



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book:

10th Annual International Conference on
Languages & Linguistics
3-6 July 2017, Athens, Greece

Edited by
Gregory T. Papanikos

2017

Abstracts
10th Annual International
Conference on
Languages & Linguistics
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Preface

This book includes the abstracts of all the papers presented at the *10th Annual International Conference on Languages & Linguistics, 3-6 July 2017*, organized by the Athens Institute for Education and Research (ATINER). In total 38 papers were submitted by over 40 presenters, coming from 19 different countries (Brazil, Cameroon, Canada, Chile, China, Egypt, Hong Kong, Israel, Kyrgyz Republic, Mexico, the Netherlands, Poland, Singapore, South Africa, Spain, Taiwan, Turkey, UK and USA). The conference was organized into 13 sessions that included a variety of topic areas such as language planning, discourse analysis, grammar and more. A full conference program can be found beginning on the next page. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the institute. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into seven research divisions and 37 research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together.

Gregory T. Papanikos
President

**10th Annual International Conference on Languages & Linguistics,
3-6 July 2017, Athens, Greece
Organizing and Academic Committee**

All ATINER's conferences are organized by the Academic Committee (<https://www.atiner.gr/academic-committee>) of the association.

This conference has been organized with the additional assistance of the following academics, who contributed by chairing the conference sessions and/or by reviewing the submitted abstracts and papers:

1. Gregory T. Papanikos, President, ATINER.
2. Gilda Socarras, Head, Languages & Linguistics Unit, ATINER & Associate Professor, Auburn University, USA.
3. Mary Ellis, Director, Human Resources Division, ATINER & Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore.
4. George Priovolos, Director, Center for Small and Medium-Sized Enterprises (CSME) & Professor, Iona College, USA.
5. Adele Moodly, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa.
6. Alexandra Danial-Saad, Head of Pedagogic Practical Training, The Academic Arab College for Education in Haifa and Haifa University, Israel.
7. Paulina Van, Professor, Samuel Merritt University, USA.
8. Marija Liudvika Drazdauskiene, Professor, Wszechnica Polska (Higher School in Warsaw), Poland.
9. Valia Spiliotopoulos, Associate Professor, Simon Fraser University, Canada.
10. Jelena Colovic-Markovic, Assistant Professor, West Chester University of Pennsylvania, USA.
11. Jo Ann Netto-Shek, Lecturer, Nanyang Technological University, Singapore.
12. Visvaganthie Moodley, Lecturer, University of Witwatersrand, South Africa.
13. Mayamin Altae, PhD Student, University of Leicester, UK.
14. Vassilis Skianis, Research Fellow, ATINER.
15. Despoina-Eirini Katzoli, Researcher, ATINER.
16. Olga Gkounta, Researcher, ATINER.
17. Hannah Howard, Research Assistant, ATINER.

FINAL CONFERENCE PROGRAM
10th Annual International Conference on Languages & Linguistics,
3-6 July 2017 Athens, Greece

PROGRAM

Conference Venue: Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece

C O N F E R E N C E P R O G R A M

Monday 3 July 2017

08:00-09:00 Registration and Refreshments

09:00-09:30 (Room C-Mezzanine Floor) Welcome and Opening Address

Gregory T. Papanikos, President, ATINER.

09:30-11:00 Session I (Room D-3rd Floor): Language Grammar

Chair: Despoina-Eirini Katzoli, Researcher, ATINER.

1. Marija Liudvika Drazdauskiene, Professor, Wsztechnica Polska (Higher School in Warsaw), Poland. Toward a Discovery of Truth in a Study of Verbal Meaning.
2. John Ryan, Associate Professor, University of Northern Colorado, USA. The Proof is in the Pronoun: Grammatical and Semantic Gender in Anglo Saxon.
3. Stephen Bay, Associate Professor, Brigham Young University, USA. Diachronically Tracking the Divergence by Register of One Feature of Ancient Greek Syntax.
4. Harriet Lowe, PhD Candidate, University of Greenwich, UK. A New Hypothesis on the Trainability of Grammatical Sensitivity in Processing Instruction.

11:00-12:30 Session II (Room D-3rd Floor): Language and Cultural Issues

Chair: Marija Liudvika Drazdauskiene, Professor, Wsztechnica Polska (Higher School in Warsaw), Poland.

1. Min-Tun Chuang, Associate Professor, National Chiayi University, Taiwan & Puan Tursina, Head of English Education Department, Sekolah Tinggi Keguruan dan Ilmu Pendidikan, Indonesia. The Study of Intercultural Competency and Awareness on Perspective Teachers.
2. Dina Maria Martins Ferreira, Professor, State University of Ceará, Brazil. Selfies Language: Identity and Sociability in Cyberculture.

12:30-14:00 Session III (Room D-3rd Floor): Language Planning and Policy I

Chair: Mary Ellis, Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore.

1. Wim Jansen, Emeritus Professor, University of Amsterdam (ACLIC), The Netherlands. The Limits of Language Planning.
2. Valia Spiliotopoulos, Associate Professor, Simon Fraser University, Canada, Cecile Sabatier, Associate Professor, Simon Fraser University, Canada & David Pajot, PhD Student, Simon Fraser University, Canada. Re-examining British Columbia's Language Education Policy and French Education in Changing Times: Lessons Learned from Research in Canada and Europe.
3. Mayamin Altae, PhD Student, University

12:30-14:00 Session IV (Room E-3rd Floor): Digital Resources in Teaching

Chair: Paulina Van, Professor, Samuel Merritt University, USA.

1. Susana Lourdes Sierra Chiron, Professor, Universidad Nacional Autónoma de México (UNAM), Mexico. Using YouTube to Practice Listening and Speaking.
2. Xiaoling He, Lecturer, Nanyang Technological University, Singapore & Kang Kwong Kaphathy Luke, Chair, School of Humanities, Nanyang Technological University, Singapore. The Use of Chat-apps in a Blended Learning Environment: Lessons from a University Chinese Language Course in Singapore.
3. Linda Lin, Lecturer, Hong Kong Polytechnic University, Hong Kong.

