms in terms of learning-oriented assessment tasks, developing evaluative expertise, and student engagement with feedback from both teacher and student perspectives. Major data sources included classroom observation and interviews with teachers and students. Classroom observations were conducted to understand the three case study teachers' implementation of LOA along each of its three dimensions. Semi-structured interviews and focus group interviews were conducted with the three teachers and their students respectively to gauge both the perceived success of and obstacles to the implementation of LOA. The findings showed the different extents to which the three teachers perceived and shaped the affordances of each dimension of LOA in terms of perceived affordances, shaped affordances, and potential affordances. The variations in the three teachers' implementation of LOA could be attributed to micro-level (e.g., teacher factors such as teacher assessment knowledge and student factors such as student motivation and English writing proficiency), meso-level (e.g., a lack of institutional support), and macro-level (e.g., sociocultural beliefs) factors. The study also found the various degrees to which the students perceived and utilized the affordances of each dimension of LOA and the various ways in which teachers' and students' fields of affordances were aligned, including unalignment, limited alignment, negative alignment, and positive (re)alignment. Based on the findings, a model of learning-oriented assessment in EAP writing classrooms has been proposed and pedagogical implications have been discussed.

1B.2 The Effects of Coloring and Frequency Manipulation on Incidental Collocational Learning from Meaning-based Reading

Jookyoung JUNG (The Chinese University of Hong Kong)

Minh Hoang TRAN (The Chinese University of Hong Kong)

ABSTRACT

Collocational knowledge, which develops through exposure to an abundant input, is vital to function as a competent communicator. For second language (L2) users, however, it is often not feasible to have sufficient encounters with collocations with ideal intervals, especially in foreign language learning contexts as in Hong Kong. While previous studies have often adopted intentional approaches to promote collocational learning, relatively little attention has been paid to incidental approaches combined with meaning-based reading.

Against this background, this study examined if colouring and frequency manipulation would affect the incidental learning of collocations. Fifty-four Cantonese undergraduate students read two English stories in which twelve adjective-pseudonoun collocations appeared. The collocations were coloured in red for the colouring condition, and the frequency was doubled for the increased frequency condition (three vs six times). Participants' attentional processes were captured using Tobii Pro Fusion during their reading, and a subgroup further produced stimulated recall comments. Participants' knowledge about the target collocations was measured with recall and recognition tests immediately after the reading as well as one week later.

The results indicated that increased encounters with the target collocations led the participants to fixate on the collocations significantly more frequently for a longer time. Increased frequency was also linked to superior performances on the immediate form and collocation recognition tests. Red-colouring of the target collocations promoted first fixation duration, but only when the frequency of the collocations was doubled. Red-colouring also led to improved performances on the collocation recognition in the immediate posttest, as well as meaning recognition and collocation recall in the delayed posttest. The stimulated recalls further showed that participants were able to notice and acquire the pseudonouns, and sometimes utilized their collocate adjectives to infer the meaning of the pseudonouns. The findings of this study demonstrate that incidental approaches can be useful in facilitating collocational learning from meaning-based reading.

1B.3 An Action Research on EFL Learners' Perceptions of Data-driven Synonyms Learning

Yingying YANG (Shanghai International Studies University)

Lin CHEN (Shanghai International Studies University)

Xumin TIAN (Shanghai International Studies University)

ABSTRACT

Synonyms are of highly communicative value (Hatch & Brown, 1995) and at the same time challenging for language learners (Liu & Zhong, 2016). Compared with traditional pedagogy, the DDL (Data-driven Learning) mode takes advantage of the corpus that contains numerous authentic linguistic materials, facilitating the development of vocabulary acquisition and self-regulated learning. Insufficient long-term empirical research calls for more longitudinal research or longer DDL treatments (Boulton & Vyatkina, 2021, p. 75). Under the framework of second language acquisition, constructivism, and sociocultural theories, this study investigates the changes in learners' perceptions and explores the potential factors after two rounds (2 semesters, 36 weeks) of data-driven synonym learning, to provide implications for applying DDL in the EFL context.

Junior English-majored students from a university in Shanghai participated in the study and their responses were collected through questionnaires and semi-structured interviews. The study adopts a guided inductive approach (Johansson, 2009) to conduct the corpus-based (COCA) and TBLT instructional design, in the form of a learner-centered mini-lecture task. It covers three main phases that integrate pre-task guidance, during-task practice and presentation, and after-class exercises and feedback. The whole process was further optimized and standardized in the second round of DDL, highlighting scaffolding built upon group work and teacher feedback.

Results show that learners were generally positive towards data-driven synonym learning. They were able to "notice" and analyze the nuances between synonyms more scientifically with authentic materials and frequency information provided by the online corpus. There were some difficulties such as time cost and querying techniques etc. However, between the two rounds of DDL implementation, no significant difference was found in learners' perceptions of the DDL mode and the mini-lecture task. Meanwhile, scaffolding enhanced in the second round not only promotes knowledge construction and the development of both cognitive and self-regulated learning ability but also increases the practicality of DDL in real EFL instruction by counteracting the possible influence caused by language proficiency to a certain extent. Besides, task motivation and language choice in DDL implementation can be another two potential factors for its

effectiveness. Finally, the study provides pedagogical implications: 1) the data-driven synonym learning mode is a feasible and effective method to acquire vocabulary in EFL class; 2) DDL teaching design should prioritize learners' needs and emphasize pre-task training and scaffolding at both during-and post-tasks stages.

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1B.4 Different Glossing Strategies and Incidental Lexical and Collocational Learning from Reading

Honglan WANG (The Chinese University of Hong Kong)

Jookyong JUNG (The Chinese University of Hong Kong)

Weiyi LI (The Chinese University of Hong Kong)

Wenrui ZHANG (The Chinese University of Hong Kong)

ABSTRACT

Glossing is one of the most prevalent textual modification techniques found in many English textbooks in Hong Kong. Glossing is often employed to facilitate reading comprehension by boosting lexical access during reading, and sometimes as an attention trigger to help learners to notice unknown words and learn their meanings. However, whether glossing can be utilized to promote collocational learning has received relatively less attention, even though collocational knowledge plays a pivotal role in communicative competence. Against this background, this study examined if different glossing strategies would have a distinct impact on incidental lexical and collocational learning from reading.

For this study, sixty-three Cantonese undergraduate students read two English stories in which twelve adjective-pseudonoun collocations appeared. Before reading, the participants were randomly assigned to one of three conditions, original (no glossing), single-word glossing (only the pseudonouns glossed), and collocational glossing (the adjective and the pseudonouns glossed together). Participants' comprehension of the stories was measured with true-or-false statements, and their learning was assessed with a collocation recall and a recognition test immediately after the reading as well as one week after the reading.

The results from mixed-effects modeling revealed that glossing the adjective and the pseudonouns together promoted reading comprehension significantly compared to the other two conditions. Also, while both single-word glossing and collocational glossing strategies enhanced lexical and collocational learning in the immediate posttest, collocational glossing had a superior efficacy as manifested in the delayed posttest. The findings of this study cast meaningful pedagogical implications on better utilizing glossing to assist L2 users' reading comprehension and incidental learning of lexical and collocational aspects of target words.

1B.5 The Effects of Self-Regulated Language Learning Strategies on EFL Learners' English Writing Anxiety

Ying ZHAO (The Education University of Hong Kong)

ABSTRACT

EFL learners experience different levels of anxiety in the English writing process. The anxiety will negatively influence EFL learners' learning experience and even writing performance. In the background of information technology, English learning is becoming increasingly personalized. It stresses the importance of self-regulated learning strategies for EFL learners. EFL learners may use different strategies to regulate their own learning consciously or unconsciously. Therefore, the study explores the impacts of self-regulated learning skills for EFL learners on their English writing anxiety. The results and findings of the study aim to offer implications for the future development of a proper self-regulated learning tool to help students reduce English writing anxiety.

The study adopted a quantitative research method, by conducting an online questionnaire survey of 188 first-year college students in Kunming, Yunnan province, China, and using regression analysis to analyze the data. The online questionnaire survey aims to learn about participants' background information, English performance, use of self-regulated learning strategies, and their perceptions of English writing anxiety. The participants are 188 college students in the first school year at a college in Kunming (ages 17-23, $M=19.06$, $SD=0.91$, 75% female, 55.3% Arts major, 44.7% Sciences major). All the collected data is valid and used to analyze the factors influencing English writing anxiety. By controlling the effects of age, sex, major, and English performance, the hierarchical regression analysis results show that English writing self-regulated learning strategies could significantly explain 13.7% of the total variance in English writing anxiety (self-regulated learning strategy: $b = 0.46$, $t = 5.50$, $p < .001$, $\beta = .39$). Learners with more frequent use of self-regulated learning strategies are more likely to have a lower level of English writing anxiety. Therefore, improving the use of self-regulated learning strategies can help to reduce EFL learners' English writing anxiety. However, the regression analysis of the impacts of three subcategories of self-regulated learning strategies on English writing anxiety did not indicate significant results respectively, which implies a strong correlation among different aspects of self-regulated learning. So, teachers and learners should cultivate holistic self-regulated learning strategies rather than just focus on some independent aspect.

This study will call for more attention to research on reducing negative emotional effects on English writing by improving learners' self-regulated learning skills. It will improve teachers' awareness of self-regulated learning

strategy instructions and guide students to consciously apply strategies to different learning tasks. This study could provide an empirical foundation for research on how to increase learners' self-regulated learning strategies. For EFL learners, they will have the opportunity to reflect on their learning strategies and improve their awareness of self-regulated learning strategies by participating in the research. In the future, the author will explore effective computer-assisted self-regulated learning skills for EFL learners to solve their English writing anxiety. In the long run, the awareness of self-regulated learning will contribute to lifelong learning.

Parallel Session 1C

1C.1 Designing Effective ESP Teaching Materials for Mathematics and Computer Science Undergraduates

Natalia IURKOVA (Shenzhen MSU-BIT University)

Lilia SHEVYRDYAEVA (Shenzhen MSU-BIT University)

ABSTRACT

The key objective of teaching English for specific purposes (ESP) is to train students to produce and comprehend texts within the scope of their future professional careers. One of the main challenges in teaching ESP to undergraduate students is finding appropriate teaching materials that would both reflect the students' basic language needs within their professional domains and based on their thus far limited knowledge and skills in disciplinary subjects, in other words, to find the right balance between content and language.

The lack of such materials has prompted the authors of the paper to develop two thematic workbooks English for mathematics and English for ICT to be used in English classes with undergraduate students of the Faculty of Computational Mathematics and Cybernetics. Gradually progressing through the major content courses, the workbooks work in parallel with content instruction to supplement and reinforce the content of disciplinary lectures and seminars, to provide a repeated encounter with newly learned thematic vocabulary and concepts, and to progressively develop students' skills and knowledge.

This paper introduces the concept behind the workbooks and presents the strategy for developing teaching materials. Both workbooks have a similar structure and are based on thematic texts (selected from online encyclopedias, and educational and popular science websites) and videos (taken from the open educational platform TED-Ed), which introduce students to the authentic language of scientific and educational publications.

Each unit contains a structured set of exercises that help students to develop the essential vocabulary knowledge and skills of disciplinary English, as well as listening comprehension and speaking. Multiple choice exercises, true/false questions, blank filling, and matching tasks develop the ability to extract information from the texts, identify cause-and-effect connections, and analyse and summarise the content. Practice exercises throughout the workbook highlight essential vocabulary-related learning strategies and techniques, fostering both language and cognitive fluency. Thus, such an approach moves from focusing on disciplinary language to content-based language learning within a more comprehensive framework of joint language, content, and learning skills development.

The paper analyses the experience of the first two semesters of using the workbooks in class discusses the limitations and pitfalls and suggests ways of dealing with them.

1C.2 ESP Curriculum Design for Engineering: A Decade of Innovation and Challenges at HKU

Ken HO (*The University of Hong Kong*)

ABSTRACT

In higher education, the advantages of integrating English teaching and disciplinary content have been emphasized under the names of English Across the Curriculum (EAC) (Bazerman et al., 2005; Morrison et al., 2021), disciplinary literacy (Hyland, 2012; Nesi & Gardner, 2012) and Learning-to-Write/Writing-to-Learn (Manchón, 2011). Since the launch of the four-year university curriculum in Hong Kong in 2012, Hong Kong University (HKU) has been offering various English-in-the-Discipline (ED) courses to six engineering departments/programmes and 500+ engineering undergraduates annually. Through an ethnographic lens, I will discuss the innovations and challenges in designing and deploying the ED engineering curriculum in the past 10 years. This emic perspective is based on liaising with teachers and students in engineering, analysis of spoken and textual assignments, working with ESP teachers, review of literature in engineering pedagogy and my reflection as an engineer (former), ESP teacher, and programme coordinator. Specifically, I will discuss how to take advantage of the 'loosely-coupled' model and 'closely-coupled' model in faculty engagement, integrate genre-based and process-based approaches in curriculum design, and leverage technical presentation to facilitate the teaching of technical writing.

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1C.3 Euphemisms in the Era of Post-figurative Culture

Tianyi ZHU (Wuhan University of Technology)

ABSTRACT

With the thriving of digital technology, people are entering the era of knowledge innovation and cultural feedback. Post-figurative culture refers to the transformation that the younger generation must transmit knowledge and culture to their predecessors. The younger generation has become authors of youth subcultures and values. There appears an endless stream of cyber neologisms in the era of post-figurative culture. Although some may derive from negative spiritual symptoms, they eventually reconcile to euphemism in language expressions. They are embodying the five value orientations put forward by Kluckhohn and Strodtbeck, even in the era of post-figurative culture. The transformation of digital technology has brought challenging visual demands and fragmented information to the younger generation in the era of post-figurative culture. These factors unsuspectedly have an overwhelming impact on the discourse among the inferiors in the era of post-figurative culture. They tend to communicate frankly without complete historical awareness and adequate cultural values. Fortunately, the language ecosystem is capable of purification. Such cyber neologisms are constantly adjusting to the language ecosystem as well as the network environment. The paper probes into euphemisms in the era of post-figurative culture based on network new words and selects these new words as the corpus from mainstream social media. The corpus is selected based on social media like Redbook, Weibo, etc. It mainly adopted the exploratory-interpretive approach. The thesis gains insight into the language phenomenon by analyzing the formation mechanisms, cultural connotations, and contributing factors of such euphemisms. The main contribution of this paper is to create a new perspective on cyber neologisms. In this way, on one hand, it will enable people to better understand cyber neologisms; on the other, euphemism has also been endowed with new connotations in the era of post-figurative culture, in which it is expected to contribute to the language ecosystem as well as the cyber civilization.

1C.4 Empowering English Language Teachers through Digital Microlearning

Lucas KOHNKE (The Education University of Hong Kong)

Dennis FOUNG (The University of British Columbia)

ABSTRACT

The COVID-19 pandemic has forced teachers of English as a second language around the world to adopt emergency remote teaching (Hodges et al., 2020). The need to create synchronous and asynchronous student-centred learning environments (Carillo & Flores, 2020; Moorhouse & Kohnke, 2021a) has focused attention on teachers' digital competence (Starkey, 2020) and their ability to exploit technology and digital pedagogy. While teachers need professional development in technology to prepare for the digital transformation of higher education (Curwood, 2014; Moorhouse & Kohnke, 2021b), the outbreak of the pandemic has made the need for such professional development more urgent than ever before.

Traditionally, language teachers engage professionally by attending conferences, seminars, workshops, or short courses (Guskey, 2000; Richards & Farrell, 2005). Unfortunately, these modes of teacher professional development (TPD) often fail to address the complexities of the OBL environment and teachers' individual needs (Ranieri et al., 2019). In the current educational landscape, TPD opportunities must provide individually tailored and meaningful technological and pedagogical skills to teachers. Ideally, TPD would be a learning experience that does not pull teachers from their work for an extended time but allows them to explore a particular area of content in reasonable depth.

Recently microlearning has received increased attention for its ability to rapidly provide teachers with the immediate skills they need (see Corbeil et al., 2021). Microlearning delivered through mobile phones is emerging as a way to offer teachers relevant and engaging training in high-impact, bite-sized nuggets that have small and specific learning goals. Microlearning refers to short-term learning activities (i.e., 2–8 minutes) based on input provided by videos, podcasts, infographics, and the like (Reinhardt & Elwood, 2019) that allow teachers to learn new skills quickly and apply them immediately in their teaching. Microlearning can improve TPD by providing quick training on relevant and immediate tasks – often those related to applications and tools in the curriculum (Jomah et al., 2016; Nikou, 2019; Nikou & Economides, 2018).