<p>of Leicester, UK. Iraqi School English Language Teachers' Perceptions and Views about the use of Technology in Relation to the Iraqi Government Education Policy.</p>	<p>Going Digital or Going Home? A Study on Blended Language Learning in Higher Education.</p>
<p>14:00-15:00 Lunch</p>	
<p>15:00-16:30 Session V (Room D-3rd Floor): Pragmatics</p>	<p>15:00-16:30 Session VI (Room E-3rd Floor): Challenges of Teaching Writing</p>
<p>Chair: Mayamin Altae, PhD Student, University of Leicester, UK.</p>	<p>Chair: Alexandra Danial-Saad, Head of Pedagogic Practical Training, The Academic Arab College for Education in Haifa and Haifa University, Israel.</p>
<ol style="list-style-type: none"> 1. Ivan Capeller, Professor, Federal University of Rio de Janeiro (UFRJ), Brazil. Sounds, Signs and Hearing: A Peircean Assessment of the Audible Field. 2. Lezandra Grundlingh, Lecturer, The University of South Africa, South Africa. Using Grammatical Markers of Stance to Identify Possible Legitimacy Markers in Suicide Notes. 3. Hulya Tuncer, Instructor, Çukurova University, Turkey & Burcu Turhan, Research Assistant, Çukurova University, Turkey. Refusal Strategies Employed by Turkish Pre-Service Teachers of English. 4. Alaa Darwish, Assistant Lecturer, The American University in Cairo, Egypt. Socio-Pragmatic Transfer in Egyptian Refusals. 	<ol style="list-style-type: none"> 1. <u>Shireen Campbell</u>, Professor and Chair of English, Davidson College, USA, <u>Rebeca Fernandez</u>, Assistant Professor / Multilingual Writing Coordinator, Davidson College, USA & Kyo Koo, Instructional Technologist, Davidson College, USA. Chinese L2 Writers across Mainstream Contexts - A Longitudinal Study. 2. Jelena Colovic-Markovic, Assistant Professor, West Chester University of Pennsylvania, USA. A Qualitative Examination of ESL Writers' Production of Topic-Induced Lexical Phrases. 3. Gift Mheta, Writing Centre Coordinator, Durban University of Technology, South Africa. Enhancing one-on-one Tutoring Practice through Reflections: The Case of a Selected Writing Centre (WrC) at a University of Technology (UoT).
<p>16:30-18:30 Session VII (Room A-Ground Floor): <i>A Symposium on the Future Developments and Prospects of University and/or College Education in a Global World I</i></p>	
<p>Chair: George V. Priovolos, Academic Member, ATINER & Professor, Iona College, USA</p>	
<ol style="list-style-type: none"> 1. Mary Ellis, Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore. A Teacher Education Model for the 21st Century (TE 21): National Institute of Education, Nanyang Technological University, Singapore. 2. Francisco Matus, Teacher and Language Coordinator, Tecnológica de Chile INACAP University, Chile. Some Challenges at Chilean University level. 3. Jianqiang Yang, Professor, Southeast University, China. Teaching, Research and International Collaboration: A Brief Introduction on School of Architecture, Southeast University. 4. Boguslaw Podhalanski, Head, Department of Architecture, Cracow University of Technology, Poland. 5. Vladimir Mako, Professor, University of Belgrade, Serbia. Education in Architecture and Design: Global Research Issues and Local Practice Values. 6. Jose Angel Hidalgo Arellano, Associate Professor, Xi'an Jiaotong - Liverpool University, China. "Reflections about the concept of Identity". 7. Luis Manuel Lourenco Serro, Professor / Researcher, Universidade Lusíada, Portugal. A Critical Opinion about Architectural Education. <p>For details on the discussion please click here.</p>	
<p>21:00-23:00 The Pragmatic Symposium of the Conference as Organized in Ancient Athens with Dialogues, Food, Wine, Music and Dancing but fine tuned to Synchronous Ethics</p>	

Tuesday 4 July 2017	
07:30-10:30 Session VIII: An Educational Urban Walk in Modern and Ancient Athens	
Chair: Gregory Katsas, Vice President of Academic Affairs, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.	
Group Discussion on Ancient and Modern Athens. Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)	
11:00-12:30 Session IX (Room D-3rd Floor): Language Planning and Policy II	
Chair: Valia Spiliotopoulos, Associate Professor, Simon Fraser University, Canada.	
<ol style="list-style-type: none"> 1. Gary Chambers, Associate Professor, University of Leeds, UK. What Pupils Say about Foreign Language Transition from Primary to Secondary School: What this Means for Language Planning and Policy. 2. Mary Ellis, Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore. Language Planning and Policy in Singapore: A Communication Skills Course for Teachers. 3. Mark Wilkinson, Lecturer, Nanyang Technological University, Singapore. Language Planning and Teacher Training in Singapore: Designing Courses to Enhance English Language Knowledge and Confidence in pre-Service Teachers. 4. Jo Ann Netto-Shek, Lecturer, Nanyang Technological University, Singapore, Junjun Ramdani, Lecturer, Siliwangi University, Indonesia & *Rahmat Rahmat, Lecturer, Siliwangi University, Indonesia. A Comparative Analysis of ELT Policy and Implementation for the Teaching of Speaking in Singapore and Indonesia. 5. Charles Fonkpu Banfegha, Senior Lecturer, University of Douala, Cameroon. Research on African Languages and Cultures at the Era of Emergence. 	
12:30-14:00 Session X (Room D-3rd Floor): Discourse Analysis	12:30-14:00 Session XI (Room E-3rd Floor): Teaching of English
Chair: Jo Ann Netto-Shek, Lecturer, Nanyang Technological University, Singapore.	Chair: Jelena Colovic-Markovic, Assistant Professor, West Chester University of Pennsylvania, USA.
<ol style="list-style-type: none"> 1. Ling Chen, Professor, Hong Kong Baptist University, Hong Kong. A Study of Accounts by Hong Kong's Ethnic Minority Members. 2. Visvaganthie Moodley, Lecturer, University of Witwatersrand, South Africa. Stylistic Analysis and Characterization in Yann Martel's <i>Life of Pi</i>: "The Other Story". (Tuesday) 3. <u>Bilyana Shuman</u>, PhD Candidate, Nanyang Technological University, Singapore & <u>Kang Kwong Kapathy Luke</u>, Chair, School of Humanities, Nanyang Technological University, Singapore. Children's Discursive Practices and Employment of Membership Categories as a Resource for Resistance to Impositions. 4. <u>Cheng Chen</u>, PhD Student, Zhejiang University, China & Le Cheng, Zhejiang University, China. Political Emotions in China's 30 Years' National Congress Reports. 	<ol style="list-style-type: none"> 1. Fesi Liziwe, PhD Candidate, University of Fort Hare, South Africa & <u>Adele Moodly</u>, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa. Teachers' Strategies to Promote Reading in English First Additional Language: A Focus on Challenges and Approaches in Language Transitioning in a South African Context. 2. Irina Ustinova, Professor, Southeast Missouri State University, USA. The Expanding Circle of English. 3. Francisco Matus, Teacher and Language Coordinator, Tecnológica de Chile INACAP University, Chile. Effects of the Signalling Principle on EFL Learning/ Teaching: A Study of Explicit Grammar Mistakes within an Adapted Functional Teaching Approach. 4. Syarifah Aini, Postgraduate Student, University of Edinburgh, UK. Investigating Indonesian EFL Teachers' Beliefs and Practices regarding Authenticity in the Language Learning.

14:00-15:00 Lunch

15:00-16:30 Session XII (Room D-3rd Floor): Translation Studies

Chair: Visvaganthie Moodley, Lecturer, University of Witwatersrand, South Africa.

1. Alejandra Plaza Sierra, Professor, Universidad Nacional Autónoma de México (UNAM), Mexico. FUNetics in the Classroom.
2. Amani Jaber-Awida, Lecturer, Beit Berl Academic College and PhD Student, Bar Ilan University, Israel. Non Word Repetition of Target and non Target like Words [By Monolingual Arabic Preschoolers].
3. Syrine Daoussi, PhD Student, Universitat Autònoma de Barcelona, Spain, Lorraine Baque Millet, Professor, Universitat Autònoma de Barcelona, Spain & Marta Estrada Medina, Professor, Universitat Autònoma de Barcelona, Spain. To what Extent are French Intermediate Learners “Stress Deaf”?
4. Esther Gutierrez, MD Student, Universidad Autónoma de Baja California (UABC), Mexico, Erika Martínez Lugo, Research Professor, Universidad Autónoma de Baja California (UABC), Mexico & Eleonora Lozano Bachioqui, Research Professor, Universidad Autónoma de Baja California (UABC), Mexico. Cross-Linguistic Influence in Technical Translation.
5. Pamela Melissa Perez Cortez, MD Student, Universidad Autónoma de Baja California (UABC), Mexico, Erika Martínez Lugo, Research Professor, Universidad Autónoma de Baja California (UABC), Mexico & Eleonora Lozano Bachioqui, Research Professor, Universidad Autónoma de Baja California (UABC), Mexico. Cross-Linguistic Influence in Simultaneous Interpretation.
6. Tolkun Musaeva, Associate Professor, Kyrgyz Turkish Manas University, Kyrgyz Republic. The Problem of Translating Culture Bound Linguistic Items on the Material of the Kyrgyz Epic “Manas” and its English Translation done by W. May.

16:30-18:30 Session XIII (Room A-Ground Floor): A Symposium on the Future Developments and Prospects of University and/or College Education in a Global World II

Chair: Mary Ellis, Director, Human Resources Division, ATINER & Senior Lecturer, National Institute for Education, Nanyang Technological University, Singapore.

1. **Adele Moody**, Deputy Dean, Faculty of Education and Associate Professor, University of Fort Hare, South Africa. The #Hashtagmovements in South African Higher Education Institutions: Implications for SA as a global player.
2. **Marija Liudvika Drazdauskiene**, Professor, Wszechnica Polska (Higher School in Warsaw), Poland. Guided Work in Language and Literature *versus* Projects and Papers of Students' Individual Choice.
3. **Irina Ustinova**, Professor, Southeast Missouri State University, USA. A Smooth Road to Online Learning?
4. **Ling Chen**, Professor, Hong Kong Baptist University, Hong Kong. Observations on social changes and challenges to college education in Hong Kong.
5. **Kwong Kapathy Luke**, Chair, School of Humanities, Nanyang Technological University, Singapore. Teaching and Research at Nanyang Technological University Singapore in a Global Context?
6. **Valia Spiliotopoulos**, Associate Professor of Professional Practice & Academic Director, Centre for English Language Learning, Teaching, and Research (CELLTR), Simon Fraser University, Canada. The Present and Future Impact of Immigration and Internationalization in Western Canada's Post-Secondary Educational Context: Addressing Issues of Linguistic Diversity, Student Support and Success, And Faculty Development.

For details on the discussion please [click here](#).

21:00- 22:30 Dinner

Wednesday 5 July 2017: Educational Island Tour or Mycenae and Epidaurus Visit
Thursday 6 July 2017: Delphi Visit

Syarifah Aini

Postgraduate Student, University of Edinburgh, UK

Investigating Indonesian EFL Teachers' Beliefs and Practices regarding Authenticity in the Language Learning

The quest for the real authenticity in the EFL classroom has been proliferately debated for decades. It is still problematic to what extent a language learning materials, tasks, and interactions are supposed to be authentic. Some studies have attempted to conceptualise the notion of authenticity in a way that an authenticity must fit its particular context in which it deems learners' needs, relevance to the syllabus, cultural issues, and exploitability . This study examined beliefs and practices of Indonesian EFL teachers regarding authenticity in language teaching classroom. Convenient and purposive sampling were employed to collect data from 6 EFL teachers through semi-structured interview. The findings suggest that teachers' beliefs and opinions regarding authenticity varied, and there was a mismatch between what they believed and what were actually applied in the classroom. Some factors that affected the inconsistency are discussed. The significant of this findings as well as the implication and suggestions for further studies are reviewed.

Mayamin Altae

PhD Student, University of Leicester, UK

Iraqi School English Language Teachers' Perceptions and Views about the use of Technology in Relation to the Iraqi Government Education Policy

Introduction

In the last 5 years there was an increasing pace of advances in technology in Iraq as a result of the political change in the country. There was a noticeable development in the use of technology in schools and Iraqi secondary school teachers are now expected to use technology in their teaching routinely. The introduction of the new English language curriculum (which was part of the new Iraq era) has put more pressure on teachers to integrate technology as the new curriculum comes with many supporting software materials that teachers need to use. The Iraqi government educational policy states that teachers' use of technology in their teaching practices need to be considered when assessing their performance and their professional development in order to build a continuing quality improvement by focusing on the efficient use of technology.

Rational and Significance

Iraq suffered enormous hardship due to continuous external conflicts before 2003, which made the country lagging in many economic and social domains; not excluding technology. The previous regime's concern in mobilizing oil profits for security and military supports prevented Iraqis from acquiring the quality of life common in other major oil-producing countries in the region, such as Saudi Arabia.

Following Iraq's invasion of Kuwait in August 1990, the United Nations' Security Council implemented resolution 986 in 1996, establishing the "Oil for Food" program. Under that program, Iraq was allowed to sell oil in order to purchase necessary humanitarian supplies. Iraq was able to import only those items essential for humanitarian relief, mainly food and medicine. Any items considered slightly aiding the development of Iraq's arsenal of weapons were banned under the sanctions, including information and communication technology products. That restriction on technology imports resulted in further deterioration of the ICT sector, already underdeveloped by global standard, and greatly damaged by over two decades of wars on

different fronts. The sanctions meant that Iraq was left behind for many years as far as technology adoption is concerned. "In education, Iraq was isolated from global trends" (Gordon, 2010: 39). Besides, the government security sense throughout those years worsened the situation and Iraqis during those years never knew the Internet, mobile phones and satellite TV channels, which made them unaware of the rapid development in ICT that was happening all over the world. Added to that was the previous government's perception of the education sector as a minor concern in comparison to other major sectors such as the defence and the national security or more precisely, the regime security. As to the policies that are related to technology in education prior to 2003, they were either nonexistent or very oppressive. Access to ICT by the public was looked at as a threat to the security of the governing regime.