This qualitative study using semi-structured interviews with 12 English language teachers aims to investigate the innovative practice of delivering CPD through two-to-eight-minute microlearning modules, including augmented reality programs, podcasts, infographics, and videos. It addresses the following research questions

(RQs):

1. What are English language teachers' perceptions of microlearning as CPD?
2. How does microlearning CPD help English language teachers use digital resources for teaching and learning

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Parallel Session 1D

1D.1 The Variation in Foreign Language Classroom Anxiety across Face-to-face and Online Learning Settings among Chinese University English Majors

Shuting ZHANG (The Education University of Hong Kong)

ABSTRACT

Foreign language classroom anxiety (FLCA) has been researched extensively in the literature. However, most previous studies on FLCA were cross-sectional, while much less longitudinal research has been conducted to investigate its changes over time or across different learning contexts. This study examined how learners' FLCA fluctuated when classroom teaching was switched to online teaching due to the COVID-19 pandemic. A repeated measures design was adopted in this study. Two rounds of questionnaire data were collected from the same group of 377 English majors, who completed the first survey on classroom anxiety in face-to-face learning in semester 1 and the second survey on FLCA in online learning in semester 2. Semi-structured interviews were carried out after each survey, with 20 students in round 1 and 13 students in round 2. The changes in learners' overall classroom anxiety levels and the factors underlying FLCA were analyzed using paired samples t-tests. The findings suggested that these students' FLCA scores increased significantly in the second semester in a remote learning context. Regarding the changes in the underlying constructs of FLCA, communication apprehension and fear of negative evaluation went up significantly in semester 2, while no significant difference was identified in lack of self-confidence in speaking English. The interview responses revealed that the increase in FLCA may be attributed mainly to the abrupt shift to online learning (i.e., limited opportunities to practice oral English, their inability to seek help from classmates before speaking, uncomfortableness about speaking online, and Internet issues). This study takes a dynamic view to examine the changes in English learners' anxiety through collecting longitudinal data and reveals that contextual factors are responsible for fluctuations of FLCA. Pedagogical implications may be suggested for language teachers to help students cope with their classroom anxiety in different learning settings.

1D.2 Linguistic Complexity and Accuracy in the Oral Performance of an Argumentative Task

Sara SANTOS (University of Macau)

ABSTRACT

Following a previous study on the effects of manipulating cognitive complexity on the oral production of a monologic information-giving task (Santos 2018), this quantitative research work aims to investigate the impact of increasing the cognitive demands of an argumentative task. The independent variable chosen was the “± few elements” of the Cognition Hypothesis proposed by Robinson (2001, 2003, 2005, 2010, 2011, 2015). The dependent variables were measures of accuracy and measures of linguistic complexity (syntactic complexity and lexical diversity). For accuracy, two general measures (error-free clauses per total clauses and errors per 100 words) and four specific measures (lexical errors per AS-unit, omissions per AS-unit, morphosyntactic errors per AS-unit and the percentage of self-repairs per total errors) were selected. As syntactic complexity measures, clause length (words per clause) was calculated as well as subordination (clauses per AS-unit) and coordination (coordination clauses per AS-unit). Lexical diversity was measured by Guiraud’s index. Thirty-three Chinese learners of Portuguese as a foreign language participated in the study. They performed two argumentative oral tasks (simple and complex task). The order of the tasks was counterbalanced. All data were transcribed and coded in the CLAN program (MacWhinney, 2000). The findings showed that increasing task complexity led to a more lexically diverse speech. The Cognition Hypothesis was confirmed only concerning lexical diversity. A correlational analysis between accuracy and complexity measures did not confirm trade-off effects, as predicted by the Limited Attentional Capacity approach (Skehan 1998, 2009, 2014, 2015, 2018). The findings of this work are compared with the findings of a previous study with a different task type, i.e., an information-giving task (Santos 2018). As both studies analyse L2 oral performance in Portuguese, the discussion of the results can bring new insights to the area of Applied Linguistics, namely to the field of Instructed Second Language Acquisition.

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1D.3 Identity Construction of YouTube English teachers

Jenifer HO (City University of Hong Kong)

ABSTRACT

YouTube, a popular video-hosting site, is increasingly being used as a platform for learning. Previous research on the use of YouTube for hosting educational content has been focusing on the multimodal design of educational videos (Bateman & Schmidt-Borcherding, 2018), and how evidence of learning is shown (Benson, 2015). Research on the bottom-up identity construction process of online teachers has been scarce. This paper reports on a qualitative study on the identity construction of a YouTube English teacher. Through conducting online observation of the teaching channel and a semi-structured interview with the YouTube teacher, this study explores how the teacher performs her 'repertoires of identities through linguistic-semiotic resources' (Spotti & Blommaert, 2017, p. 171). While identity construction of classroom teachers has been widely researched in face-to-face contexts, it has not been adequately explored in social media platforms in which teaching is mediated by digital technology. Furthermore, YouTube teachers' identity performance in a global context also warrants more attention from applied linguists. This study suggests that the widening of participation in English language teaching in social media platforms such as YouTube requires complex identity and semiotic work which goes beyond academic qualifications and teaching experiences, and thus calls for more recognition of the complex identity work performed by online teachers which demonstrates their expertise and legitimacy in online English language teaching.

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1D.4 A Study on Hong Kong Young Adults' English Pronunciation: The Influence of Mother Tongue and American Pop Culture

Cindy LAU (UOW College Hong Kong)

Rayes HO (UOW College Hong Kong)

ABSTRACT

Background & Objective: This sociolinguistic study aims at exploring the language attitude and the degree of dominance of three English varieties British English (“BrE”), American English (“AmE”) and Hong Kong English (“HKE”) among young adults in Hong Kong. As the world enters the digital age, Hong Kong people may find themselves juggling their BrE, owing to its British colonial past and AmE, which was fueled by globalization. This research studies the results of a group of young adults whose first language (L1) is Cantonese. They were taught BrE (second language, L2) through the education system in Hong Kong, and AmE (third language, L3) to various degrees of exposure to American soft power (e.g., drama, music, films). Though language transfer is always found from L1, AmE is predicted to show greater influence on teenagers’ performance in English because AmE is more structurally and phonologically like BrE (a Germanic language), compared to Cantonese (a Sino-Tibetan language).

Method: This study recruited 14 participants aging from 18-24 who were native Cantonese speakers born and raised in Hong Kong. Two tasks were completed by each participant online. First, they were asked to complete 7 questions of a questionnaire regarding their age, education background, as well as the accent they spoke, and the accent they preferred. The second task was a speaking test where participants were required to do a video recording with their faces shown as they read 60 words aloud, 40 of which include phonological features of BrE, AmE, and HKE as testing points for diagnostic purposes.

Result: Supporting our prediction, the results reveal that the participants produce a similar proportion of BrE, AmE, and HKE, which means language transfer from L1 to L2 and/or L3 to L2 are both possible. The most significant AmE feature produced was adding a postvocalic /r/ when it is not required. For instance, ‘letter’ can be pronounced as [ˈletə] (BrE) or [ˈletər] (AmE), but over 79% of participants produced the AmE version. Also, influenced by their L1 Cantonese, some participants dropped the final consonant or simplified consonant clusters. Other features, for instance, the wrong allocation of word stress on a multisyllabic word (e.g., to pur’chase, pre’ferable) were also observed. In conclusion, the language transfer from L3 (AmE) to L2 (BrE) is possibly caused by the influence of American soft power and the production of HKE can be attributed to the lack of self-awareness of their mother tongue.

1D.5 Burmese Learning Experiences at China's Frontier

Meichun XUE (Yunnan University)

ABSTRACT

In the context of China's implementation of the Belt and Road Initiative, the development of LOTE (languages other than English) in China comes into a revitalization era. LOTE plays an important role in acting as a bridge linking China to other countries. Since 2009, Yunnan has been discursively constructed as a bridgehead for China to cooperate with Southeast Asian countries and the education of LOTE with a particular focus on the Southeast Asian languages has experienced an unprecedented expansion size. This study explores the learning experiences of Chinese postgraduates majoring in Burmese at a Chinese border university in Yunnan. Findings reveal how Chinese students perceive the values of learning Burmese, what learning challenges they encounter, and how they exert their agency to overcome their learning difficulties. More specifically, there exists a dynamic process of Learning Burmese, students had low expectations of learning Burmese before their exposure, while high expectations of learning Burmese after their exposure. The study also reveals that Chinese students' investment in learning Burmese has been shaped by their access to various resources mediated by multiple social forces across time and space. The study can shed some light on providing pedagogical implications for enhancing the learning outcomes of LOTE in China.

Parallel Session 2A

2A.1 Deep Analysis of Salient Vocabulary using Corpus-Driven Tool: Learner Corpus in Malaysia

Wei Lun WONG (Sultan Idris Education University)

Mazura @ Mastura MUHAMMAD (Sultan Idris Education University)

Charanjit Kaur SWARAN SINGH (Sultan Idris Education University)

ABSTRACT

Corpus linguistics is a rapidly growing field of study on a global scale. It is currently a relatively rare scientific field in Malaysia, especially in education. In this study, education was the chosen research field. Subsequently, the learner corpus was selected as the main corpus. The research approach of this study was quantitative and the corpus-driven research design was integrated. Several research problems were identified. First, Malaysian primary school learners have a low level of English competence. The most frequently committed error by them is in the tense, followed by punctuation, vocabulary, and spelling. Moreover, they lack the necessary vocabulary for guided and extended writing. This study aimed to conduct a deep analysis of the salient vocabulary used by advanced Malaysian upper primary school learners. The main objective was to investigate the top twenty salient vocabulary in their extended writing. Purposive and random sampling techniques were employed. The study sampled 560 advanced Malaysian upper primary school pupils from twenty-eight national primary schools with high English proficiency located in each state capital and Kuala Lumpur, the federal territory. LancsBox was the primary corpus-driven tool for performing in-depth analysis. A total of 560 extended writing or 152,187 tokens was analysed. Raw frequency and normalised frequency were counted. The findings suggested that most of the top twenty salient vocabulary words were functional words such as *the*, *and*, *to*. Thus, a deep analysis of the top twenty salient content words: nouns, verbs, adjectives, and adverbs were done to obtain significant findings. The examples of salient nouns were *people*, *day*, *time*. For salient verbs, the examples were *went*, *said*, *go*. Instances of salient adjectives were *good*, *beautiful*, *happy*. Eventually, the salient adverbs' examples were *not*, *when*, *also*. The findings demonstrated that advanced Malaysian upper primary school learners from various regions employed distinct vocabulary for extended writing, despite similarities revealed through micro and macro comparison. Following that, the findings served as a critical vocabulary reference for Malaysian English teachers and primary school learners in terms of guided and extended writing.

2A.2 Grammatical Complexity in L2 Advanced Academic Writing by Filipino Research Writers across Disciplines

Hjalmar Punla HERNANDEZ (University of the Philippines Los Baños)

ABSTRACT

Grammatical complexity has received much attention in L1 advanced academic writing, but it is an underexplored area of research in L2 advanced academic writing. Using Biber et al.'s (1999, 2021) framework, this study explored grammatical complexity in L2 advanced academic writing by cross-examining 42 research articles (RAs) written by Filipino research writers (FRWs) in Applied Linguistics, Curriculum and Instruction, and Psychology. The main results revealed that attributive adjectives as noun premodifiers, prepositional phrases as postmodifiers, and nouns as noun premodifiers exceedingly co-occurred across disciplinary RAs. A significant difference exists between the three nominal modifiers and other grammatical complexity features. As such, L2 advanced academic writing by FRWs uses a compressed and implicit discourse style. In conclusion, L2 advanced academic writing regardless of disciplinary origin is characterized by phrasal complexity as it relies heavily on the three nominal modifiers. Likewise, it carries dense packaging of information. The study has applied implications for academic writing instruction, academic writing assessment, and academic research publication.

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2A.3 Corpus-driven Teaching of Discipline-specific Academic Vocabulary: Biology Academic Word List

Lilia SHEVYRDYAEVA (Shenzhen MSU-BIT University)

ABSTRACT

Corpus-based discipline-specific word lists are a convenient tool for both investigating and teaching specialized vocabulary. Word lists are used to establish which words learners are likely to encounter most frequently in disciplinary academic discourses and in what contexts and, based on this evidence, to decide which words should be concentrated on in teaching materials and the classroom. The most influential word list in recent years has been the Academic Word List (AWL) containing 570-word families (Coxhead, 2000). The methodology of compiling disciplinary word lists is now well-established and has been confirmed in a range of studies across genres and subject areas (Coxhead & Demecheleer, 2018; Lei & Liu, 2016; Liu & Han, 2015; Nation, 2016; Valipouri & Nassaji, 2013).

This paper presents the experience of building discipline-specific Biology Academic Word List (BAWL) of written texts in life sciences. To this end, Corpus of Modern Biology (CoMB) was compiled (7 million running words) of research and review articles from high-impact scientific journals (Nature, Science, Cell, etc). The corpus consists of 7 sub-corpora (1 million running words each) covering the major areas of biology (physiology, genetics, molecular biology, ecology, etc). The word families for the BAWL were selected based on high levels of frequency, range, and uniformity. The resulting 711-word families provide 19.52% coverage of research writing in life sciences and include 5,124 types; therefore a word family consists of, on average, around 7-8 types, with the largest word families, REGULATE and ACTIVATE including 39 and 38 types respectively.

Following Hyland and Tse (2007), this paper also returns to the concept of the core academic vocabulary, in this case within a particular disciplinary discourse of life sciences, and compares the lexical units between the sub-corpora to determine if there is a universal core vocabulary of biology and examine the degree of lexical relatedness between the disciplines.

The BAWL provides a useful academic word pool for intermediate to advanced learners of ESAP and early career researchers who need to read and publish scientific articles in English. Arrangement into word families enhances the learning of vocabulary, as well as morphology and grammar, as it highlights the derivational potential of modern academic writing in life sciences and raises students' awareness of word formation patterns.

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2A.4 Investigation of a Flipped Corpus-aided English-speaking Learning Programme

Hsueh Chu Rebecca CHEN (The Education University of Hong Kong)

Jing Xuan TIAN (The Education University of Hong Kong)

ABSTRACT

This study developed and evaluated the effectiveness of a flipped corpus-aided English-speaking learning programme. Three stages were implemented in this study, including a 3-hour workshop, an after-workshop survey, and a flipped corpus-aided training programme. The workshop was conducted for 72 participants to introduce the English Speech Corpus with Different Proficiency Levels (Chen, 2022) and demonstrate how to use this corpus to learn English speaking. All 72 participants responded to the after-workshop survey which aims to investigate the effectiveness of using the corpus in speaking learning. 20 English learners were recruited and divided into two groups (10 for each), experimental (EG) and control (CG) groups. EG participants participated in a ten-session flipped corpus-aided English-speaking training and performed a self-evaluation task, pre- and post-training surveys, and a follow-up interview. The training session included 5 topics, an introduction to the corpus, and linguistic features of the four sub-skills of English speaking, including fluency and coherence (FC), LR, grammatical range and accuracy (GA), and pronunciation (PN). A 15-minute instruction for each session was conducted in class. For the flipped components, EG participants read materials designed based on the corpus and finished some corpus-aided activities that aim to help learners identify the linguistic features that speakers with different proficiency levels have. CG participants only received one session on the corpus introduction and performed the self-evaluation task.

Results of the after-workshop survey revealed that more than 95% of the 72 participants agreed that the data collected in the corpus are useful for their speaking practice. The corpus data also help participants to identify the speaking features that they have and those features in their target expected speaking score. All of them would like to recommend this corpus to other English learners. Pre-and and post-training surveys revealed that EG participants' awareness of identifying the features of English-speaking FC and LR improved significantly (FC: $p = .001^*$; LR: $p = .024^*$). Results of the self-evaluation task showed that all EG participants self-identified the linguistic features of the English-speaking task and gave appropriate examples. However, 8 out of the 10 participants from the CG failed to self-identify FC features, 6 failed in LR features, 2 failed in GA features, and 6 failed in PN features. EG participants reported their learning process in the follow-up interview, and all confirmed the effectiveness of this method. They also made pedagogical suggestions on how to improve each sub-skill.

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2A.5 WE in ME: The Pragmatic Functions of English Lyrics in Macao Original Cantopop Songs in 2016-2021

Ka Lon CHAN (University of Macau)

Ut Meng LEI (University of Macau)

ABSTRACT

Like Hong Kong, Macao English (ME) is an important medium of communication permeating different sectors in the communities of Macao. Among all genres, popular music in Cantonese (Cantopop) is one where Englishization via Cantonese-English code-switching is seen as a norm. Under the prevalence of World Englishes (WE), genres of text associated with popular culture ranging in different languages have been studied (e.g., Lee & Kachru, 2006; Lee & Moody, 2012; Ng, 2020). Frameworks for analyzing code-switching in pop culture were launched for a better theoretical explanation of the phenomenon (e.g., Chan, 2009; Li, 2000; Lin, 2009). Despite the established effort of previous studies about Englishization in languages under various contexts, Cantopop is still in its infancy, and rarely are data gathered in the context of Macao. With close observation and detailed analysis, the convergence of English and Cantonese in Macao Cantonese pop songs is not a random act, but a systemic phenomenon well-related to linguistic factors. This study adapted the refined analytical framework of Ng (2020) in analyzing Hong Kong Cantopop, encompassing the features of Cantonese-English code-switching from textual, pragmatic, and social perspectives. In previous empirical studies, researchers usually focused on a corpus-assisted discourse analysis study (e.g., Chan, 2009, 2011; Ng, 2020). Even though there are researchers who have considered how people interpret the functions of code-switching in the lyrics, the target participants are musicians (Cheung, 2020). Few studies have been conducted on the interpretation of the general public. To complement the research gap with empirical evidence, a mixed-methods approach was adopted with an analysis of 15 award-winning songs of local music awards in Macau between the years of 2016 and 2021, together with interpretation obtained from surveys, semi-structured interviews and a focus-group interview with members of the music circle and the general public. The result indicated that English in Macao Cantopop is most often perceived to carry the function of aesthetic effects, expedience, conveying thematic meanings, avoiding embarrassment, and emphasis on emotions. Moreover, different positions and formats of code-switching between lyrics are found to be correlated with different pragmatic effects. This research offers a more comprehensive picture of Cantonese-English code-switching in Macao Cantopop with different aspects observed and details given.