The war on Iraq in 2003 marked a landmark in the liberalisation of the technology sector. The progress in the ICT infrastructure culture in the country represents a huge opportunity for the next generation. The access to information and knowledge, the ICT capacity building, the building of the confidence and security in the use of ICT are some of the achievement in the sector after 2003. All these have paved the way to exploit the huge change in the country's ICT infrastructure to serve the education sector and introduce technology in teaching and learning for the first time ever. Internet is now accessible everywhere in Iraq and many Iraqis, especially teachers, have internet access in their homes. Iraqi youths and students are able to access the Internet through their smart phones. "As elsewhere, mobile phone usage and the Internet have taken off considerably since 2003. Currently 78% of Iraqis own a mobile phone with Internet access" (BBC, 20 March 2013). The use of many different applications such as the social media websites has also become very common in the last two years.

While technology has been integrated in education for the last three decades in many parts of the world, this has not been the case in Iraq. Technology has been introduced to the Iraqi education sector after the invasion of Iraq in 2003.

Just like anywhere else in the world, Iraqi teachers have shown different stances in relation to adopting technology in their teaching. Some teachers were reluctant to adopt technology as it necessitates more work and it is a big change in their current teaching practice. The use of technology might mean changing the long-time adopted teacher-centred approach to a more vibrant learning situation in which students have a greater role in shaping their teaching and learning experience, which is seen as a big challenge for the Iraqi teachers.

Therefore, I believe a research looking at Iraqi teachers' perceptions towards integrating technology in teaching is crucial for the process because teachers play an important role in the level of implementation and they can easily promote or hinder such implementation. Teachers can also transfer their beliefs to their students, which will achieve a lasting effect by making students value the system and have positive beliefs towards it. Investigating Iraqi teachers' perceptions about the integration of technology will also help in discovering what they think about the change in their roles from being the only source of knowledge in the classroom into being facilitators of the process because there is no doubt that technology might change the classroom culture and also the teacher - student relationship. "Technological and educational advances are likely to change the way that many schools look and operate" (Summak, et al., 2010: 1725). This change in the teachers' roles might influence their perceptions about technology and might threaten the achievement of any benefits predicted to be gained from the reform process because some teachers are "reluctant to accept or to learn new things" (Zhu, 2015:

Charles Fonkpu Banfegha
Senior Lecturer, University of Douala, Cameroon

Research on African Languages and Cultures at the Era of Emergence

Today in many African countries notably in the French spoken countries, the political demagoguery is centred around the concept of 'émergence'. The so-called quest for the 'emergence' is focused on the economy and infrastructural aspects of life at the expense of other aspects of society. 'Emergence', being a 'state' or 'act' of rising from an envelopment or concealment to a new view, level or projection has to be viewed holistically and not partially. Emergence, whose end result or goal being growth or development, has to be global. This paper therefore sets out to invent other avenues where emergence has to be extended to and show how research on languages and cultures should be carried out in such areas in order for the continent to achieve a total and not only a partial state of emergence.

These avenues include:

research/languages/cultures/teaching;
research/languages/cultures/learning;
research/languages/cultures/health;
research/languages/cultures/technology;
research/languages/cultures/transportation;
research/languages/cultures/tourism;
research/languages/cultures/social welfare;
research/languages/cultures/religion;
research/languages/cultures/politics;
research/languages/cultures/sports;

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Diachronically Tracking the Divergence by Register of One Feature of Ancient Greek Syntax

This paper will examine instances in Classical and Koine Greek in which postpositive particles are delayed beyond peninitial position in a clause or sentence, i.e. exceptions to Wackernagel's law, from the third century BCE to the eighth century CE. In this examination, I shall use data from both the *Thesaurus Linguae Graecae*, the standard corpus of Ancient Greek literary texts and the *Duke Databank of Documentary Papyri*, a corpus of non-literary Greek documents from antiquity. This will permit me to make comparisons of the frequency of this phenomenon between the registers of formal literary prose and that of everyday documents.

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Chinese L2 Writers across Mainstream Contexts - A Longitudinal Study

Theorists have claimed that second language acquisition generally proceeds through predictable stages. With respect to L2 writing, recent research suggests a more complex picture, especially at higher levels of proficiency (Larsen-Freeman, 2006). To better understand the trajectories of advanced L2 writers, longitudinal research capturing actual learner performance is needed. Yet few studies have lasted longer than a semester, and none have analyzed the authentic texts students produce for mainstream courses.

Since 2012, we have invited the largest international population at our college and in the US—Chinese international students—to participate in our study. Cohort one (n=9) submitted one untutored writing sample each semester until their 2016 graduation. We analyzed 69 papers for dimensions of proficiency, including grammatical accuracy, syntactic complexity, and a newly defined variable, clarity. We identified accuracy by grammatical errors per clause, as determined by three raters. We measured sentence complexity according to clauses per sentence. Clarity, our new variable, was defined as a site of communication breakdown, a sentence in a paper that, without the author's input, the raters could not understand. We used ANOVA to evaluate four years' worth of data.

Findings revealed statistically significant improvements in grammatical accuracy and clarity over eight semesters. Only differences in sentence complexity between the first and last semester were statistically significant. TOEFL scores were significantly correlated with accuracy during the first semester and were not associated with any performance measures thereafter.

For the proposed presentation, cohort 1 results will be compared to and combined with data from our second cohort (currently collected and partially analyzed).

The study has implications for mainstream writing pedagogy and

assessment. That even the strongest of L2 writers may not produce error-free text by graduation may prompt mainstream faculty to re-evaluate their grading criteria, provide focused feedback, and prioritize other areas of writing performance.

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**Sounds, Signs and Hearing:
A Peircean Assessment of the Audible Field**

In what ways the study of sounds and of the audible field allows a reevaluation of questions regarding C.S. Peirce's semiotics and its implications to the philosophy of language? This essay is an attempt to rethink the relationship between the mimetic and the semiotic elements of language through a research on how the process of hearing relates to sounds and meaning. To draw a map of the audible field, one must follow Peirce's triadic logic in a double articulation of Jacques Rancière's three political orders of sensitivity (ethical, poetical and aesthetical) with Michel Chion's three ways of hearing (reduced, causal, semantical). Peirce's three logical categories (firstness, secondness and thirdness) enables numberless triadic combinations between ways of hearing, orders of sensitivity and the signifier's operations. The audible field unfolds itself according to the following partition: a) reduction to the ethical dimension of a strict regulation of its own volume and pitch variations; b) representation according to mimetical criteria of causal attribution of sounds to its supposed sources; c) linearization into a signifying sequence of organized coded sounds. The final result is a semiotic understanding of the audible field as an organized gap between sounds and signs.

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What Pupils Say about Foreign Language Transition from Primary to Secondary School: What this Means for Language Planning and Policy

Research on primary MFL (PMFL) in the UK from the 60s (Burstall et al., 1974) to more recent times (e.g. Chambers, 2016; Cable et al., 2010) identify transition as a problematic issue. Two projects, one in England and one in Germany, tapped into the views of the key stakeholders: the pupils.

Semi-structured interviews were conducted with the same pupil participants in two phases of data collection (February 2013 and 2014). They came from a range of primary schools and were tracked into their secondary schools.

All interview data were recorded and transcribed. Analysis of the data took the form of multiple readings of the transcriptions and exploitation of the MAXQDA (2010 version) analysis instrument.

Key Findings

- Exploitation of one approved scheme of work and one textbook to teach one common foreign language facilitates continuity from primary to secondary school.
- Pupils' attitudinal perspectives are more positive when they are taught by teachers trained to teach MFL.
- Investment in training primary school MFL teachers leads to more positive outcomes.
- Pupils look forward to transferring to secondary school.
- There is little collaboration and limited exchange of information between primary and secondary schools.
- Pupils enjoy English lessons in both phases but more in secondary than primary. This is linked to a perception of seriousness and progress.
- Sample secondary schools' Open Evenings offered no MFL-specific activities.

These findings give food for thought in relation to attainment, assessment and the learner's sense of progression. What are the implications for language planning and policy?

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Political Emotions in China's 30 Years' National Congress Reports

This study explores the political emotional evolution in China's 30 Years' National Congress Reports at four levels: defining the political emotions, examining the emotional expressive ways, analyzing the emotional discourse context, and exploring the context model. The first three levels were respectively realized by three corpus based discourse mechanisms: emotional semantic contents, metaphorical concepts, semantic networks of metaphor presentations. The results are at four folds. First, "forceful" emotion is the consistent key type, which is mainly presented by "war" metaphors. Second, the "construction of the Communist Party", especially "the corruption problem" is always the main content concerned by "forceful" emotion, and "development" is the consistent variable influencing the political emotions. Third, the "development" emotional focus is changing from elementary production development to high-leveled diversified economy in succession. Fourth, the "disliking" emotion is weak and mainly caused by international hostile powers and Taiwan separation powers. These results are further deepens by social context model analysis, which shows that the political emotions are in a successive political ideological evolution.

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A Study of Accounts by Hong Kong's Ethnic Minority Members

This qualitative study sets out to gain preliminary understanding of the experience of non-Chinese ethnic minority members in Hong Kong, an understudied cultural sectors present since colonial times. Through one-on-one interviews and field observations, the study aim is to learn, from personal accounts and natural social interactions, about the role of various host socio-environmental factors as experienced in cross-cultural adaptation process and related to share with the researcher, and to examine how each factors may have figured in the life of non-Chinese Hongkongers of South Asian ancestry in communication practice and activities they participate in, as it is or in combination. The findings would include interviewees' general reception of views about them by the majority Chinese residents, treatment that they received, their experience of interaction with the Chinese Hongkongers, the ease or difficulty of such contact, etc. and pressure they reportedly feel in their day to day activities and the felt need to learn the majority ways, as well as way these are expressed and shared verbally or otherwise. Interpretation of the findings would represent mostly practical implications as well as some theoretical implications.

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&

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The Study of Intercultural Competency and Awareness on Perspective Teachers

Intercultural communication competence is the core skill for cultivating international talents in the 21 century. However, most of the intercultural education courses designed for pre-service teachers focused more on the theoretical knowledge but provided few opportunities to experience cross-cultural communication practices. To address the issues, this study used English as a lingua franca to implement an online cross-cultural collaborative project between Taiwan and Indonesia. This study involved 27 Taiwanese students who not only learned theories related to intercultural education but also collaborated with Indonesian students to complete four intercultural tasks. The whole intervention lasted 10 weeks, and after the intervention the Taiwanese participants responded two questionnaires: Intercultural Communication Strategy Inventory and Intercultural Awareness Inventory. The results showed that there is a significant difference in the intercultural knowledge and communication skill between the students with different levels of intercultural awareness. More specifically, the students who showed better intercultural awareness reported more intercultural knowledge and performed better skills to deal with intercultural communication tasks. It is hoped that this research and experience can shed a light to the establishment of international collaboration for the preservice teachers' training.

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A Qualitative Examination of ESL Writers' Production of Topic-Induced Lexical Phrases

The research on formulaic language in ESL writing emphasizes that for an effective discussion of a topic, learners need to employ topic-induced lexical phrases (Erman, 2009). To illustrate, in a well-written text examining the topic of adoptions, it is likely to find phrases such as *adoptive parents* or *place a child for adoption*. Previous research (Author, under review) found that the ESL learners who received explicit instruction made more significant gains in their abilities to use the topic-induced lexical phrases in their writing than those who did not. However, more needs to be known about how ESL writers' abilities to produce the target phrases differ between the two groups. The present investigation is a step in that direction.

The research project represents an extension of the Author's (under review) study and involves a qualitative analysis of the topic-induced phrases produced in 40-minute essays written at the start and end of an 8-week term by 54 ESL students assigned to the control (N= 19) and experimental (N=35) groups based on their enrollment in high-intermediate writing classes in an Intensive English Program in the western United States. The experimental group received training on 15 target structures over the period of four days. The control group received no vocabulary instruction. Both groups were exposed to the target lexical phrases through reading the same course materials and discussing them in class. The target structures that the participants produced in their essays were first extracted through the use of computer software and then analyzed manually.

The study results indicated that the treatment group, in contrast to the control, was able to produce a greater variety of the target lexical phrases and had a tendency to alter the original form of the phrases. The findings have implications on ESL/EFL writing pedagogy.

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To what Extent are French Intermediate Learners “Stress Deaf”?

Although research on the role of prosody in oral comprehension in L2 is growing, it is still a subject of debate (Cutler, 2012). The two languages considered here (Spanish and French) differ regarding stress pattern as Spanish stress is free, distinctive and encoded at the lexical level of processing, whereas in French stress is fixed, not-distinctive and generally considered to be computed at the post-lexical level. A hypothesis has been advanced that these differences may lead to a persistent “stress deafness” for French (Dupoux, Peperkamp, & Sebastián-Gallés, 2001; Dupoux, Sebastián-Gallés, Navarrete, & Peperkamp, 2008; a contrario Astésano, Bertrand, Espesser, & Nguyen, 2012; Muñoz, Panissal, Billières, & Baqué, 2009).

Therefore, the aim of this study is to compare morphological values to lexical values on the one hand, and stress detection to processing through syntactic comprehension on the other hand in oral comprehension by intermediate French learners of Spanish.

The subjects were asked to assess the linguistic (both grammatical and semantic) acceptability of items at three complexity levels: single words, sentences and texts, in the hypothesis that the rising complexity of the task will affect their performance.

Results show that the French intermediate learners’ performance is poorer than natives in all tasks, especially regarding stress errors. For both groups, errors are more difficult to identify in texts compared to sentences or isolated words. In sentences and isolated words, French learners perceive better vocalic error compared to stress errors.

The obtained data were analysed by means of linear mixed-effects regression models, in which subjects were introduced as random variables, and L1, type of error (segmental and stress related, lexical or morphological), and items’ complexity as independent factors. The dependent variables were the Signal Detection Theory measures of sensibility (loglinear A’) and of response bias (loglinear B’’) (Stanislaw & Todorov, 1999).