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2A.6 Large-grained Syntactic Complexity for Doctoral Dissertation: The Effect of Part-genre and Language Background

Miao WANG (Shanghai International Studies University)

ABSTRACT

Syntactic complexity research has recently shifted its attention to academic writers with more advanced language development across disciplines, part-genres, or language backgrounds. However, we do not know if advanced academic writers from different L1 backgrounds demonstrate genre awareness when engaging in academic writing practices across part-genres and show “more communicative and rhetorical flexibility” (Ortega, 2015, p. 87).

This study examined the academic writings produced by L1 English and L1 Chinese Ph.D. students through 10 large-grained measures of syntactic complexity on subordination, coordination, and phrasal complexity in applied linguistics. The 120 published dissertations (Abstract and Discussion) were analyzed using Lu’s Second Language Syntactic Complexity Analyzer (2010). The within-group paired sample t-tests, Mann-Whitney U tests, and Wilcoxon signed-rank tests explored the statistical significance of differences in large-grained syntactic complexity measures across part genres. The between-group statistical analysis did not clearly show syntactic complexity variation for language backgrounds. The results reveal that the effects of part-genres on the variation of syntactic complexity were more characterized by effect size between the two groups of academic writers. Finally, the paper concludes that academic writers with more advanced language proficiency might consciously be aware of part-genres when completing distinct writing tasks to fulfill different communicative purposes.

Parallel Session 2B

2B.1 The Effectiveness and Students' Perceptions of a Corpus-based English Pronunciation Learning Approach

Fang MEI (*The Education University of Hong Kong*)

Qing MA (*The Education University of Hong Kong*)

Bojie QIAN (*Wuhan University of Communication*)

ABSTRACT

Corpus linguistics and corpus-based language pedagogy (CBLP) have been proved to be effective in language education (Johns, 1991; Leńko-Szymańska & Boulton, 2015; Ma et al. 2021; McEnery & Xiao, 2011). However, corpus-based pronunciation teaching to L2 learning has been largely unknown both theoretically and pedagogically (Derwing & Munro, 2005; Gilbert, 2010). Using a case study approach, we examined the effectiveness and students' perceptions of a CBLP lesson focusing on improving students' pronunciation of English using a spoken corpus in an authentic classroom. A total of 74 first-year college students attended the lesson and completed the post-lesson survey which collected their views towards the CBLP English pronunciation lesson. Pre- and post-tests were administered to examine the effectiveness of the lesson. In addition, interviews were conducted with the students to probe into their views on the CBLP approach to the teaching of English pronunciation. The results indicated that the students' overall perceptions were positive, and they reported several benefits of the use of corpus-based materials and tools in pronunciation learning: 1) providing access to authentic spoken data; 2) developing listening and speaking skills; and 3) providing opportunities for autonomous pronunciation learning. However, the students also reported that they need more exposure to corpus resources and teacher guidance in exploring different search functions of the spoken corpora as well as other types of corpora (for reading and writing) to help them gain full command of the corpus-based language learning approach.

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2B.2 Challenge or Opportunity? A Case Study of Science Teachers and Students in Coping with Their Language Challenges in English-medium Instruction (EMI) Classrooms

Jack PUN (City University of Hong Kong)

ABSTRACT

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into the English medium of instruction (EMI) and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, a study in Hong Kong that explores the teaching and learning process in EMI science classrooms (Physics, Chemistry, Biology) from 8 secondary schools will be reported. Drawing the multiple sources of data from semi-structured interviews, questionnaires, and 34 hours of video-recorded classroom observations of 19 teachers and 545 students, the patterns of classroom interactions (turn-taking, ratio of talk, language choices, question types) in both traditional (or early-full) EMI vs MOI-switching (or late-partial) schools (switching from L1 Cantonese to L2 English), between Grades 10 and 11 in both schools are explored. The teachers' and students' perceptions of EMI teaching and learning process including their views on EMI, choices of classroom language, language challenges, and coping strategies will also be investigated. By providing an evidence-based, detailed analysis of authentic classroom interactions, this research hopefully sheds light on ways for improving the quality of instructional practices in different EMI classrooms worldwide.

2B.3 Adoption of Mobile Learning in Teaching Primary English

Danni Li (The University of Hong Kong)

ABSTRACT

Mobile learning has shown a promising effect on enhancing students' flexible and convenient learning experience without time and space limitations (Howie et al., 2014). Sizeable research in the adoption of using mobile learning has been discussed at higher education level and most in subjects of STEM. However, few researches examined how mobile learning is adopted in teaching English to primary students. The realization of good mobile learning in class relies highly on the proportion of appropriate teaching plans and reasonable teaching application design by teachers (Pilar et al., 2013). This research aims to study the current adoption of mobile learning in teaching primary English in China's Mainland and find out potential problems and solutions as a reference to further teachers' application.

With the research question "what is the current adoption of mobile learning in teaching primary English in China's Mainland?", interviews contain six interviewees conducted towards two primary school English teachers, one primary school office staff who is familiar with school e-devices equipment, two training center teachers who teach English to primary students and one university teacher who studies English teaching and was responsible for training students to be English teachers in primary school.

In this research, both teachers from primary schools and training centers who teach primary English have a general understanding of mobile learning and have applied mobile learning in pre-class and post-class with good teaching and learning effectiveness. However, because of lacking experience and professional guidance in mobile teaching, teachers are facing challenges in in-class application and further utilization in pre-class and post-class. For suggestions, teachers are recommended to have a more reasonable teaching design of mobile learning, choose appropriate mobile apps or platforms for their students, optimize mobile teaching by self-improvement, and explore support from teachers' collaborations in the community, which could be a reference to further application of mobile teaching.

The findings are expected to be useful for the application of mobile learning to primary school English teachers, primary school e-learning office, and training center English teachers, and may help educational researchers to have a better talent plan for students who majored in pedagogical English, which is important for future adoption of mobile learning.

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2B.4 Teaching and Learning English as a Foreign Language Speaking Skills Through Blackboard During COVID-19

Fawaz AL MAHMUD (Khulais, Jeddah University)

ABSTRACT

The COVID-19 pandemic has shifted English teaching to online platforms, such as Blackboard Collaborate, but whether online platforms affect the acquisition of core English language skills like speaking has yet to be studied extensively in the Saudi context. This study addressed and analyzed the perceptions of English as foreign language instructors and students at the University of Jeddah, Saudi Arabia concerning the use of Blackboard Collaborate to develop speaking skills through an explanatory sequential mixed-method design. In the first phase, participants completed an online cross-sectional questionnaire for the quantitative approach. Data analysis revealed positive perceptions of speaking skill development through Blackboard Collaborate among both students and instructors. Female students and less experienced instructors reported more satisfaction with learning English through Blackboard Collaborate than male students and experienced instructors, respectively. In Phase 2, the researcher conducted in-person interviews with 10 instructors and 10 students, focusing on three areas: the Blackboard Collaborate user experience, instructors' and students' beliefs, and the challenges of and suggested improvements for Blackboard Collaborate. Instructors and students were fully aware of how to use the platform, and their motivation to use it was very high. This study further uncovered how Saudi students have shifted their learning style from passive to active learning following the student-centered approach. It also highlights the benefits Saudi women gained, as they were more comfortable practicing conversation through Blackboard Collaborate and the avoidance of cultural barriers. Studying the effects of culture on language learning through technology is a necessary direction for future research.

2B.5 Revamping a Core Academic Literacy Course for Undergraduate Students: Experience and Implications

Mable CHAN (Hong Kong Baptist University)

ABSTRACT

This presentation reports the revamping of a compulsory academic English course (i.e., University English II) provided for year 1 students of a local tertiary institution in Hong Kong, the rationale behind and its positive impacts. University English II aims to elevate students to an advanced level in academic reading and writing and reinforce the effective use of communicative strategies in English for academic purposes. As a new Course Coordinator, I revisited the assessments and rubrics accordingly and adopted a research-informed approach to refine the course content and teaching materials. Quantitative and qualitative feedback collected at the end of the semester shows that students appreciate the changes. The means ratings were significantly higher than those of the past year in terms of the effectiveness of the learning tasks/activities, assessment methods, assessment standards, course workload, dissemination of course information and documents, the overall learning experience, level of difficulty, and whether the course has stimulated critical thinking, achieved the intended learning outcomes and met students' learning needs. Implications will be discussed and there are suggestions to further refine the course to address the needs of less proficient students.

2B.6 Learning from New Literacies: Negotiating Performance in Teaching Practicum Enhanced by Digital-media Technologies with Undergraduate English Major Student Teachers

Diane HUI (Hong Kong Metropolitan University)

Ka Kiu LUK (Hong Kong Metropolitan University)

Faria Razwan AFZAL (Hong Kong Metropolitan University)

Wing Kei Kevin WONG (Hong Kong Metropolitan University)

Javed SAWERA (Hong Kong Metropolitan University)

Hon Yin LAM (Hong Kong Metropolitan University)

ABSTRACT

Do student teachers from different cultural backgrounds master digital-media technologies similarly or differently in teaching practicum (TP)? This small-scale study examines how undergraduate English major student teachers negotiate different literacies supported by digital-media technologies for enhanced performance during their TP in Hong Kong where technology is the major fabric of everyday life. It also aims to provide useful information about how student teachers from different cultures will maximize the use of digital resources for optimal effects in teaching. Understanding their literacy practices will help educators better understand their cultural traits to facilitate equitable curricular/instructional improvements with authentic literacy needs in the teaching profession.

Overlapping theories and research examined these practices. One work done is called “new literacies” (Lankshear & Knobel, 2011), where participants engage collaboratively in practices mediated by digital-media technologies (technical aspects) to achieve shared purposes. Through collaborations, participants do not only learn the pursuit they are involved in—by acquiring and enacting attitudes, dispositions, values, beliefs, knowledge, and skills (ethos aspects) essential for successful collaborations—they also learn how to be effective participants working with multiple participants who are at different levels of expertise in the learning community. Complementing this is a concept of literacies/literacy practices which involve participants’ active negotiations of meaning with complex, and sometimes competing, literacies to achieve effective communication and common goals (Wenger’s (1998) communities of practice and Gee’s (2004) affinity groups). When these ideas are brought together (hereinafter ‘new literacy practices’), particularly in pre-workplace settings, it becomes clear that many everyday practices of new literacies are definitely integral to performance excellence in educational settings.

Drawing on new literacies, social learning, and sociocultural perspectives, this small-scale study builds on the

results of a previous RGC-funded study about the positive effects of new literacies on improved academic work with undergraduate English major students. It uses a mixed-methods research design involving 4 in-depth case study participants (2 local and 2 ethnic minority student teachers) from a local university before and after their TP in local primary schools spanning over six months. Data are collected from quantitative survey and qualitative methods (including teaching observations, literacy and professional assessments, interviews, and work samples) to examine what new literacy practices the student teachers engage in, and how they use them as forms of “efficacious learning” that can contribute to their competence and success during their TP. The collective outcomes generated will raise public awareness of practical strategies for integration which will benefit academic and non-academic beneficiaries in literacy research and English language education.

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Parallel Session 3A

3A.1 A Review of Pre/Post Covid Nonverbal Communication in Education in and out of China

Qingzhao LI (Suzhou University)

Farzaneh HARATYAN (Suzhou University)

ABSTRACT

Both verbal and nonverbal communication is involved in the teaching and learning activities. Verbal behavior is the main channel through which teachers impart knowledge to students, while nonverbal behavior is the main channel through which teachers convey their emotions, simplify teaching instructions, activate the student's learning interests, and enhance teaching effectiveness. This paper reviewed the findings of twenty recently related research inside and outside Chinese contexts and discussed how they converged or diverged in their achieved results about this concept of nonverbal communication in pre covid and post covid eras. This paper also included the way it has been defined, practiced, and evaluated considering various variables that interact and affect nonverbal communication. In conclusion, this paper maintains how students' attention, initiative, and participation besides other psychological mechanisms in education can be influenced. This paper is beneficial to teacher trainers to enhance the effectiveness of college English teaching.

3A.2 Examining the Reciprocal Relations among English Self-concept, Self-efficacy and Engagement

Min ZHAO (Shanghai University of International Business and Economics)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

How students perceive their ability is closely related to the extent students engage in English learning. However, how perceived ability is related to engagement still remains a thorny issue, as many studies have shown that students who perceive their ability high are also found to be disengaged in English learning (Veiga et al., 2015). Two possible reasons might have resulted in this complexity. The first one relates to the complexity of self-perception of ability and engagement. Perception of ability is a complex construct (Marsh et al., 2018), which usually differentiates between self-concept (past-oriented) and self-efficacy (future-oriented) (Bong & Skaalvik, 2003). Engagement is a multidimensional concept that comprises cognitive, behavioural, emotional engagement, and so forth (Fredricks et al., 2004). The second regards the stability/fluidity of the relations within and across these constructs. For instance, for one time, self-concept might assist engagement, for another, the assistance might fade away. The current study explored the stability/fluidity of self-concept, self-efficacy, and engagement and the mutual relations among these constructs during a one-semester English study course at a university in China's Mainland.

Participants involved 208 second-year undergraduate students studying an English course (Mean of age= 19.8, SD= .70, females= 61%). All participants were volunteers and aware of the purposes of the study. All students were invited to respond to three questionnaires at the beginning, middle and end of the third term of their undergraduate study: one measuring engagement (a 6-point scale with 12 items, every four items measuring cognitive, behavioural, and emotional engagement, respectively), one measuring English self-concept (5 items), and one measuring self-efficacy (8 items).

Data analyses involved two steps: First, we conducted confirmatory factor analyses to ensure the measurement quality of each scale. Second, we computed the means of each factor and conducted a cross-lagged analysis to explore the stability and lagged effects across variables.

Our major findings are shown in Figure 1: (1) self-concept appeared to be the most stable construct, followed by self-efficacy and behavioural engagement; (2) self-concept consistently had a delayed effect on self-efficacy, whereas self-efficacy only had a short-term lagged effect on self-concept; (3) behavioural engagement

consistently had delayed effect on cognitive engagement, while only had delayed effect on emotional engagement in the long run; (4) self-efficacy had a short-term delayed effect on behavioural engagement, while behavioural engagement had long-term delayed effect on self-efficacy. Implications for enhancing students' engagement in English learning were discussed.

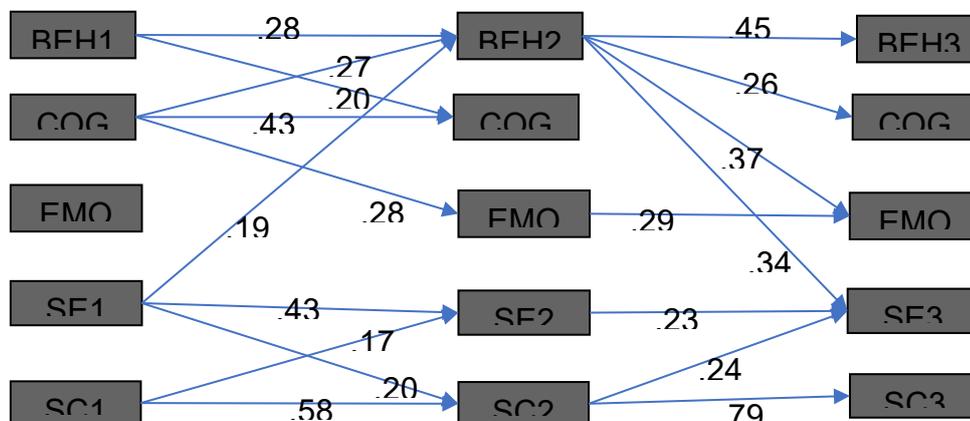


Fig. Reciprocal relations among English engagement, English self-efficacy and English self-concept

Note: All paths estimated were standardized and significant at $p < .01$. All omitted paths were nonsignificant.

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3A.3 Mainland Chinese Postgraduate Students' Oral Participation in the EMI Classroom in Hong Kong: An Academic Language Socialization Perspective

Xinyi WANG (City University of Hong Kong)

Matthew SUNG (City University of Hong Kong)

ABSTRACT

This paper reports on a qualitative inquiry that investigated the experiences and perceptions of the Mainland Chinese postgraduate students about their socialization into academic English use via their participation in various oral activities in the English-medium-instruction (EMI) classroom in Hong Kong universities. Informed by the framework of academic language socialization (Duff, 2010; Duff & Anderson, 2015), the study examined the problems the students encountered when participating in oral activities in the classroom through their second language, the strategies they employed to increase their classroom participation, and their ways in which they negotiated their identities through participating in various classroom activities. Based on the data collected via questionnaires and interviews, the study found that the students encountered a range of difficulties relating to language use and acquisition of professional knowledge, which hindered their participation in various classroom activities and their adaptation to the English-medium learning environment. The findings also provide evidence of a range of strategies and resources that the students drew upon to develop proficiency in their second language and gain a more nuanced understanding of the norms of language use in an academic context. Furthermore, the findings reveal that the students' negotiation of their identities in the English-medium classroom appeared to be shaped by their language competencies, their understanding of the course materials, and several contextual conditions. Overall, the study contributes to our understanding of university students' academic English socialization experiences in the EMI classroom from the perspectives of the Mainland Chinese postgraduate students in Hong Kong.