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Socio-Pragmatic Transfer in Egyptian Refusals

Producing accurate and comprehensible language requires grammatical and syntactic knowledge; however, language accuracy does not ensure avoiding miscommunication which arises from the unusual use of speech acts. Thus, speech acts were among the prominent areas that have been investigated in the field of Inter-language pragmatics. For that, the current study investigated the realizations of the speech act of refusal by young adult Egyptian students in their L1 (Egyptian Arabic) and L2 (English). The study also explored the socio-pragmatic features of Egyptian refusals in terms of power and distance. 2270 cases of refusal were collected by means of a Discourse Completion Task (DCT) and field notes. The sample consisted of 200 DCTs and 60 instances of refusals extracted from field notes collected by the researcher. The data were analyzed according to an adaptation of the taxonomy of refusal strategies by Beebe, Takahashi and Uliss-Weltz (1990). The findings reflected a great amount of positive pragmatic transfer as most of the participants refusals were indirect refusals. The strategies that were mainly used were statements of explanations, statements of alternatives, and statements of regret. In addition, adjuncts to refusals such as gratitude and positive opinion were used to refuse the requests and offers of higher and equal power. Furthermore, the results also showed an amount of negative pragmatic transfer in the participants' L2 refusals as a result of both pragma-linguistic and socio-pragmatic failures. Finally, practical implications and future recommendations were suggested based on the given results.

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Toward a Discovery of Truth in a Study of Verbal Meaning

There is much agreement on the interrelatedness of language and culture. There is less agreement on the point of how language records human history and experience, especially on the question of how this can be deciphered. From the inception of stylistics, imaginative literature featured as an unquestionable resource (cf: Harvard studies in the history of stylistics, 1981) and individual styles were assumed to be a major goal in style studies (Milic, 1969) probably because meaning in language “that is above its material content” is accessible and is wholly “the subject of stylistics” (Jakobson, 1970). Style studies had been and have remained based on semantics because “semantic networks indicate relations between social behaviour and linguistic forms” (Halliday, 1976).

In a project envisaging a study of social culture and native character, literary studies may be more productive than sociological merely because of the delicacy of insight that style studies require and of the variety of attitudes and relations represented. A recent equivalent and major study of socio-cultural character in French (Robert Crawshaw and Kerin Tusting, 2000; cf. also: Crowley, 1991) focuses, though, on texts of all genres in current usage. Choosing imaginative literature as the material, the study is likely to be gainful if based on stylistic analysis of relevant works done by a functional method (cf.: Ullmann, 1973; Halliday 1973; Caroline Coffin et al, 2010; Jeffries, McIntyre, 2012). The guideline to pursue is to be the significance of evaluative and figurative meaning (Drazdauskiene, 2008) because nothing but implicature has the credibility of truth in literary representation (Barthes, 1989; Widdowson, 1992; Miller, 2002).

A specimen analysis in overview based on a novel by Margaret Drabble indicates how literary language reflects not only the psychology and intelligence of the speakers but also their emotive attitudes and cultural traits. With the question of relevance (Halliday, 1973a) solved, imaginative literature can be the richest source conducive to the discovery of social and evaluative meaning and so to the cognition of native culture and character, which may be of interest to professionals active in a globalised world.

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Language Planning and Policy in Singapore: A Communication Skills Course for Teachers

Language policy and planning have been vital in Singapore's education and nation-building process. Its bilingual policy; English used as the working language of the country and one other designated mother tongue language (Chinese, Malay or Tamil) has helped the country achieve a high literacy rate. English was chosen because of its importance as a communicative tool in world trade (Chua, 2011). As a result, it is seen as vital that all Singapore teachers communicate well in English. To help teachers achieve this, the National Institute of Education in Singapore requires all pre-service teachers to take Communication Skills for Teachers (CST) which aims to enhance their ability to communicate effectively and professionally in school based contexts while emphasizing awareness of purpose, audience and context.

This presentation will give a brief description of the evolution of the CST course from 2005 to the present and the reasons for its progression from a single "one-size-fits all" traditional, face to face course to its current form of a blended, case- study based course. Feedback from course developers students, and instructors will be discussed as well as institutional directives (including greater use of ICT) which have influenced the course development.

While the CST course described has been developed for Singapore pre-service teachers, a similar course may be applicable in a country where English is the language of education and school teachers are required to be proficient communicators with various stake-holders.

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Using Grammatical Markers of Stance to Identify Possible Legitimacy Markers in Suicide Notes

Research on the linguistic characteristics of suicide notes is not new. Researchers have studied a variety of different topics in this regard which include the patterns of the language use, linguistic manifestations of power and sentiment sentence classification in suicide notes (Leenaars 1988, Roubidoux, 2012 and Sohn et al, 2012). For researchers in forensic linguistics and researchers in law it can be of great value to be able to determine if a note left at an apparent suicide is, in fact, a real suicide note written by the victim.

Studies that try to determine possible intent in both suicide notes (Roubidoux, 2012) and threatening communications (Gales, 2010) have shown it is, to some extent, possible to identify the *clues to the possible intent of an individual* by examining the linguistic features of a specific text. Determining if someone might have intended to write a particular text could contribute to determining if a specific text, in this case a suicide note, is legitimate or not. In the current study the aim is not to determine the intent of the note writer but, similar to the studies mentioned, the aim is *to determine if there are clues to possible intent in suicide notes* that could act as 'legitimacy markers'. Appraisal theory and grammatical markers of stance will be used to locate these legitimacy markers (including indications of possible intent) which could be useful when determining the authenticity of a suicide note.

For the present study, the presence of certain pronouns together with positive and negative nouns and verbs, adjectives as well as adverbials, complement clauses and modals will be considered as grammatical markers of stance. The presence of affect, judgements, appreciation, engagement and graduation and the texts will also be analysed.

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Cross-Linguistic Influence in Technical Translation

This research presents the preliminary outcomes of a research project that explores cross-linguistic influence in technical translations from English to Spanish made by students. The Cross-linguistic influence, also known as linguistic transfer, can occur in all levels of language, such as, semantical, syntactical, pragmatical, lexical, phonological, etc., thus, we can find its influence at these levels in translation. As Cross-linguistic influence is a linguistic phenomenon that has been studied mainly in the area of language acquisition, this study aims to explore and give an overview of this phenomenon and in which cases it could be present in a translation and how it affects (in a positive or a negative way) the efficiency of the translation. In addition, this research aims to analyze the possible reasons for their occurrence and present some suggestions to avoid the problems found, as well as providing some guidance to future translations.