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3A.4 Examining the Relationship between Students' Preferences for English Pronunciation Models while at University with the Exposure to English Pronunciation Models in a Post-university Environment

Valentin TASSEV (Kaya University)

ABSTRACT

This study aimed to examine the relationship between former Assumption University of Thailand (AU) students' preferences for English pronunciation models while registered at the university with their daily exposure to English pronunciation models in a post-university environment. In particular, this study tried to compare students' preferences about the pronunciation models of native speakers (NSs) of English with the pronunciation models of non-native speakers (NNSs) of English. The study reveals that students held preferences for the NS English pronunciation models to be learnt at the university level and, also, were the desirable models for students to mimic and copy in their daily communication in English thereafter, which casts doubt on the notion of English as an international language. At the same time, the study found that students were well aware of the need for exposure to different pronunciation models due to a variety of pronunciation models existing in Thailand, in particular. So far, the findings reveal that the teaching of pronunciation should, first and foremost, be based on examining students' in-built preferences for pronunciation models to be learnt and, accordingly, taking into account and making inquiries into what students' justifications are for identifying with such pronunciation models, which in the future could be perhaps used as a needs' analysis study shortly before teaching starts.

Parallel Session 3B

3B.1 Evaluating the Representations of Linguistic Diversity in a Chinese Video Game: A Social-semiotic Approach

Zhou CHANG (Yunnan University)

Guorong HAO (Yunnan University)

Jihang LUO (Yunnan University)

Can ZHANG (Yunnan University)

Decai FU (Yunnan University)

ABSTRACT

Video games contain the semiotic potential for contemporary linguistic and cultural studies. In the shifting paradigm of the global gaming industry, China has emerged from the largest consumption market to one of the game-exporting countries. Drawing on the lens of linguistic diversity (Piller 2016) and incorporating semiotic assemblages (Pennycook 2017) into video game analysis, this study examines the representations of language choices and linguistic forms in Genshin Impact, the biggest global launch of a Chinese video game. The data were collected from the uses and distributions of languages (forms) and auditory and visual modes like image, text, music, and sound effects. The findings reveal three key semiotic processes that link linguistic diversity and social categories such as class, race, and gender. The study can cast light on the larger cultural, social, and economic contexts mediated in the global-oriented Chinese video game. The study is closed by addressing the importance of underlying language ideologies and power structure in the shifting paradigm of the digital economy.

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3B.2 Students' Specific Definitions and Perceptions of Native and Non-native English Speaking Teachers

Tsz Ying LAI (Meten International Education Group)

ABSTRACT

Over the last few decades, the discourses pertaining to the perceptions of and the preferences for native and non-native English-speaking teachers (NESTs and NNESTs) from the lenses of students, teachers, parents, and administrators have been quite intense. Despite the abundance of literature, few projects feature students from secondary schools in the Chinese context, and they do not consider a fundamental matter - how they define and differentiate NESTs from NNESTs. For this study, therefore, I closely examine 25 secondary school students in Shenzhen, China, to determine their specific definitions and differentiations of the two types of educators, their viewpoints and attitudes, and their educational backgrounds. A qualitative approach is employed that incorporates a background profile questionnaire and semi-structured interviews. As per the results, almost all learners in this study generally prefer NESTs to be their language teachers. They also highlight the relative fortes of both genres of instructors: whereas NESTs are more skilled at teaching speaking, pronunciation, and culture, NNESTs are more impactful concerning listening, reading, and grammar. Concerning the definition of these two types of teachers, many cite the accent as a decisive factor. While some consider the nations of birth for the teachers and their respective official languages, others reference proficiency and skin color as markers. This study indicates the need to develop a more comprehensive and critical understanding of the terms NESTs and NNESTs among secondary school students. In addition, the project also furnishes a useful pathway whereby teachers can strive to improve their overall pedagogical impacts and to actuate better learning outcomes by discovering each other's strengths via contemplation of students' evaluations of the teachers.

3B.3 The Development of Cognitive Skills for English Majors: A Three-step Teaching Approach Facilitated by Using Hands-on Concordance

Jing YANG (Chengdu Normal University)

ABSTRACT

Due to being accustomed to teacher-centered teaching, students lacked efficient cognitive skills when reading a long passage. This study redesigned a corpus-based critical reading lesson to change students' learning habits and investigated how a group of second-year English majors at Chengdu Normal university, developed their cognitive skills through hands-on concordance in a three-step training scheme. The first step was conducted online, focusing on using the corpus tool. Before the lesson, this study had compiled a reference corpus to be compared with Douglas' speech, and the researcher had sent this self-compiled corpus to students, together with three short self-made videos on how to download, install and search in AntConc; the second step took place in a computer lab, focusing on using the corpus data as a learning tool for discourse analysis. Before this lesson, students had learned some discourse features about political speech, so the purpose of this lesson is to help them use the corpus tool to understand what they have learned; the third step was conducted after class, focusing on independent research. Students undertook one corpus investigation task after an experimental lesson in the lab. In their written report, they were asked to resolve the problem in the task, and reflect on the process by explaining the search words chosen and discussing what learning strategies they had used. Concerning the concordance learning process by Kennedy and Miceli (2001) as the analytical framework, and the coding method of cognitive skills by Sooin Chun (2011), a mixed design, including a survey, interviews, and written report, was used to collect and analyses the data.

As shown by the self-designed survey and group interview, the findings revealed most students' positive attitudes toward the effectiveness of corpus investigation in critical reading. As revealed by classroom observation and the content analyses of written-report data, concordance investigation was helpful not only for improving students' language awareness but also for expanding their cognitive thinking skills. The results attest to the effectiveness of the three-step teaching approach. This study suggests three factors for students' successful corpus investigation. The first is effective tools training before class; the second is the teaching design for fostering cognitive skills, with gradual guides on a series of concordance-based tasks in the class; the third is feeding back on students' independent research outside the classroom.

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3B.4 Exploring the Evolution of Technology-enhanced Peer Feedback Research in English Language Education: A Bibliometric Review of Research from 2010 to 2022

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Lan YANG (*The Education University of Hong Kong*)

ABSTRACT

There has been tremendous growth in research on peer feedback over the past few decades. Research shows that peer feedback is one of the effective learning strategies for helping students not only learn to be feedback providers for enhancing feedback literacy but enhance academic achievement (e.g., Carless & Boud, 2018; Liu & Carless, 2006). However, bibliometric analysis to review the evolution of research on technology-enhanced peer feedback in English language education (ELE) based on a large number of publications is lacking. Bibliometric analysis is powerful for exploring and analyzing large volumes of scientific data (Donthu et al., 2021). Using a bibliometric analysis, we aimed to explore and evaluate potential trends to interpret the evolution of the technology-enhanced peer feedback in ELE from 2010 to 2022. Six hundred ninety-six publications that satisfied the inclusion criteria (e.g., peer feedback, technology-related, ELE) were retrieved from the WoS Core Collection from 2010 to 2022. We used the tool of *RStudio* to investigate the evolution track, including an overview of the most contributed authors, affiliations, countries, trend topics, and crucial references. The results indicated that the most productive authors are *Huang, G. J.*, *Boud, D.*, and *Yang, Y.F.*; The top three affiliations are the *National Taiwan University of Science and Technology*, *Hong Kong University*, and *British Columbia University*. The leading countries with the most publications are *the USA (24.64%)*, *China (22.42%)*, and *Australia (9.87%)*. Ten major trend topics that emerged from keywords of these 696 publications are as follows: *peer assessment*, *peer feedback*, *feedback*, *higher education*, *collaborative learning*, *peer review*, *formative assessment*, *interactive learning environments*, *online learning*, and *assessment*. The historiography analysis shows 19 important references with the highest LCS and GCS, further illustrating the holistic evolution of technology-enhanced peer feedback in English contexts from 2010 to 2016. Based on the bibliometric analysis and visualization techniques of the literature evolution of technology-enhanced peer feedback in ELE, we found most publications focused on online peer assessment/feedback in English writing in higher education. In our presentation, we will present details of these developmental trends for suggesting future research directions on peer feedback.

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Parallel Session 4A

4A.1 Exploring the Macrostructure of Research Articles in and within Mathematics

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ABSTRACT

Research background: Since Swales (1990) proposes the Introduction-Methods-Results-Discussion (IMRD) model to describe the macrostructure of research articles (RA), a considerable number of studies have examined the rhetorical and organizational structure of the RAs. Previous research has shown that RAs do not always follow the IMRD model (Tarone et al. 1998). Many disciplines have been examined, including medicine (Nwogu 1997), computer science (Posteguillo 1999), applied linguistics (Yang & Allison 2004), mathematics (Kuteeva & McGrath, 2015), engineering (Maswana et al. 2015), information systems (Kwan 2017), and economics (Jin et al 2020). These studies make great contributions to our understanding of the RA structure in various disciplines. However, less attention has been paid to scientific fields, where theoretical articles are more dominant.

Objectives: This study aims to address this imbalance by investigating the macrostructure of RAs in mathematics. We analyze the structure of the RAs in the three major areas of mathematics to answer the following research questions:

1. What is the macrostructure of the mathematics research articles analyzed in the study?
2. Is there any difference in the macrostructure of research articles across the three areas? What do they share and what they do not?
3. What connection can be traced between the macrostructure of the research articles and the knowledge making-practices of the mathematics academic community?

Methods: The analysis is based upon a detailed study of a corpus of 90 RAs, selected randomly from 15 leading journals in three major branches of mathematical discipline: pure mathematics, applied mathematics, and interdisciplinary applications of mathematics. Further, we adopted a triangulated approach to interpret and explore the textual data with the ethnographic accounts obtained through interviews with specialists in mathematics.

Preliminary findings: Results reveal a significant variation from the IMRD structure in mathematics RAs. Introduction and Results sections were always present, but Methods and Discussion were brief or absent. The conclusion was used more in applied and interdisciplinary than in pure mathematics. Some new section types have been found: Notation, Preliminaries, and Application. Moreover, triangulation with the interview data

suggests the organizational and rhetoric structure of math RAs can be viewed as a reflection of the knowledge-making practices and disciplinary epistemology in mathematics. The findings can be useful for RA reading and writing instruction and future research on genre analysis of RAs.

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4A.2 Navigating China's Identity in Combating COVID-19: A Critical Discourse Analysis of Chinese and Western Officials' Tweets

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ABSTRACT

The political discourse on Twitter has become an essential aspect of presenting a country's national identity. With the spread of the COVID-19 pandemic, the Chinese government has seized this opportunity to publicize China's anti-pandemic outcomes on Twitter and has tried to construct a positive image in fighting COVID-19. However, some Western government officials have committed to shaping public perceptions of China and its accomplishments. Therefore, the purpose of my study is to reveal how Chinese and Western officials manage their tweets to construct China's image during this crisis and the mechanisms behind their discourse strategies. From the perspective of critical discourse analysis, the cognitive approach of the ideological square (Van Dijk, 1998; 2006) is borrowed as the analytical framework in my study. Furthermore, inspired by the concept of "affiliated group" (Koller, 2019) and "collective-self categorization" (Brewer & Gardner, 1996), I provide a reconsideration of the classification of "self/other (US/THEM)" through adding two identity subcategories ("affiliative-other(s)" / "affiliated-self" / "affiliated-other(s)" and "unifiable-other(s)" / "unified-self") into the analytical framework. To lexically examine and summarize the discourse features reflected in Chinese and Western officials' tweets, the attitude system from the appraisal theory (Martin & White, 2005) is adopted and incorporated within the ideological square.

In my study, I argue that Chinese officials have constructed a positive image of China mostly through logically organizing the hard facts and evidence into their tweets and borrowing voices from others, making their tweets multi-voiced and well-supported. Moreover, they appeal to emotions to resonate with people. In their Twitter discourses, they have presented a positive image of China via strategies like the positive presentation of self, positive presentation of "affiliative-other"/"affiliated-self" and "unifiable-other"/"unified-self", and negative presentation of the opponents. The deployment of these strategies not only indicates that their discourse is strategically guided by elitism, but also demonstrates their legitimation of the human community with a shared future. Meanwhile, as for some Western officials, their tweets are characterized by an emphasis on emotion and are backed up by spurious proof. These western officials have challenged China's performance mainly through strategies like negating other (China), negating other's (China's) "affiliative-other", and negating self's "detachable-self", which expose the populism and separatism hidden behind.

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4A.3 Linguistic Features and Variation across Eight Research Areas in Science and Social Science Disciplines: An Appraisal Theory Perspective

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Yin Ling CHEUNG (Nanyang Technological University)

ABSTRACT

Many studies have investigated the linguistic features and variety of research articles (RAs) to guide the teaching and learning of English for Research Publication Purposes (ERPP). These studies predominantly adopted a discipline-based framework that foregrounds the influence of (sub-)disciplinary conventions on RAs (e.g., Hyland, 2008). While these studies provided valuable insights into understanding research writing, they may fall short in revealing linguistic variation within and transcending disciplinary boundaries. As increasing new evidence has pointed to linguistic variation that obscures (sub-)disciplinary conventions (e.g., Triki, 2021), this study proposes an alternative approach. Guided by the APPRAISAL framework, this study examined 240 RA discussions from eight research areas in four disciplines: Chemistry, Geoscience, Education, and Management. This study used Cluster Analysis to explore linguistic variation without pre-grouping RAs according to (sub-)disciplines. The analysis classified the discussions into five clusters characterized by distinct linguistic profiles. The profiles do not strongly associate with specific (sub-)disciplines and are likely to be motivated by various factors. Specifically, Cluster 1 is characterized by the infrequent use of features to convey attitude and stance as the RAs devote more space to describing relatively objective processes, such as experimental results, research design and implementation, and real-world observations. Cluster 2 is characterized by the frequent use of linguistic devices that emphasize the study's positive practical value, which may be motivated by the researchers' rhetorical choice to promote their research by drawing readers' attention to the highlights. Cluster 4 employs more attribution resources, indicating higher citation density. This could be due to the RAs' highly cumulative knowledge base requiring them to elaborate on what has already been known in the field before making sense of the findings. The opposite is true for Cluster 3, possibly due to the relatively less cohesive knowledge base and more interpretive knowledge-making of RAs in this cluster. Cluster 5 is characterized by the frequent use of linguistic devices to hedge claims and fend off alternative interpretations, indicating that the research findings do not provide unequivocal evidence to make factual claims. The identified linguistic features and variations of RAs can offer practical guidance on how to write publishable RAs. The findings also provided further evidence to support the call for a re-examination of the discipline-based framework in writing research (Kaufhold & McGrath, 2019). Given the internal fragmentation of (sub-)disciplines and the increasing trend of interdisciplinary research, future ERPP research may need to break free of the discipline-based

framework.

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4A.4 Accent Discrimination and Standard Language Ideology in an Online Discourse Community: A Critical Discourse Analysis

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ABSTRACT

As we move forward in the era of globalization where linguistic diversity is greater than ever, the standard language cultures we live in continue to populate our minds and behaviors. One common space dominated by the standard language mindset is higher education where linguistically diverse faculty are stigmatized by their language, identity, and accent. While a review of the literature demonstrates students' accent bias in educational settings (Chavez & Mitchell, 2020; Heffernan, 2021; Kavas & Kavas, 2008; Smith et al., 2005), missing from the literature is the language ideologies of online discourse communities. By studying the discourse of a particular online community, this study aimed to expand our understanding of the role of social networking platforms in establishing language ideologies on accentedness.

To expose the nature of discourse around language ideologies and accentedness, I compiled 430 open-access Reddit posts addressing the "accent problem" in academic contexts. Drawing on Lippi-Green's (2012) language ideology framework, I combined corpus linguistics and critical discourse analysis techniques to explore how the online discourse community's language ideologies shaped how they understood and responded to faculty accents. My analysis established that the online discourse community's discriminatory behavior toward accentedness was grounded in a standard language ideology. Typical manifestations of this ideology included: 1. the subordination of languages and language varieties, 2. the rejection of communicative burden, and 3. the promotion of the non-accent myth. Based on these findings, I will discuss the implications for higher education professionals.

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Parallel Session 4B

4B.1 Narratives of Negotiating the Article-compilation Thesis in Social Sciences and Humanities: A Hong Kong-based Case Study

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ABSTRACT

In doctoral education, an article-compilation (AC) thesis (Dong, 1998) is an alternative format to the traditional monograph style for students to pursue (Swank et al., 2021). Also known as a manuscript-style thesis (Anderson & Okuda, 2019) or PhD-by-publication in some contexts, an AC thesis is different from a traditional thesis format in that it consists of interior chapters that are standalone published or publishable articles. Each article chapter has its Introduction- (Literature Review) -Methodology-Results-Discussion-(Conclusion) structure, following the conventions accepted by academic journals. While writing an AC thesis is a well-established practice in STEM disciplines (Dong, 1998; Jowsey et al., 2020), it is less practiced in Social Sciences and Humanities (SSH) (Anderson et al., 2020) although it is being promoted in these disciplines. Many SSH students have little knowledge about the format, and those who opted to write an AC thesis reported difficulties in the completion process (e.g., Mason & Merga, 2018). To date, little research has explored how SSH students negotiate the AC thesis writing process (Anderson et al., 2021), particularly in Asian contexts.