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The Use of Chat-apps in a Blended Learning Environment: Lessons from a University Chinese Language Course in Singapore

It is generally acknowledged that the key to success in learning a second/foreign language is ample opportunities for using and practicing the language amongst a community of speakers (Long, 1981; Gass, 1997; Cheal, Coughlin & Moore, 2012). With the rapid growth in the use of smartphones and new social media platforms, teachers and students can now easily build up online communities of learning and make use of the many opportunities that arise for sharing and interacting, making learning lively and fun (Hrastinski & Dennen, 2012). By capitalizing on university students' immense attachment to their smartphones and a plethora of social media applications, it becomes possible to weave formal and informal learning seamlessly into their everyday lives (Naismith et al., 2004).

Previous research has been based largely on social media platforms such as blogs, Facebook or Twitter, where the chat and instant messaging functionalities are absent. To address this issue, a project was carried out in a university in Singapore to experiment with the use of smartphone-based mobile learning in a Chinese language course, in order to find out how best to design and implement a chat-app-based blending learning curriculum, and how students might respond to such new learning opportunities.

A survey of students' views after the course yielded several interesting findings. (1) Students rated chat apps higher than traditional computer-based platforms. (2) Students gave highly positive feedback on the experience of authentic learning opened up by the use of smartphones. (3) Students were spontaneously generating content and learning activities by themselves on the mobile learning platform. (4) Students were in favour of incorporating mobile learning as one component in course assessment.

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Non-Word Repetition of Target and non-Target like Words [By Monolingual Arabic Preschoolers]

The paper has attempted to check children's phonological memory and phonological awareness by asking them to repeat various non-words. A non word repetition experiment was conducted, using 30 non words which ranged from 2 to 4 syllables. Half of the non words were target-like and half were non target-like. Subjects were asked to repeat the non words as accurately as they could.

Results showed that long non words were repeated more erroneously than short non words. In addition, word-likeness influenced the accuracy of repetition; where non words with high word likeness taxed more errors by children. A note was provided on specific items and individuals which triggered more errors than others.

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The Limits of Language Planning

Esperanto, published in 1887, is a constructed language that is actively used by a multifaceted community all over the world. This observation can be taken as a strong indication that *corpus* planning, taken to the extreme of creating an entire system, can indeed produce a workable language that satisfies its speakers. It will be argued in this paper that, whereas a corpus can be planned successfully, the subsequent evolution of this corpus within a community is uncontrollable. The unguided development of Esperanto shows unforeseen irregularities and complications in increasing numbers. These trends would accelerate if the language were to be spoken by massive numbers of people outside the organized community of practice which uses and protects the language at present.

I will not discuss the development which underpins the lexical expansion of Esperanto in order to keep its vocabulary up to date, but concentrate on less visible, spontaneous, developments in the grammar. All linguistic analyses are embedded in a universal theory of human language, Functional Discourse Grammar.

Three developments in the grammar of Esperanto will be discussed in detail. The first topic concerns the observable drift of the language's parts-of-speech system away from what was likely intended to be a system of flexible lexemes toward a verbal-non verbal split, predictably to be followed by a nominal-adjectival split. The second topic addresses trends that originate in the morphology: implications of the progressive lexicalization of affixes, and the growing difficulty in handling (in)transitivity and causativity. Our third topic of interest addresses the formation of phonologically acceptable compounds.

The natural trends and drifts that Esperanto, like any other community language, appears to be susceptible to contain a special threat to its appeal: they undermine a key feature the language was given at the start, i.e. to be easily learnable.

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Going Digital or Going Home? A Study on Blended Language Learning in Higher Education

Blended learning (BL) refers to a learning and teaching environment where computers or mobile devices are employed to assist face-to face-learning. This model of learning has become increasingly important in higher education. It is believed that BL will become the “new normal” in the subject delivery in tertiary education. Some scholars have also predicted a “going digital or going home” future, meaning university teaching staff members will either have to adopt BL or face the possibility of losing their jobs.

BL can facilitate teaching and greatly motivate students to learn. Adopting this model of learning in classroom, however, could be a challenge for many staff members. Potential barriers to the adoption of BL, according to some studies (e.g. Porter, Graham, Bodily & Sandberg, 2016; Lin; Huang & Chen, 2014), are mainly related to the university’s infrastructure and availability of technological and pedagogical support for BL. The provision of such support, however, may not be sufficient in addressing the problem.

This paper reports a study on the use of Ureply, an online mobile-assisted tool, in teaching an academic English course in a university in Hong Kong. The course involved 46 teaching staff members and over 12,00 students. The study gathered staff's views on their use of Ureply (or lack thereof) in the course. Both quantitative and quantitative data were gathered. The results indicate that even with all the necessary infrastructure and full technical and pedagogical support, a substantial number of staff members still resisted using this online mobile device. The resistance appeared to be associated with two psychological barriers; the first was their low confidence in using the online tool in class, and the other was their perception of the primary function of mobile devices, i.e. it is for personal and/or social purposes, or for work and/or study purposes.

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A New Hypothesis on the Trainability of Grammatical Sensitivity in Processing Instruction

Processing instruction is a pedagogical intervention based on the model of Input Processing introduced by VanPatten (1996 onwards), which attempts to manipulate L2 input to alter learners' default processing principles to ensure correct processing. Research has shown continuous positive effects of this intervention (e.g. VanPatten & Cadierno, 1993; VanPatten & Borst, 2012; VanPatten & Smith, 2015; Benati & Angelovska, 2015), and has displayed 'transfer of training' benefits for learners interpreting secondary and cumulative target features (Laval, 2008; Benati et al., 2008). The interpretation of features that learners have not received instruction on suggests that processing instruction affects learners' processing strategies. Lee (2004) refers to this as learners developing 'better intuitions'.

This study is measuring these 'intuitions' through Aptitude as grammatical sensitivity, implementing a dynamic nature to this construct and suggesting that these "intuitions" are in fact heightened grammatical sensitivity. The Modern Language Aptitude Test (MLAT) measures learners' grammatical sensitivity pre- and post-instruction in reaction to processing instruction. The study also measures learners' interpretation of secondary and cumulative target forms, after receiving instruction on the primary target form, using the online measure of eye-tracking. Although grammatical sensitivity may not have a post-hoc effect in processing instruction research (VanPatten & Borst, 2012) it may be trained by processing instruction and allow learners to process unfamiliar target features. To account for the possibility of other individual differences, potential variables, such as attention and motivation, will be monitored with eye-movement and questionnaire data.

Foreign language aptitude has historically been considered as a relatively stable, innate construct that is unmodifiable through training or previous experience (Carroll, 1981; Skehan, 1985). However, if learners' sensitivity to target features is heightened after receiving processing instruction, as inferred by secondary and cumulative effects, this would therefore suggest that grammatical sensitivity is trainable. This challenges the traditional notion of the stability of grammatical sensitivity and aptitude, addressing a gap in the literature. Consequently, this could have considerable implications in the way

languages are taught and inevitably acquired.