To fill the research gap, a qualitative, multi-perspective study was conducted to investigate SSH doctoral students' experiences in completing an AC thesis. To this end, in-depth semi-structured discourse-based interviews (Odell et al., 1983) were conducted with four SSH doctoral graduates from Hong Kong universities who successfully completed their AC theses (two from English Studies and two from Psychology). The interviews were recorded and transcribed for thematic coding and analysis. Findings revealed that the case participants encountered various challenges at different stages of completing their AC theses (e.g., conceptualizing, writing, publishing) and adopted varied coping strategies. The study also identified affordances that contributed to the participants' successful thesis completion. The findings have implications for various stakeholders (e.g., SSH students, supervisors, and EAP practitioners) in Hong Kong and beyond.

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4B.2 Exploring Differences between English as Second Language (ESL) and English as Foreign Language (EFL) Anxiety

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ABSTRACT

Although there has been much research investigating English as a foreign language (EFL) anxiety in classroom settings, none to our knowledge has explored possible differences between EFL and English as a second language (ESL) anxiety in out-of-class contexts (see Horwitz, 2010, 2017; MacIntyre, 2017). Differences between EFL and ESL anxiety in terms of their nature and sources are to be expected, given that the quantity and quality of language contact as well as the purpose of usage and acquisition for EFL and ESL are fundamentally different (Clément, 1986; MacIntyre & Gregerson, 2012). The current study aimed to examine EFL and ESL anxiety in relation to three previously identified factors — English proficiency, self-perceived English competence, and frequency of English usage. The study was administered as an online questionnaire which included instruments such as the Anxiety Scale in Spoken Englishes as a Lingua Franca (ASSELF, Wilang & Singhasiri, 2017), Lexical Test for Advanced Learners of English (LexTALE, Lemhöfer & Broersma, 2012), self-perceived English competence questionnaire (Eslami & Fatahi, 2008) and self-adapted frequency of English usage survey (refer to Garcia de Blakeley et al, 2017; Levine, 2003). We recruited 103 participants from the China campus of a Sino-British English medium of instruction university (as representatives of EFL speakers) and 100 participants from the Malaysia campus of the same institution (as representatives of ESL speakers). Although ESL speakers were found to report higher English proficiency, self-perceived English competence, and frequency of English usage in the MANOVAs, they reported similar language anxiety ratings as the EFL speakers for most English use situations, except when they have to communicate with proficient speakers and speakers with a “native” accent. Our study also showed that only self-perceived language competence predicted the level of language anxiety significantly in the simultaneous multiple regression, independent of language proficiency and frequency of language usage. This study provides some insights into the differences between EFL and ESL anxiety experiences and indicates that the factors contributing to language anxiety in EFL speakers should not be generalized to ESL speakers.

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4B.3 L2 Writers' Strategies for Source-based Writing: Are Pedagogical Interventions Effective?

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ABSTRACT

Using sources correctly has been one of the biggest challenges for L2 novice writers when it comes to academic writing. Patchwriting, defined as reproducing the original sentence structure of the source texts and only replacing particular words (Howard, 1995), has been in a controversial position because of the different perspectives it is interpreted by scholars. For example, Bloch (2012) regarded patchwriting as a form of plagiarism and argued that students use patchwriting to commit intentional plagiarism. On the contrary, Pecorari (2003), Valentine (2006), and Howard (2010) viewed patchwriting as a transitional stage, where novice writers familiarize themselves with academic writing before mastering English writing. Over the past decade, research on patchwriting and plagiarism reminded us that L2 writers use patchwriting extensively because students are worried about distorting the author's original meanings in the texts if they paraphrase the original author's sentences. Explicit instruction on paraphrasing was also suggested to help students avoid too much patchwriting (Rashidi et al., 2016; Neumann et al., 2020). Yet, while explicit instruction was believed to help students avoid excessive patchwriting, research looking at the extent to which novice L2 writers use explicit instruction and the reasons students rely completely or partially on explicit instruction, remained relatively scant. To fill in this gap, this study explored eleven novice EFL writers' practices and strategies when doing source-based writing with instructions given. Semi-structured interviews and textual analysis revealed that, although students reported that step-by-step guidelines were helpful, not everyone followed the instructor's guidelines throughout their source-based writing processes. Instead of following the instructor's guidelines intuitively, some students reported drawing a mind-map first, some read the texts back and forth several times and some others used the instructor's guidelines as a metacognitive check-up tool for their source-based writing assignment. Textual analysis based on Wette's (2017) taxonomy showed that students' texts still contained copying and an excessive amount of patchwriting. Based on such results, we give pedagogical implications at the end of our presentation.

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Parallel Session 5A

5A.1 An Analysis of Translation Strategies in Chinese-English Literary Translation

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ABSTRACT

Different historical, social, and geographical factors create different regional cultures, and different cultural concepts will have an impact on authors and their works. Therefore, from those authors' works, we can know their native cultural backgrounds and features. As a cross-lingual communication, translation can be regarded as both the transformation from one language to another and from one culture to another (Yu, 2013). Thus, translators' major task is to realize the transformation between different languages and cultural backgrounds by using proper translation strategies.

This paper analyses how to choose translation strategies to deal with differences between eastern and western languages and cultural concepts during the process of Chinese-English literary translation. There are three key points for this paper: should the translation be completely faithful to the source text, the influence of the translator's views and positions on the translation results, and whether the readability of translations is improved by changing or omitting some expressions in the source texts? Based on these three points, translators can decide how to choose the most proper strategies to do their translations and transfer the real intention of the author and original works. The purpose of using the correct translation strategies is to eliminate the contradictions between different languages and cultures.

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Yu, J. (2013). Cultural awareness in Chinese-English translation. *Theory & Practice in Language Studies*, 3(12).

5A.2 Discovering Gender Stereotypes in Translation: A Study of the English Translations of Mulan Ci (木蘭辭, “The Ballad of Mulan”) by Western Male Translators

Jianwen LIU (Hong Kong Shue Yan University)

ABSTRACT

The Ballad of Mulan (Mulan Ci (木蘭辭)) is a widely recited folk poem in Chinese culture. It celebrates the filial piety of the heroine, Mulan, who has joined the army on behalf of her father. Not only is this story passed down across generations and familiar to the Chinese people, but it is also widely known globally by its various forms of adaptations and translations. This article investigates, from a perspective informed by feminist translation criticism, the representative English translations of the Chinese poem conducted by renowned male translators. Based on the investigation that the male translations are inadequate in presenting the female protagonist’s true voice, the article argues that translation is a gendered activity where a translator’s gender-cultural presuppositions play a significant role in the translation. It is found that the male translators have projected their stereotypical perceptions about the literary image of Chinese women in their interpretation of Mulan. Mulan’s subjectivity as a legendary woman has been reconstructed in the male-translated discourse due to the absence of the translators’ gender sensitivity in rendering gender-related text.

5A.3 Analysing Spoken Discourse for Gender Representation in the Japanese Animated Movie *Your Name*

Ching Hang Justine CHAN (The Education University of Hong Kong)

ABSTRACT

Japanese is considered a unique Asian language that possesses many sex-exclusive features, such as sentence-final particles and personal pronouns. For a better understanding of the actual use of Japanese nowadays, this presentation has chosen a 2016 Japanese animated movie called *Your Name* as the data. The first half of the story covers a body-switching between the two main characters, Mitsuha Miyamizu, who is a high school girl living in the fictional town of Itomori in Japan's mountainous Hida region (the Western part of Japan); and Taki Tachibana, who is a high school boy living in Tokyo (the Eastern part of Japan) (Makoto Shinkai et al., 2017). Occurrences of sentence-final particles and personal pronouns employed by different characters in casual conversations were counted. The sentence-final particles were classified based on the categories generalised by Okamoto and Sato (1992) and Okamoto (1995), named as strongly feminine (SF), moderately feminine (MF), neutral (N), moderately masculine (MM), and strongly masculine (SM), while the personal pronouns were classified based on the categories generalised by Ide and McGloin (1990) and Sturtzsreetharan (2009), named as first-person masculine, first-person feminine, second-person masculine, and second-person feminine. The findings suggested that in Japan, it was more acceptable for a girl to be masculine than for a boy to be feminine. No negative consequence could be found when a girl performs with some masculinity; while there were consequences for a boy who performs with some femininity. This was partly in line with the idea the third-wave feminism that gender is a performance for people to construct their gender identities instead of being assigned as sexual traits (Coates, 2004). Women could be accepted for adopting a masculine style of speaking and behaving. They could also accept men behaving femininely. In this study, since the female characters were mainly teenagers, they were less bounded by the social responsibility that adults would experience. This led to a higher possibility for them to act against gender and cultural norm (Ueno, 2006). However, men, especially schoolboys in this context, could barely accept the feminine style adopted by their peers. As Sturtzsreetharan (2006) suggests, young male students use a more masculine style of speaking more frequently than white-collar men, not only to show masculinity but also to build solidarity among peers. This study filled the time gap of the last similar study in 2009.

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Parallel Session 5B

5B.1 Gamification and Self-regulated Learning Impact on English Reading and Intrinsic Motivation in Foreign Language Learners: An Intervention Study

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Shen QIAO (The Education University of Hong Kong)

Sam CHU (The University of Hong Kong)

ABSTRACT

Morphological awareness is identified as a strong cognitive predictor of word reading and reading comprehension. The current morphological awareness instructions are limited to classroom settings and delivered by teachers or experimenters. Few studies have included technology and its novel features to deliver MA instructions.

Morphological awareness is identified as a strong cognitive predictor of word reading and reading comprehension. The current morphological awareness instructions are limited to classroom settings and delivered by teachers or experimenters. Few studies have included technology and its novel features to deliver MA instructions.

This study proposes a gamified learning approach embedded with self-regulated learning support for MA learning and examines its effects on improving English reading performance and intrinsic motivation among junior secondary grade students who learn English as a foreign language. A randomised controlled trial design was adopted. One hundred and four participants were randomly assigned into one of three conditions: self-regulated gamified programme, gamified programme, or non-gamified programme. Students received 16 sessions of instructions (30 minutes/session) and were evaluated on reading abilities (i.e., morphological awareness, word reading and reading comprehension) and intrinsic motivation before and after the programme implementation. Results from repeated measures ANOVA and follow-up ANCOVA showed that while the two gamified groups demonstrated greater improvement in MA (i.e., near transfer effect) and intrinsic motivation than the non-gamified group, only the self-regulated gamified group showed more gains in multisyllabic word reading (i.e., far transfer effect) than the non-gamified group. There was no significant time X group interaction effect on reading comprehension. A sample of participating students were interviewed to explore their in-depth perceptions and experiences of gamified learning. This research will present the qualitative findings, which can help explain the quantitative results. Taken together, this research suggests gamification leads to better morphology learning and increases students' intrinsic motivation. The incorporation of self-regulated learning in gamification is recommended to achieve the far transfer effect on multisyllabic word reading.

5B.2 The Development of Lexical Sophistication in EFL Essays: A Comparison of Lower and Upper Intermediate Essays Using Coh-Metrix

Mohsen SHIRAZIZADEH (Alzahra University)

Narges MOEINI (Alzahra University)

ABSTRACT

Writing in a foreign language has long been a concern for learners and teachers as its development depends on progress in various aspects of communicative competence. One of the major dimensions of writing quality is the use of sophisticated vocabulary which leads to higher scores and reflects learners' expertise in writing. There is, however, inadequate research on how lexical competence, as realized in writing, develops through different stages of language proficiency. To shed further light on this area, we adopted a developmental corpus-based approach (Granger, 2021), and compared the various lexical dimensions of the essays written by lower and upper-intermediate Iranian EFL learners. To this end, 400 argumentative essays, 200 at lower intermediate and 200 at upper-intermediate levels, which were rated holistically by two experienced raters, were analyzed using the Coh-metrix software (Graesser et al., 2011). Out of the many lexical sophistication indices, nine including general and content word frequencies, lexical diversity, familiarity, concreteness, imageability, meaningfulness, polysemy, and hypernymy were selected and explored. MANOVA was employed to compare the two sets of essays in terms of lexical sophistication. Our findings revealed that while the words used in lower intermediate essays had significantly higher frequency and familiarity scores, the words used by upper intermediate writers were more diverse. No significant difference was found between the two sets of essays in terms of concreteness, imageability, meaningfulness, polysemy, and hypernymy of the words. These results suggest that while the lexical sophistication of essays develops from the lower intermediate to the upper intermediate level, this development appears to be only due to upper intermediate writers' larger size of vocabulary knowledge and not the semantic complexity of the words they use. Implications of this study for teaching and assessing EFL writing are discussed.

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5B.3 Affordances of Corpora in Academic Writing: A Comparative Study in an Argentinian English Teacher Education Program

Claudia Alejandra BORGNA (Universidad Nacional de Mar del Plata)

Gisella Belén DIAZ (Universidad Nacional de Mar del Plata)

ABSTRACT

Although the last two decades have seen unprecedented advances in corpus linguistics, the area of foreign language instruction has not exploited such developments to a considerable extent yet. Studies on the pedagogical approach that applies corpora in the classroom, known as data-driven learning (DDL), are still scarce, especially in the Latin American context. The present in-progress study aims to fill that vacancy by completing research on corpus use by first and second-year Argentinian Spanish-speaking teacher trainees in an English Teacher Education program at a state-run university. Previous studies in the same setting were carried out in 2013 and 2014. This presentation aims to describe the steps taken in the implementation of DDL with the COCA corpus and to share and discuss the results of an anonymous, non-compulsory student survey on corpus use. The subjects, 25 students taking two consecutive academic writing courses, were introduced to corpus linguistics, taught how to run some simple queries with the COCA corpus, and were then asked to complete a series of exercises in which corpus consultations were applied to the essay writing process. Finally, the two groups of respondents were asked to fill in a form to show how they use corpus tools in the writing process. Preliminary results reveal differences in the type of corpora used, the kinds of searches run by each group, and the stage of the writing process in which students resort to corpus consultation.

Parallel Session 6A

6A.1 The Predictive Effect of Trait Emotional Intelligence on Emotion Regulation Strategies: The Mediating Role of Negative Emotion Intensity

Zihan GAO (*University of International Business and Economics*)

Yingli YANG (*University of International Business and Economics*)

ABSTRACT

Emotion regulation is not only critical in sustaining positive emotions and decreasing negative emotions in academic learning but also plays a fundamental role in enhancing academic success. The capacity to regulate negative emotions is of special importance in the second language (L2) learning considering that negative emotions can demotivate students, disengage their participation, and decrease L2 achievement. Effective emotion regulation strategies such as cognitive reappraisal may enable EFL learners to experience fewer negative emotions and lower negative emotion intensity, thus improving their L2 performance. On the contrary, ineffective ones such as expressive suppression may worsen the situation. There is a growing research interest in emotion regulation with scholarly attention being paid to the emotion regulation strategies EFL learners use. However, research on the antecedents of emotion regulation strategy selection is scant in the L2 learning context.

Based on the control-value theory (CVT) of achievement emotions, this study employed a mixed methods approach to investigate the mediating effect of negative emotion intensity on the relationship between trait emotional intelligence (trait EI) and the emotion regulation strategies of cognitive reappraisal and expressive suppression with an explanatory sequential design. Questionnaires were administered among 391 EFL learners to measure their trait EI, negative emotion intensity, and the selection of cognitive reappraisal and expressive suppression. The mediation analysis revealed that negative emotion intensity mediated the relationship between trait EI and cognitive reappraisal. However, the mediating effect of negative emotion intensity was not significant in the relationship between trait EI and expressive suppression. Semi-structured interviews revealed factors that explained the trait EI – negative emotion intensity – cognitive reappraisal nexus, including available cognitive resources and learning engagement. The present study provided pedagogical implications for language teachers on how to guide students in their selection of cognitive reappraisal while decreasing their tendency to use expressive suppression so that cognitive reappraisal can play its role in improving their L2 performance.

6A.2 A Study on the Perceptual Learning Styles of English Majors

Xiaofei REN (*Chang'an University*)

ABSTRACT

As the focus of higher education shifted from teacher-centered learning to student-centered learning, more and more scholars are inspired to pay attention to the impact of individual differences on students' academic performance. Perceptual learning style, as an important variable affecting individual differences, is one of the significant factors that affect students' learning efficiency. So far, most domestic and foreign scholars tend to take senior high school students or non-English major postgraduates as their research subjects, and seldom involve English major students. Therefore, the research on English majors' perceptual learning styles can enrich the relevant research results and meanwhile provide some useful suggestions for both English majors and their teachers.

Given this, the author adopted the method of quantitative research to investigate the perceptual learning styles preference of 124 English Majors at Xi'an Polytechnic University. Besides, the author used SPSS 19.0 to make a descriptive statistical analysis of 95 valid questionnaires to understand the situation of the subjects' perceptual learning styles preference.

The results of the study manifest that: (1) The overall situation of English majors' perceptual learning styles belong to minor perceptual learning styles preference, and there is no major or negligible perceptual learning styles preference for them. (2) Among the six sub-categories, auditory style is the most preferred perceptual learning style for students in English learning while group style is the least. And by the mean of each sub-category, the descending order of the mean of the six perceptual learning styles is that of auditory style (M=43.89), tactile style (M=38.96), individual style (M=38.43), kinesthetic style (M=36.30), visual style (M=34.82), and group style (M=25.39).

Because of this, it is suggested that teachers should cultivate students' awareness of perceptual learning styles during the teaching process. Beyond that, they should also guide students to understand their perceptual learning styles preference in English learning, and on this basis encourage students to develop multiple perceptual learning styles to furthest optimize the learning effect.

6A.3 The Interplay between Self-efficacy, Metacognitive Strategies, and English Learning Outcome: A Multilevel Structural Equation Modeling Approach

Chunzhi ZHAO (Shanghai University of International Business and Economics)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Background. The concept of metacognitive strategies and self-efficacy has been widely applied in English language learning. Numerous studies in English as a Second or Foreign Language (L2) have shown that students' English self-efficacy and metacognitive strategies both contribute to their English learning outcomes. Self-efficacy refers to learners' confidence in how well they can handle learning tasks (Kitsantas et al., 2011). Studies found that self-efficacy helps students spend more effort and persistence to challenge higher-level academic tasks, which relates to better language achievement (Mills, et al., 2007). Metacognitive strategies refer to the learning process of planning, monitoring, and evaluating (Cai et al., 2022). To use metacognitive strategies is to monitor and ensure the process of achieving their learning goal, which helps language learners improve their listening, reading, and writing performance of language learning (De Silva & Graham, 2015; Goh, 2008; Zeng, 2007; Zhang, 2010). However, most research has separately investigated the effect of metacognitive strategies and self-efficacy on English learning achievement. Less research focuses on the interplay, e.g., the mediation of self-efficacy between metacognitive strategies and language achievement. Therefore, this study aimed to examine whether self-efficacy in English mediates the relation between metacognitive strategies and English learning achievement.

Method. Participants involved 343 first-year undergraduates studying English at a university in China. Self-efficacy was measured by the English Self-Efficacy Questionnaire (ESEQ), an 88-item scale adapted from the self-efficacy component of the MSLQ by Pintrich et al. (1991). Metacognitive strategies were measured using the Metacognitive Strategies Questionnaire (MSQ) validated by Cai et al. (2019) and Cai et al. (2022). English achievement was indicated by two types of tests: the terminal examination of the Comprehensive English Course and the College English Test Band Four (CET-4). To control for possible confounding effects from different types of classes and teachers, multilevel structural equation modeling (ML-SEM) was used for data analysis.

Results. Results of ML-SEM showed that: (1) self-efficacy and metacognitive strategies significantly predicted English learning outcomes measured by standardized English tests and classroom-based examinations, and (2) self-efficacy in English mediated the relation between metacognitive strategies and English learning outcomes.

Our results suggested the importance of accounting for both self-efficacy and metacognitive strategies when examining their contributions to the L2 learning outcomes.

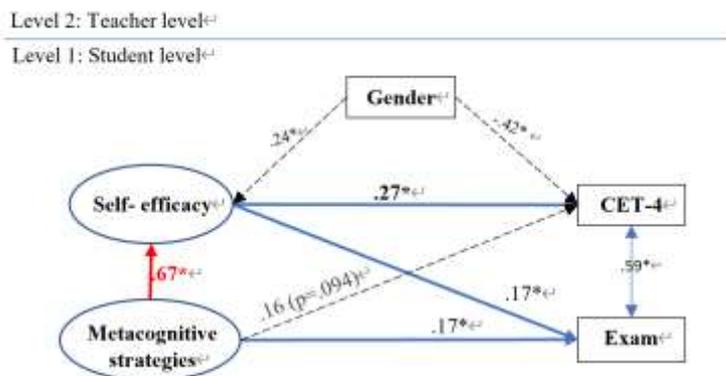


Figure 1. ML-SEM with standardized estimates (student level only)[†]
 Note. * $p < .05$.

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6A.4 Factors Influencing the Form and Meaning Learning of Technical Words in a Second Language

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ABSTRACT

Research background: Learners often struggle with a second language (L2) technical words because both the form and meaning of the words are unfamiliar. Previous studies indicated that form processing and meaning processing may compete for cognitive resources during initial word learning. Additionally, word length may differentially affect form and meaning acquisition.

Objectives: The present study investigated the word-length effects on learning the form and meaning of L2 technical words, as well as how deep semantic processing influences subsequent recognition of target word form and meaning, relative to superficial semantic processing.

Methods: Eighty-eight Chinese-English university students from Hong Kong and China's Mainland were required to learn English technical words of varying lengths. They learned 8 words through reading definitions sentences and 8 words through reading filler sentences (i.e., deep versus superficial semantic processing). They then completed recognition tests on target word form and meaning. Response accuracy and type of errors (subtle versus obvious) for the two tests were analyzed using generalized linear mixed-effects modeling to examine full and partial learning.

Outcomes: Results showed that deep semantic processing enhanced meaning learning and did not impede form learning. Form and meaning recognition were positively related, suggesting that when initially learning L2 technical words, the two elements mutually reinforce each other. Consistent with previous reports, shorter words facilitated form recognition, while longer words facilitated meaning recognition. Interestingly, only learners who performed well on form recognition showed the word length facilitation effect on meaning learning. The study revealed the learning dynamics between the form and meaning of English technical words by L2 learners.

6A.5 An Investigation of Teacher's Perceptions of the Use of Reading Wonders™ for ESL Learners in Shenzhen, China

So Sum CHOW (The Education University of Hong Kong)

Natalie FONG (The University of Hong Kong)

ABSTRACT

In recent years, the Reading Wonders™ programme, a set of Western English Language Teaching (ELT) materials have been extensively used by private schools and training institutions in China's Mainland. Previous research (Dorsey, 2015; Richardson, 2019) has investigated teachers' actual use of the class programme and their perception of the programme's effectiveness in the context of the United States. However, the impacts of these Western ELT materials on second language learners in a non-Western context have not been fully explored. To gain an insight into teachers' perceptions of the use of the Reading Wonders™ Reading/Writing Companion in Shenzhen, China, in-depth semi-structured interviews were conducted with five English teachers with different teaching backgrounds and experiences from school and education centers. The data unveiled that the materials would be more useful for students who learn English gradually in a school setting with a suitable language environment (e.g., private and international schools). Continuous learning was perceived as the only approach that can improve students' vocabulary and reading skills in terms of their English language assessment scores and classroom participation. The findings also reported that challenges encountered by teachers are attributed to students' lack of vocabulary base and inadequate knowledge of English usage as well as lack of teacher training to provide practical instructions.

The study offers insights into how English Language teachers perceive the impact of the Reading Wonders™ Reading/Writing Companion on their students' English language ability. The study will shed light on the exploration and evaluation of the effectiveness of Western ELT materials for Chinese learners.

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Parallel Session 6B

6B.1 Intra-sentential Code-mixing in Early Trilingual Development: Evidence from a Cantonese-English-Mandarin Trilingual Toddler in Hong Kong

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ABSTRACT

Intra-sentential code-mixing refers to mixed utterances with more than one language within a sentence. It is more observed among very young children due to their lack of lexicons (Poeste et al., 2019). This study examines how Leo (1;06-2;11), a trilingual toddler of Mandarin, Cantonese, and English in Hong Kong, code-mixed intra-sententially with the three languages in the trilingual contexts over time and how word types and classes were distributed in his code-mixing. The study also compares his mixed utterances with those of his input providers.

Data were collected from the Leo Corpus, “the first and only open-access longitudinal trilingual corpus with child utterances and caretaker input from all three target languages systematically recorded for an extended period of time” (Mai & Yip, 2022, p. 12). The corpus recorded utterances of Leo interacting with his input providers over 18 months for around 30 minutes each month in each language context.

With quantitative and qualitative analyses, firstly, the study found an uneven code-mixing with the three languages in the three contexts over 18 months. The unbalanced tendency was also shown in the mixed word types and classes. Secondly, the study confirmed the results of previous studies on trilingual code-mixing (Poeste et al., 2019; Sivakumar et al., 2020) that language dominance has no causal relation with intra-sentential code-mixing. Thirdly, the child’s higher mixing rate in some of his profiles than his input providers indicates the child’s agency and the undetermined role of input in early trilingual code-mixing, suggesting that linguistic convention, discourse features, language proficiency, child’s developmental mechanism, input providers’ attitudes, and child-interlocutor relation may play a part in early trilingual development.

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6B.2 Perception of Focus-induced Accentuation in Advanced and Intermediate Mandarin Learners of English

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Haoyan GE (Hong Kong Metropolitan University)

ABSTRACT

In the field of L2 acquisition of information structure, previous studies have investigated whether L2 learners can achieve native-like performance in the comprehension of focus (e.g., Akker & Cutler, 2003; Ge et al., 2020; Ortega-Llebaria & Colantoni, 2014). However, little research has been done on the L2 comprehension of focus by Mandarin learners of English. To fill in the gap, this study examines whether Mandarin learners could correctly identify focus-induced accentuations in sentences with only and how L2 proficiency modulates their performance.

Sixty-six university students participated in the study. They are classified into two groups according to their English proficiency (advanced: N=36, mean age =19; intermediate: N=30, mean age=20). Following the paradigm of Ge et al. (2020), we conducted a perception experiment in which participants were asked to judge which part of the sentences sounded the most prominent. In the experimental stimuli, the accentuation was either placed on the verb or the object, as illustrated in (1). Participants' accuracy and reaction times (RTs) were recorded by E-Prime 2.0.

(1) object-accented

a. The fox is only cutting the MANGO.

verb-accented

b. The fox is only CUTTING the mango.

The results show that both groups of Mandarin learners of English were sensitive to the placement of accentuation in English sentences with the focus particle only. Interestingly, both groups of learners were significantly more accurate in identifying accentuation on the verb than on the object, whereas their RTs to accentuation on different positions are similar. Between the two groups, advanced learners were significantly more accurate and faster than intermediate learners in the identification task.

Our findings are in line with the results of English native speakers in Ge et al. (2020), indicating that native-like identification of focus-induced accentuation is possible in Mandarin learners of English. Moreover, the

differences between advanced and intermediate learners suggest that L2 proficiency can modulate the comprehension of focus-induced accentuation in L2 learners. Finally, the higher accuracy found in verb accentuations across the groups is consistent with previous findings that the location of focus may affect its perception (e.g., Chen et al., 2009; Liu & Xu, 2005) with sentence-medial focus being realized more effectively than sentence-final focus.

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6B.3 Students' (Re)positioning with English across Year One at an EMI University

Andrew JARVIS (The Hong Kong Polytechnic University)

ABSTRACT

English medium instruction (EMI) is increasingly being adopted in universities around the world as it is commonly seen to raise the profile, opportunities, and competitiveness of institutions and their graduates. The literature has shown that many students in different contexts want to gain the perceived benefits of studying in English, but many also struggle to adapt to the demands of EMI. This struggle is not only linguistic but also affective for some students, and learners may hold deficit identities or complex relationships with English. In the growing field of EMI studies, more focus has been placed on the language challenges students face, with less emphasis to date on how students cope with the affective challenges of studying in English. There are few in-depth and longitudinal studies of how learners position themselves with English and the factors which enable or constrain their repositioning.

This presentation will report on the English journeys of students across year one of their undergraduate studies at an EMI university in Hong Kong. The students entered the university with English proficiency levels of around IELTS 5.5 (HKDSE 3). The presentation will focus on how students positioned themselves with English, and how they attempted to reposition themselves across year one to legitimise their place in the academic community and seek the linguistic capital they felt would unlock opportunities. The study was ethnographically informed and the researcher, an EAP teacher, used qualitative interviewing and written reflections as methods when working with the ten participating students over their first year. The results showed how the students' language learning backgrounds influenced them at university and how they tried to overcome their perceived positioning as lower proficiency English users to enact more agency in their English pursuits. Throughout year one, the students had empowering and disempowering experiences with English which resulted in them adjusting their trajectories and connection with the language.

With the growth of EMI and the potential rewards and demands it brings, this presentation provides a valuable insight into the English journeys of first-year undergraduates. The presentation will be useful for educators in different contexts who want to hear the student voice of the EMI journey.

6B.4 A Comparative Study of CLIL Practices of Chinese and Foreign Teachers in A Transnational University of China

Jialin YANG (*The University of Sydney*)

ABSTRACT

Though CLIL has been developed quickly around the world, there is a lack of studies on students' learning experiences in transnational universities in China. Furthermore, there are both local teachers and foreign teachers who are responsible for implementing CLIL programs in transnational universities. This study takes a transnational university that conducts a Sino-US cooperation program as an example. The researcher divided 40 English majors participating in the university's Sino-US program into two groups, one with a Chinese teacher and one with a foreign teacher. The teaching content of the Chinese and foreign teachers was evaluated using classroom records, appraisal theory (Martin & White, 2005), and interviews, and the data were compared and analyzed through the students' pre-test and post-test scores and quantitative analysis of questionnaire results. It was found that the Chinese teachers' teaching content was theory-oriented, while the foreign teachers' teaching content was more practice-oriented and enhanced students' learning self-efficacy. Results revealed that the foreign teachers' classrooms enhanced their motivation to learn English, while in the Chinese teachers' classrooms, test-taking skills were enhanced but not high classroom motivation. This phenomenon has led contemporary educators to reflect on the viability of traditional Chinese-style education in Sino-foreign cooperative schools. To promote the cultivation of high-quality talents with both Chinese and foreign mindsets, there is a need to rethink the self-improvement and pedagogical improvement of teachers under the CLIL teaching model.

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6B.5 A Synthetic Review of Eye-tracking in Second Language Research

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Vahid ARYADOUST (Nanyang Technological University)

ABSTRACT

Eye-tracking is an online data collection method for recording participants' gaze behaviors, eye movements, and pupil dilation. Given the capacity of eye-tracking to capture the moment-by-moment processing of written and spoken languages and non-verbal information unobtrusively, this technique has been increasingly applied by second language (L2) researchers. The purpose of this systematic review is to present a synthesis of the use of eye-tracking in L2 research in terms of research areas and eye-tracking measures applied. The selection of appropriate and reliable eye-tracking measures that can shed light on the construct of interest is an important element of applied eye-tracking studies, especially when modern eye-tracking technologies can provide researchers with a large amount of gaze data and a myriad of eye-tracking measures.

Following the PRISMA guideline and using the Scopus database, we identified 111 L2 studies that used eye-tracking from 17 quartile-1 journals. A coding scheme was developed to identify the main theme of each study and extract their methodological practices. We grouped eye-tracking measures into eight main types: fixation, dwell, saccade, skip, regression, pupillometry, blink, and gaze patterns. Furthermore, the first four measure types were differentiated between three scales: temporal, spatial, and count scales.

The findings show that there are eight main domains of application in eye-tracking in L2 research and one mixed area, namely grammar, vocabulary, reading, listening, writing, validity, speaking, and phonology. Among the domains, grammar and vocabulary are the most popular lines of inquiry, with specific topics being investigated including grammar learning and instruction, grammatical processing, vocabulary learning, and instruction, etc. With respect to the eye-tracking measures, the most frequently used measure type is fixation temporal (n=71; 64.0%), followed by fixation count (n=57; 48.6%), dwell temporal (n=17; 15.3%), and dwell count (n=11; 9.9%) measures. By contrast, fixation spatial (n=2; 1.8%) and saccade count (n=2; 1.8%) were the least frequently applied eye-tracking measures in the sample, while pupil dilation and blinks were not employed in any of the studies reviewed. We further investigated the types of eye-tracking measures applied across research areas. Overall, the majority of the research areas and/or the subcategories showed a tendency in the field to use fixation temporal measures. Only a minority of research topics used other measure types more frequently than fixation temporal measures, such as those in bilingual word recognition (in vocabulary) and listening research.

Parallel Session 6C

6C.1 Investigating the Effectiveness of Corpus-based Language Pedagogy in the Online Academic Writing Instruction for Social Sciences Undergraduates

Lok Ming Eric CHEUNG (The Hong Kong Polytechnic University)

ABSTRACT

As a proliferating research topic in recent decades, corpus-based language pedagogy (CBLP) as computer-assisted language learning (CALL) has covered areas such as vocabulary retention and academic writing instruction. Despite overall positive results reported in these studies, the challenges of CBLP include the lack of corpora for specific needs, interpreting decontextualised data, and over-focusing on surface lexicogrammatical forms. What apparently aggravates these issues is the delivery modes of CBLP intervention, especially in the online synchronous classroom during the pandemic times, in that complexity of corpus tools and technical difficulties may reduce the effectiveness of the lessons, and demotivate students from engaging with in-class CALL activities (Ma et al., 2022). To alleviate these problems, the teacher, as the expert in both the knowledge about English and corpus linguistics, has to give careful guidance and clear instructions to students to conduct relevant language learning activities with corpus tools and other digital technologies (e.g., web-based interactive quiz platforms, collaborative writing tools).

The present paper reports on a case study in that a teacher adjusted his implementation of CBLP in two semesters in an advanced academic writing classroom for undergraduates in the discipline of social sciences at a Hong Kong tertiary institution. The data collected from the case study includes classroom data (e.g., class video recordings, teaching and learning materials, online activity logs), students' written outputs, students' questionnaire surveys, and interviews, and teacher interviews. Preliminary investigations of the data show an increase in students' understanding of using the corpus tools for language learning and their recognition of the teacher's instructions and explanations of the purposes of using the corpus tools. Although the target features taught appeared more frequently in their written outputs after the intervention, classroom data indicated that their motivation waned as the semester progressed. The study suggests overall effectiveness in helping students with the use of target language features in academic writing, but more has to be done to explore approaches to increase students' motivation for self-learning with corpus tools.

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Ma, Q., Yuan, R., Cheung, L. M. E., & Yang, J. (2022). Teacher paths for developing corpus-based language pedagogy: A case study. *Computer Assisted Language Learning*.
<https://doi.org/10.1080/09588221.2022.2040537>

6C.2 Rethinking the Pedagogic Purposes of Different Types of Technological Tools Used in Hong Kong English Language Classrooms

Wing Hoi Cathy SHIU (University of Hong Kong)

ABSTRACT

Since the advent of new technologies, various e-learning initiatives have been implemented in schools. However, many English language teachers are still struggling with technology integration. This study explored the potential of technology for pedagogic improvement in English language teaching. A qualitative multiple-case study research design was adopted to investigate the teaching experiences of three English language teachers who advocated bringing technology into Hong Kong classrooms. Data collection included interviews, classroom observations, reflections, and field notes. The transcribed data were examined repeatedly for codes and themes. Two conceptual frameworks of TPACK and SAMR were used to understand and analyse the technology integration practices. The findings revealed a typology of five types of common technological tools used by ESL teachers and three domains of pedagogic purposes achieved by technology in ESL teaching. In addition, they provide references on how technology can be used to benefit English language teaching and learning.

6C.3 Effect of a Localised Task-based Language Teaching form on EFL Learners' Oral Production: Focusing on Chinese Secondary School Students

Jinmiao LU (The Education University of Hong Kong)

Qing MA (The Education University of Hong Kong)

ABSTRACT

Recently, there has been an urgent need to develop the localised task-based language teaching (TBLT) method considering the particular students' specific needs and interests around the world, including China. Positive perceptions from students and teachers considering the localised TBLT courses were reported in McDonough and Chaikitmongkol's (2007) and Kim et al.'s (2017) studies, with some localisation methods included: based on the classic TBLT; targeting the tasks at learners' needs; incorporating focus-on-form elements. However, no evidence was presented to indicate the effectiveness of the localised TBLT courses on any specific learning outcome. Since TBLT is a communicative pedagogy suitable for oral instruction, this study aims to investigate the effectiveness of a localised TBLT form on EFL learners' oral production focusing on secondary school students in China. Informed by the localisation methods in other contexts and Willis's (1996) classic TBLT framework, a localised TBLT instruction design was piloted and used in the intervention study to assess its effectiveness on speaking performance considering the complexity, accuracy, and fluency (CAF). A total of 101 students took part in the intervention study, divided into two groups from one middle school in China: an experimental group (N = 50, the localised TBLT approach) and a control group (N = 51, traditional PPP method). The intervention period lasted for 15 weeks with 3 treatments included in each week. Pre- and post-tests were organised adopting the form of the Cambridge Preliminary English Test (Mohammadipour & Rashid, 2015) to compare learners' oral production before and after the intervention. A series of independent samples t-tests were performed using CAF measures and Cohen's d was calculated in data analysis. The results indicated that the student participants achieved a large- to medium-sized improvement in overall oral performance. Specifically, the localised TBLT had a significant and large effect on fluency and complexity compared with the traditional approach. In addition, the experimental group exhibited a slight improvement in accuracy.

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6C.4 Profiling Undergraduate Writing for ESP Pedagogy: A Multidimensional Analysis of Disciplinary Academic Writing by Hong Kong University Students

Meilin CHEN (Hong Kong Baptist University)

ABSTRACT

It has been widely recognized that helping students develop knowledge of the target discourse and conventional practices of their disciplinary communities has become a vital component of university writing courses (Gardner, 2016; Swales & Feak, 2004; Wingate, 2018). While teachers are aware that undergraduate students are new to the academic community, they might not have a clear picture of students' academic competencies. Previous studies have identified academic genres across disciplines and their important generic features by investigating L1 university students' writing (e.g., Gardner & Nesi 2013; Hardy, 2015; Hardy & Römer, 2015; Nesi & Gardner 2012). Other studies have investigated specific linguistic features in L2 student writing, such as lexical bundles (Durrant, 2017), syntactic complexity (Lu, 2012), and signaling nouns (Flowerdew, 2003), as well as their correlation with students' writing development. However, fewer studies have systematically explored the features of L2 student writing (Crosthwaite, 2016 being one of the few exceptions).

Following Biber's (2006) multidimensional functional analysis framework, this study explores important features of academic writing by Hong Kong university students from three disciplines, i.e., Education, Sociology, and Chinese Medicine. The multidimensional analysis framework involves five dimensions, revealing co-occurring features that are associated with different registers and styles. This study is based on a corpus of academic written assignments that students produced for their disciplinary core courses (284,451 tokens). The Multidimensional Analysis Tagger (Nini, 2019) was used to investigate 62 linguistic features in student writing and to identify the text types to which student writing is closest. The findings show that the writing by Chinese Medicine students is more informationally dense, with little overt expression of the author's stance. Their writing features frequent use of list item markers and sentences with the existential *there*, revealing infrequent syntactic variation. The writing by Education students, however, is most interactive in style, resembling the broadcast genre, with highly frequent overt expressions of the author's stance. Their writing shows frequent use of first-person pronouns, possibility (e.g., *could*, *may*), and necessity (e.g., *ought*, *should*, *must*) modal verbs. The writing by Sociology students, among the three groups, shows the closest resemblance to academic prose, featuring frequent use of nominalisations, prepositional phrases, as well as *that* clauses. The findings may provide teachers, course designers, and other stakeholders with an overview of students' writing and their register and genre knowledge reflected by their choices of different linguistic features in writing. This may give

academic writing educators a better understanding of students' needs and hence facilitate more effective academic writing course design.

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Parallel Session 7A

7A.1 The Effect of Test Methods on Gaze Behavior, Brain Activity, and Metacognitive Strategies of Listeners

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Vahid ARYADOUST (Nanyang Technological University)

ABSTRACT

Listening test performance is influenced by a variety of factors, notably listener-related factors (e.g., neurocognitive and metacognitive processes) and test-specific factors (e.g., test method effect). This study aims to investigate whether and how test takers' listening test performance is predicted by their neurocognitive and metacognitive processes under different test method conditions. Eighty test takers completed two listening tests with while-listening performance (WLP) and post-listening performance (PLP) test methods, during which their gaze behavior and brain activity were simultaneously measured by an eye-tracker and functional near-infrared spectroscopy (fNIRS), respectively. Afterwards, the Metacognitive Awareness Listening Questionnaire (MALQ) was administered to measure their metacognitive awareness in listening. The results of automatic linear modeling indicated that WLP and PLP test performances were predicted by different listener-related factors. That is, 25.9% of the variance in WLP test scores was accounted for one gaze behavior measure (i.e., fixation duration) and two metacognitive awareness measures (i.e., person knowledge and mental translation), whereas 32.4% of the variance in PLP test scores were explained by one gaze behavior measure (i.e., visit counts), two metacognitive awareness measures (i.e., mental translation and directed attention), and importantly three brain activity measures (i.e., the dmPFC measure in the answering questions phase, IFG measure in the listening phase, and IFG measure in the answering phase). Implications of these findings for language assessment and listening pedagogy will be discussed.

7A.2 Diagnostic Assessment of Novice EFL Learners' Discourse Competence in Academic Writing: A Case Study

Yumin WANG (Henan University)

Qin XIE (The Education University of Hong Kong)

ABSTRACT

Discourse competence is an essential component of communicative competence central to the mastery of academic writing. This paper reports a three-tiered diagnostic assessment of two EFL student writers' discourse competence in terms of textual features, composing strategies, and knowledge about academic writing. Drawing on analysis of writing samples, writer logs, and semi-structured interviews, we identified their discourse-level weaknesses and examined their writing strategies and academic writing knowledge status to ascertain their relationships with the observed weaknesses. Conveying the macro-level structure of the whole discourse, Global coherence was found to be a shared discourse problem. Investigation into their writing process found that both students were deadline fighters whose poor time management seemed to account for the problems in their texts. Both students spent too much time researching the content knowledge without reserving sufficient time for writing and revision. Having limited knowledge of the disciplinary content and the required genre type and lacking adequate writing strategies were three salient blocks that impeded their composition of disciplinary essays. Based on the above, a three-stage instructional procedure is proposed to facilitate novice EFL learners' development of discourse competence in English academic writing.

7A.3 The Washback Effects of IELTS on Male and Female Test-takers

Yuyuan ZHANG (*The University of Edinburgh*)

ABSTRACT

In the field of language testing, it is widely acknowledged that tests, particularly those with high stakes, tend to have impacts on teaching and learning, i.e., washback. This research concentrates on the International English Language Testing System (IELTS), which is known worldwide as one of the high-stakes English tests, to study its washback on test takers' motivation, thoughts and feelings, and learning process. The highlight of this study is to relate gender to washback studies to see if gender tendencies exist. As a qualitative research study, six in-depth semi-structured interviews were conducted online under the COVID-19 pandemic. The findings show that there is no significant difference in IELTS test-taking motives between male and female test-takers. Secondly, negative and positive washback both had effects on test takers after the first attempt and motivated them to re-sit the test. Thirdly, test-oriented learning strategies were found to be common in their preparation process and shared learning and other non-test-related activities were helpful for preparing IELTS as well. Based on research design and findings, implications about future gender and washback studies are proposed.

7A.4 Towards a Set of Design Principles for Technology-assisted Critical-thinking Cultivation: A Synthesis of Research in English Language Education

Weijun LIANG (University of Hong Kong)

ABSTRACT

Given the burgeoning research on technology-assisted critical-thinking cultivation but scarce research synthesis on this important topic in the field of English language education, this systematic literature review sought to address two issues. First, it identified the types of technology used in recent research published from 2017 to 2022. Second, it generated a set of evidence-based design principles to provide pedagogical assistance to English teachers and instructional designers for their use of technology to support critical-thinking cultivation. Drawing on a fine-grained analysis and synthesis of 33 eligible studies, this review suggested that informative technology, communicative technology, or informative and communicative technology is mostly used to promote students' critical thinking in English language education. The review also proposed four evidence-based design principles: (1) engage students in classroom interaction, group discussion, collaboration, and reflection; (2) engage students in practising various components of critical thinking; (3) allow self-study of learning materials and thorough understanding of subject content; and (4) engage students in decision-making and problem-solving in authentic contexts. Implications of the review findings are discussed.

7A.5 Informing the CEFR/CV Descriptors for Linguistic Range with Spanish L1 Learner Corpus Results: Focus on the Noun Phrase

Maria Belen DIEZ-BEDMAR (University of Jaen)

ABSTRACT

The descriptors in the CEFR/CV (Council of Europe 2001, 2020) are considered by end-users as too impressionistic because they do not offer a clear description of the type and quality of the language learners are expected to use at the different levels (Hawkins & Filipovic, 2012; North, 2007). For example, the descriptor for general linguistic range at the B2 level establishes that the learner or CEFR/CV user employs ‘some complex sentence forms’ (Council of Europe, 2020, p. 131), without specifying them, as the document aims to cater to any target language.

The role of the NP to attest the students’ proficiency level has already been analysed (Biber & Gray, 2016; Bulté & Housen, 2014; Díez-Bedmar & Papp, 2008; Ionin & Díez-Bedmar 2021; Lenko-Szymnanska, 2012; Musgrave & Parkinson, 2014; Vyatkina, 2013). However, only one publication (Díez-Bedmar & Pérez-Paredes, 2020) has looked into NP complexity in the written production by secondary school students. Therefore, further learner corpus studies are needed to analyse NP complexity at different CEFR/CV levels by Spanish learners of English and inform the general linguistic range descriptors, as has already been done with the grammatical accuracy descriptor at the A2 level in light of the findings in Díez-Bedmar (2018) (see North, 2020).

The two main research questions in this presentation are: i) does NP complexity differ in Spanish learner writing at B1, B2, and C1 CEFR levels?; and ii) is it possible to use the learner corpus-based findings to inform the linguistic range descriptors at those levels?

To answer these questions, the NPs in a subsection of the FineDesc Corpus (composed of 44 texts, 50 texts, and 46 texts at B1, B2, and C1 levels, respectively, amounting to 27399 words in total) were analysed. The taxonomy in Díez-Bedmar and Pérez-Paredes (2020) was used and then expanded in the manual analysis of the NPs due to the NP characteristics at CEFR B1, B2, and C1 levels. Non-parametric tests were used to analyse the data.

The results show NP complexity features at B1, B2, and C1 levels. The criterial features (Hawkins & Filipovic, 2012), found point to the importance of a) premodification between B2 and C1; b) that-clauses and to-infinitive clauses between B1 and B2; and c) prepositional phrases, relative clauses, and to-infinitive clauses between B2

and C1. These findings have been used to fine-tune the linguistic range descriptors at CEFR B1, B2, and C1 levels by unzipping them (North, 2007).

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Parallel Session 7B

7B.1 A Study and Exploration on the Practice of Curriculum Ideology and Politics in English Linguistic Course

Zhixing MEI (Yichun University)

ABSTRACT

At present, curriculum ideology and politics is an important guiding concept for colleges and universities to implement the fundamental task of morality building and character cultivating and is also a necessary measure to achieve the coordination of various major courses and ideological and political education. Based on the courses of basic English skills and abilities, English linguistics is a compulsory course for junior English majors, which is rather theoretical, difficult, characterized by many terms, and even boring if not handled well. Therefore, how to teach abstract knowledge vividly, and improve its acceptance need teachers' reasonable design and innovation. By integrating curriculum ideology and politics into English linguistics, students' understanding of language rules, ability to analyze language phenomena in life, scientific spirit, and logical thinking can all be enhanced, as well as their interest and recognition of the curriculum.

Most relevant studies have expounded the curriculum ideology and politics from the aspect of university education macro policies, and many of them have combined with the practice of various professional courses, but the implementation cases of the English linguistics courses are still relatively few. Therefore, guided by the general policy of curriculum ideology and politics, this study mainly adopts case analysis to investigate the implementation of ideology and politics in English linguistics in the English normal major of a public second-batch university. Based on fully excavating the ideological and political elements in the whole teaching content, the author selects appropriate teaching methods and means and takes the first lesson "Introduction to language and linguistics" as an example to illustrate the teaching process. After collecting data by questionnaire survey, the results are as follows: 1. Curriculum ideology and politics in English linguistics can help students broaden their horizons and improve their humanistic quality and national identity; 2. It can enhance the classroom atmosphere and improve students' interest and enthusiasm for learning. 3. Students' satisfaction degree about the course reaches more than 80%. Therefore, the curriculum ideology and politics of English linguistics can both realize the national macro policy requirements, and it is feasible at the micro-operation level.

7B.2 Enhancing Students' Online Engagement and Language Learning: Using the Digital Collaborative Platform Miro in a Science Communication Module

Brenda YUEN (National University of Singapore)

Amelyn THOMPSON (National University of Singapore)

ABSTRACT

Higher education research (Bond et al., 2020; Fan & Di, 2020) suggests learning technology promotes students' engagement. This paper discusses the design and impact of a technology-enhanced inquiry-based learning strategy using a digital whiteboard for synchronous online discussions to enhance students' online engagement and learning in a science communication module. To explore the extent to which a real-time collaborative whiteboard, Miro, promotes online engagement during tutorial discussions, Redmond et al.'s (2018) online engagement framework for higher education has been used as the key indicator for this investigation. This framework extends the traditional definition of engagement by redefining engagement in online learning environments into five dimensions: cognitive, behavioural, collaborative, cognitive, emotional, and social dimensions. The Miro whiteboard was used as a conducive online space for team collaboration and discussion where students analyzed and annotated science news articles, engaged in writing practice, and provided peer feedback in teams using task-specific templates. These templates were designed and developed to facilitate the inquiry-based learning approach to science communication and engage students in the systematic inquiry of science news writing skills and strategies for effective science communication. The curated templates were used as visual aids when students presented ideas to their peers and as an electronic depository of their discussion notes. Forty-seven Science students participated in the study. The study investigated students' perceived engagement in terms of the five dimensions and the relationship with their perceived writing competence, and the factors affecting their online engagement and language learning while using Miro. The survey results show the Miro whiteboard enhanced students' cognitive and collaborative dimensions of engagement during discussions and facilitated their language learning by encouraging peer learning and self-reflection by revisiting the curated whiteboard. This paper will provide implications for English language educators in higher education regarding the facilitation of online engagement and language learning using the Miro whiteboard in blended, hybrid, or face-to-face learning environments.

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7B.3 L2 Willingness to Communicate, Communication Confidence, Enjoyment, Motivation and Classroom Environment: A Model in the Online EFL Class

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Chen ZHAO (Guangdong University of Foreign Studies)

Yan SONG (Northwest Normal University)

ABSTRACT

Speaking is the ultimate goal of language learning and willingness to communicate (WTC) in a second language (L2) determines the learner to speak up or keep silent. While research on factors affecting L2 WTC abounds in the second language acquisition in perspective of positive psychology (pp) over the past three years, relatively few studies have been undertaken to examine the potential relationships between learners' affective variables including foreign language enjoyment (FLE), foreign language learning motivation (FLLM), foreign language classroom environment (FLCE), communication confidence (CC), and WTC. No previous research, to the best of our knowledge, has focused on the interplay between these variables in other setting such as the online setting which is promoted by the COVID-19 outbreak. This study took the initiative to examine the interplay between the potential relationships between FLE, FLLM, FLCE, CC, and WTC based on the pp theory and previous studies on WTC. A model of WTC was proposed and tested via SPSS and Structural Equation Modelling. A total of 225 Chinese students majoring in English participated in the research. The quantitative data were collected through a web-survey questionnaire and qualitative data were collected through an online semi-structured interview with 6 participants. The results revealed significant positive paths from both CC and FLLM to WTC, from FLE to CC and FLLM, and from FLCE to FLM and FLE. It confirmed that affective variables CC and FLLM predict WTC. Positive emotion FLE influences WTC through CC and FLLM. As a result, the current study offers practical recommendations for teachers to boost learners' WTC. Findings supported the critical role of confidence in language learning. Furthermore, the qualitative findings identify possible reasons for the occurrences of both positive feelings and negative ones and different sources of CA in an online setting. Implications are provided for both EFL learners and instructors.

7B.4 Teachers' Professional Digital Competence after a Period of Online Teaching: The case of Experienced Hong Kong Primary-school English-language Teachers

Benjamin Luke MOORHOUSE (Hong Kong Baptist University)

ABSTRACT

This presentation reports on a study exploring the effects the period of online teaching necessitated by COVID-19 had on experienced primary-school Hong Kong English-language teachers' professional digital competence (PDC) – the ability to successfully use technology for teaching. In-depth interviews were conducted with sixteen experienced (with at least five years of teaching experience) primary-school English-language teachers via video-conferencing software approximately one year after they returned to in-person teaching. Using the three aspects of PDC (technological proficiency, pedagogical compatibility, and social awareness) as an analytical framework, the findings suggest that the period of online teaching had a profound effect on the primary-school teachers' use of technology, technological self-efficacy, and PDC. Notably, the biggest gains were in technological proficiency and pedagogical compatibility. The study suggests that teachers need more development in social awareness – with specific emphasis placed on their ability to use technology safely, legally, ethically, and morally to ensure no harm comes to students within their care, while critically educating students about the potential benefits and threats associated with technology. The study has implications for the professional development and support of teachers who are competently using technology in their in-person teaching practices.

7B.5 An Instrumental Case Study Research of Using EMI in a Multilingual University of Post-colonial Macau

Yulong LI (City University of Macau)

Wei William XU (City University of Macau)

ABSTRACT

Macau is a multilingual society. After the handover of the sovereignty from Portugal to China in 1999, the Macau Special Administrative Region government introduced Three Written Languages (Chinese, English, and Portuguese) and Four Oral languages (Cantonese, Mandarin, English, and Portuguese) policies. It aims to improve the integration of Macau with China's Mainland (by accelerating Mandarin learning) and accelerate the city's globalization (by encouraging English teaching). Some local universities like the University of Macau and the University of Saint Joseph started to use English as the medium of instruction (EMI). However, institutions like the City University of Macau (CityU) adopt Mandarin Chinese as the instructional language in most courses, because most teachers and students are from China's Mainland. Most undergraduate students in CityU, except those majoring in English language studies, study generic English (GE) as a general education module throughout their three/four years of university. In recent years, a voice from the university's management team become loud, suggesting using EMI in as many courses as possible as a symbol of the university's internationalization.

However, as teachers of GE courses in CityU, many of us found that we are challenged to teach GE with EMI due to the students' diverse backgrounds and inconsistent English proficiency. The population of undergraduate students in CityU is generally composed of five kinds:

- The Mainland Chinese students have passed the minimum college entrance examination (gaokao) requirement of the national second-tier universities.
- The Mainland Chinese students had lower grades in gaokao but they later completed the CityU's preparatory program.
- The new local graduates from Macau middle schools (However, this is a diversified group. Some of the Macau students have already used EMI at the pre-tertiary level or have learnt English as their first or second language at home, while others only study English as a foreign language at some governmental schools);
- The mature local students did not continue higher education after middle school but resumed higher education later;
- International students are mainly from Southeast Asian and African countries.

Knowing the complexity of the students' backgrounds and the university's mission of internationalization through EMI, we plan to implement an instrumental case study to explore the stakeholders' attitudes and lived experiences using EMI. We plan to adopt semi-structured interviews with students, GE teachers, middle managers, and university leaders. The result of the study is expected to help readers critically reflect on the research participants' lived experience of using EMI and let policymakers reevaluate the suitability of using EMI in GE at CityU and even of promoting internationalization in post-colonial Macau.

Parallel Session 7C

7C.1 Conditional Sentences: An Analysis of the Usages and Errors among Thai EFL Learners

Prathomwat SURAPRAJIT (Kasetsart University)

ABSTRACT

Not all EFL learners have a good performance using conditional sentences due to their complexity in both meaning and form. The present study investigates the uses and errors among Thai EFL students when using conditional sentences. The participants are Thai university students who enrolled in fundamental English courses. Then, the instruments are chapter tests, writing tasks, and an online survey. The results of the uses showed that when the students did the test, they did best on the real conditionals (zero and first conditions). And when writing assignments, the real conditional (first and zero conditions) was also the most frequently used. Focusing on the errors, the results showed that 1) on the chapter test, errors mostly occurred on the conditional clauses. On the zero and first conditionals, the learners mostly used past simple tense instead of present simple tense, whereas on the second conditional, the past simple tense was replaced by present simple tense; and 2) focusing on the errors found in the writing tasks, it showed that the most frequent types of errors were misformation, omission, and additional (Dulay et al., 1982). The contribution of this work is to trigger both EFL students and teachers to pay more attention to the uses and errors of conditional sentences.

Reference

Dulay, H. B., Burt, M., & Krashen, S. S. (1982). *Language two*. New York: Oxford University Press.

7C.2 Investigating the Roles of Corrective Feedback and Task Complexity in L2 Speaking and L2 Learning by Adolescent Language Learners

Wenrui ZHANG (*The Chinese University of Hong Kong*)

Jookyong JUNG (*The Chinese University of Hong Kong*)

ABSTRACT

Under the influence of the COVID-19 pandemic, considerable literature has grown up around the theme of technology-mediated task-based language teaching, as a platform to utilize focus-on-form techniques in an online mode. Corrective feedback, a focus-on-form technique, has attracted increasing attention for its role in the second language (L2) learners' performance and development. Although studies have recognized the role of task complexity in mediating the effectiveness of corrective feedback, research has been far from conclusive. To this end, the present study explored the combined effects of corrective feedback (i.e., recasts and prompts) and task complexity on adolescent L2 learners' speaking accuracy and acquisition of the linguistic target, English third-person singular -s.

The study employed a pretest-posttest-delayed posttest design with two treatment sessions between the pretest and posttest. Forty-eight Chinese learners of English were randomly assigned to one of four treatment conditions: simple tasks with recasts, simple tasks with prompts, complex tasks with recasts, and complex tasks with prompts. Each learner carried out two picture-narration tasks that differed along the +/- few elements and +/- reasoning demands dimensions. The changes in learners' knowledge of, and ability to use the linguistic target were measured by an untimed grammaticality judgment test and an elicited imitation test before, immediately after, and two weeks after the treatment.

A series of linear mixed-effects models revealed three major findings. First, complex tasks and prompts were more effective in fostering learners' accurate production of English third-person singular-s than simple tasks and recasts. Second, complex tasks boosted the efficacy of corrective feedback including both recasts and prompts. Third, task complexity and corrective feedback played different roles in developing participants' explicit and implicit knowledge about English third-person singular -s, i.e., complex tasks with prompts led to greater learning gains of the explicit knowledge, whereas simple tasks with prompts yield the greatest advantages in acquiring implicit knowledge.

This study sheds new light on L2 learning scenarios of adolescent learners, where prompts are more beneficial than recasts in promoting speaking performance and L2 learning. In addition, the findings suggest cautious design and selection of pedagogic tasks assist language acquisition and enhance the efficacy of corrective feedback. The current study also supports the insight of knowledge transformation that explicit knowledge needs to be first developed through explicit instructions such as providing corrective feedback and thereby converting it to implicit knowledge.

7C.3 When Engagement Meets the Island Ridge Curve: Examining the Interplay among Engagement, Self-efficacy and English Achievement Using a Person-centered Approach

Keke XING (Shanghai University of International Business and Economics)

Yuyang CAI (Shanghai University of International Business and Economics)

ABSTRACT

Studies in English language education have shown student engagement and their perceptions of English ability (e.g., self-efficacy) determine English achievement. Most extant studies, however, treat all students as the same and fall short of seeing the personalized characteristics of these relationships. Our study sought to extend current understandings of engagement by taking a person-centred approach to explore for possible profiles of students in engagement and the relations of personalized engagement, self-efficacy, and English achievement. We conceptualized our study under the theory of the Island Ridge Curve (IRC) (Cai, 2022; Cai & Chen, 2022; Cai & Kunnan, 2020; Cai & Yang, 2022).

The study involved 1180 first- and second-year undergraduates learning English in a university in Eastern China (Mean of age= 18.76, SD= .76, females= 68%, first year=59%). All students were invited to respond to two questionnaires: one measuring engagement (a 6-point scale with 12 items, every four items measuring cognitive, behavioural, and emotional engagement, respectively) and the other measuring self-efficacy (a 6-point scale with 8 items measuring self-efficacy in English). Their terminal test scores for the Comprehensive English course were collected one month later.

Data analyses involved three steps: First, we used confirmatory factor analysis to assess the measurement validity of the two multiple-indicator variables (i.e., engagement and self-efficacy). Second, we ran latent profile analyses with the means of the engagement subscales to identify the number of groups related to engagement. Third, we conducted mixture modeling to explore the relations among engagement, self-efficacy and English achievement across engagement groups.

The results (1) ensured the three-factor engagement scale (i.e., cognitive, behavioural and emotional engagement), (2) identified three latent engagement groups: low-engagement learners (also low language achievement and low self-efficacy), medium-engagement learners (also medium language achievement, medium self-efficacy), and high-engagement learners (also high language achievement and high self-efficacy), (3) the relation between engagement and language achievement was significant only with medium-proficiency

language achievers (through cognitive and behavioural engagement), and (4) the indirect relation between self-efficacy and language achievement was also only significant with the medium-proficiency students. The study provided additional evidence supporting the validity of applying the IRC to engagement and self-efficacy studies. Implications for applying IRC to future language education research will be discussed.

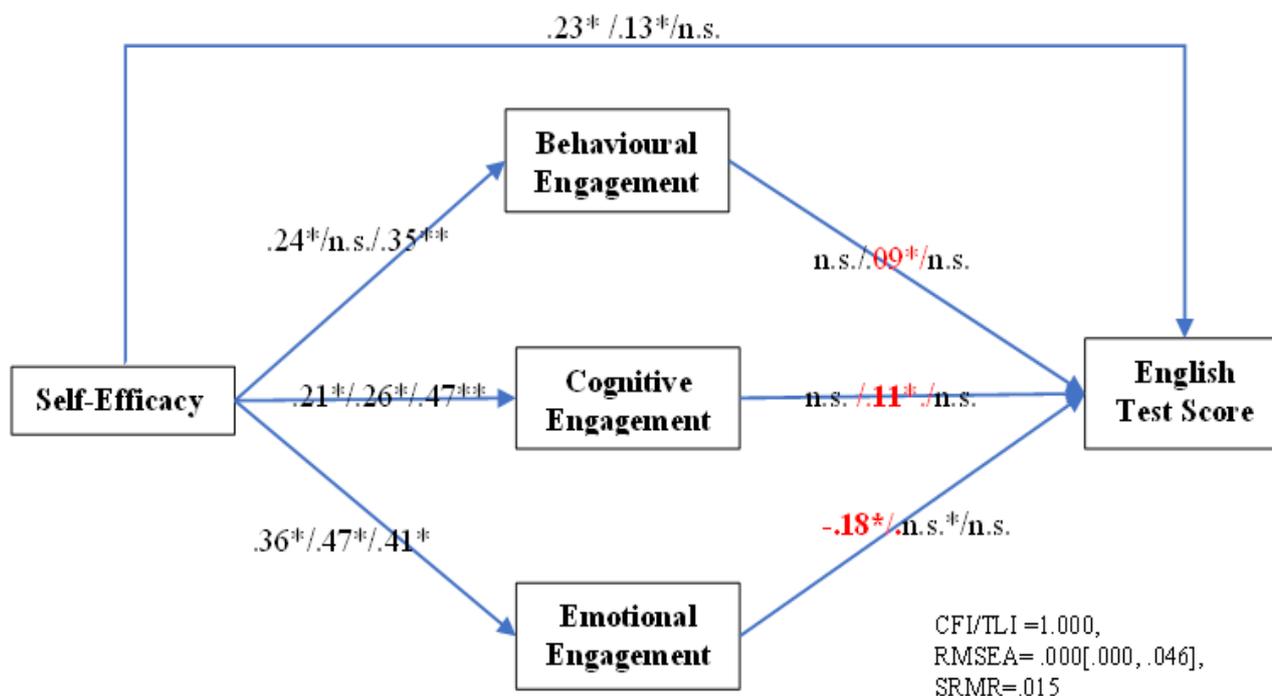


Fig. Results of multigroup path analysis with standardized estimates

Note: Estimates in the sequence of low-, medium-, and high-English achievement. This is also the sequence of high-, medium-, and low-engagement.

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7C.4 Generation of Internal Feedback in an L2 Drafting-feedback-revising Process

Choi Fung TAM (The Hong Kong Polytechnic University)

ABSTRACT

The discourse of internal feedback is largely theoretical, and few empirical studies make it explicit in discipline-specific contexts. This study aimed to investigate how four students of a higher education institute in Hong Kong generate internal feedback in an L2 academic writing process when responding to teachers' comments. Multiple sources of data collection included semi-structured interviews, students' reflective journals, audio recordings of teacher-student discussions, marked outlines, and assignments. Four overarching themes were generated to unravel internal feedback generation, including the processing of feedback, self-assessment of weaknesses, comparison with others, and taking action to improve their performance. Furthermore, there were variations among the participants in the generation of internal feedback. The variations provide a broader and more nuanced understanding of internal feedback generation processes that facilitate or impede students to close the gap between current and good performance. Implications for internal feedback generation are discussed.

7C.5 Development of Writing in EFL Class for the Future Professional Needs

Aleksandra MATULEWSKA (Adam Mickiewicz Univeristy, Poznań, Poland)

Joanna KIC-DRGAS (Adam Mickiewicz Univeristy, Poznań, Poland)

Paula TRZASKAWKA (Adam Mickiewicz Univeristy, Poznań, Poland)

ABSTRACT

Based on the situation of the labour market and the (foreign-language) communication needs in the area of professional writing that can be deduced from interviews with graduates (Kic-Drgas, 2018, p. 125), the following paper aims to investigate how graduates prepare to cope with the requirements of written communication in a foreign language in the workplace.

Despite the increase in the value of writing and the expansion of its use, according to Shriganeshan (2017, pp. 524-525) students have enormous difficulties with writing in LSP. In the series of tests conducted as part of an experiment, the scientist diagnosed not only significant grammar mistakes (such as the omission of articles, inappropriate use of prepositions, incorrect use of words, and failure to maintain subject-verb agreement when forming sentences) but also serious failures in expressing the meaning of the content and maintaining an idea throughout a paragraph.

The changes caused by the labour market (digitalisation, acceleration of the processes) should be visible in the teaching contents and methods of developing writing skills in ESP teaching, primarily in the sense of making adaptations to the requirements of the professional environment.

This paper reports on a research project that studied the development of students' writing skills in an academic setting (a business communication course that involved communication lecturers and their students).

It investigates the results of a written task given to 40 BA students of Adam Mickiewicz University (major in applied linguistics) in Poznań, Poland relating to an authentic workplace situation. The experiment consisted of having students complete interlinguistic writing to assess their level of preparation for meeting the requirements of the current labour market based on knowledge gained during the attendance of tertiary courses. After analysing the achieved results using quantitative and qualitative methodologies (analysis of mistakes, writing style and realisation of communicative aim), conclusions were developed concerning possible

modifications of curricula and extending the teaching program to include training ESP writing skills for professional purposes. It is hoped that the presented reflections can support ESP teachers in creating efficient learner-oriented curricula tailored to specific needs.

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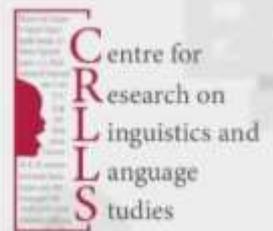
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