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Selfies Language: Identity and Sociability in Cyberculture

Studies on computer use as a technological instrument (means) of communication – as a way of being aware of the world, of being an insider to post-modernity instead of an outsider, mainly concerning social media – has received widespread criticism in terms of the distance between "real life" and "virtual life". As a matter of fact, we are no longer consubstantiating an individual in social networking websites: instead, we are playing the role – a *persona* – of someone who chooses to be positioned within a particular social networking service. I agree on the fact that we are not showing ourselves as we really are in the social networking websites, but rather appearing as the one we want to show off before somebody else's eyes. It does not mean that language is not available for the relationship between people and groups. The *selfies*, or the *mise en scène* of the self, are not what is usually known as the imprisonment of the self. As Maffesoli (2014), I prefer to believe that the *selfies* compose a contemporary form of *iconophilia*. In other words, it is a matter of a tribal narcissism, not an individual one (as in the aggravation of rationality in modernity), as tribal communication means the sharing of tastes (sexual, musical, religious, and so forth). And, to the extent that *selfies* are "inside" the computer, I would not classify them as computer "prosthesis" (Mey, 2006). If, according to Mey (2006), adaptability integrates the human user system with the computer tool, and each system is adapted one to another, "the tool changes the task, and vice versa, in a never-ending spiral" (Salomon, 1993) within such adaptability. And, in the case of *selfies*, the computer would be the shareable territory for the distribution of the sensible (Rancière, 2002). Therefore, technology would not be a half-instrument, but also a message of reenchantment of an emerging postmodern generation.

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**Effects of the Signalling Principle on EFL
Learning/Teaching: A Study of Explicit Grammar Mistakes
within an Adapted Functional Teaching Approach**

This piece of research presents the results of a quasi-experimental study on the effects of the signalling principle, Mayer (2001), in a sample of Chilean university EFL learners exposed to pictures and text with explicit presentations of grammar mistakes. One group was presented explicitly some frequent grammar mistakes previously elicited from ten experienced teachers of English that included the signalling principle (using several colours, sounds and semiotic signs). The other group, was exposed to the functional approach where grammar mistakes were implicitly dealt with, using the same pictures as the experimental group as teaching resources. Both groups kept the interactive and functional practice. After using different instruments to test recognition and oral production, findings revealed there were no significant differences with a P- value of 0.314 and a 5 % level of significance when both groups were compared in the recognition stage of mistakes. This means that both groups benefited from explicit and implicit presentation of specific English contents. However, in the oral production stage, the group that was explicitly exposed to some grammar mistakes did a better job at "monitoring" and self- correcting some of the mistakes that had been shown in the presentation stage. These results show that using explicit presentations on grammar mistakes on one hand, was neither detrimental nor unnecessary for recognising such mistakes, and on the other one, learners increased their monitoring and self correcting learning capacities.

The presentation will focus on an attempt at mingling theory and practice in linguistics in EFL contexts, as well as come controversial issues in applied linguistics.

Gift Mheta

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**Enhancing one-on-one Tutoring Practice through
Reflections: The Case of a Selected Writing Centre (WrC) at
a University of Technology (UoT)**

The ability to write effectively among students is rare in the South African higher education sector, and this has necessitated the establishment of writing centres (WrCs) at both traditional universities and universities of technology (UoTs). WrCs have sprouted in the South African universities to provide safe spaces where students can develop their writing skills through one-on-one tutelage, which in most cases is provided by tutors who are, though not exclusively, trained postgraduate students that have a passion for writing. Tutors constitute the heart and soul of any WrC; they are incontestably the drivers of WrCs without which there are no WrCs to talk about. This paper explores the role of tutors' reflections in enhancing one-on-one tutoring practice at a selected WrC in a UoT setting. It reveals the importance of making tutors reflect on their WrC practice through the writing of reflections. The paper shows how through such a practice; students are the ultimate beneficiaries in their learning. The WrC tutors' reflections are analysed using Kolb's learning cycle. In this paper, an attempt is made to show how WrC tutors discharge their mandate, that is, how they provide writing companionship and how they learn and enhance their practice from such experiences.

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Stylistic Analysis and Characterization in Yann Martel's Life of Pi: "The Other Story"

What linguistic and stylistic features contribute to making interpretations in characterization of fictional characters? This paper provides a stylistic analysis of a selected episode, "The other story", contained in a single chapter in Martel's *Life of Pi* to discuss characterization of four figures – the French cook, the sailor, Mother and Pi. The study favours a pluralistic approach blending literary criticism, linguistic analysis and stylistic description. It adopts Leech and Short's (2007) broad framework of linguistic and stylistic categories (lexical categories, grammatical categories, figures of speech etc. [sic] and context and cohesion); Halliday's functional model of language (which acknowledges 3 major functions viz. ideational, interpersonal and textual); and a range of other relevant linguistic phenomena, to explore: (i) how each of the four characters is represented; (ii) the voice of the narrator (Pi, the protagonist) and (iii) the author's (Yann Martel) mind style. Finally, I show how, these in turn, influence the reader's value judgement and submit that even stylistic features of prose fragments are plausible character markers.

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&

Adele Moodly

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**Teachers' Strategies to Promote Reading in English First
Additional Language: A Focus on Challenges and
Approaches in Language Transitioning in a South African
Context**

In many countries there is support for learners learning in their mother tongue and then in later years transitioning to English. This transition takes place sooner or later, depending on the language in education policy of a particular country and has implications for language teaching strategies. Transitioning from mother tongue instruction to English as a medium of instruction is an international practice, found in amongst other countries, South Africa. According to the Language in Education Policy (South Africa -1997), the transition period is in Grade 4 where English (which is in most cases not the mother tongue of learners) becomes the medium of instruction. This comes with challenges as highlighted in the paper, with a particular focus on reading, presented both in an international and South African context. A theoretical discussion on the implications of transitioning from mother tongue to English (first additional language in a South African context) highlights the challenges to both learners and teachers, and reviews approaches to reading to facilitate the language transition. The paper draws on both the international and South African context, contextualising the Language in Education Policy and implications for transitioning techniques in reading.

Tolkun Musaeva

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**The Problem of Translating Culture Bound Linguistic
Items on the Material of the Kyrgyz Epic “Manas” and its
English Translation done by W. May**

The article is devoted to inadequate renderings of ethnographical realities in the epic *Manas* translated by British scholar Walter Mayor, whose two-volume translation was published in 1995 in honor of the *Manas* celebrations. The epic *Manas* is a bright example of Kyrgyz oral tradition that is both profound and informative. With half of a million lines of verse, it is 20 times longer than Homer's *Odyssey* and the *Iliad* combined. *Manas* is a poetic account of the literature, culture, and art of the Kyrgyz people which includes the conceptual frame of Kyrgyz thought which encompasses Kyrgyz social mores, struggle for independence, and national consciousness. Kyrgyz scholars of *Manas* do not know English and therefore, they have no means of checking the authenticity or quality of his translation, the translator, as well. Mayor did not know Kyrgyz too, and therefore, he used the Russian translation of the epic. In other words, his translation of *Manas* is a translation of the "beautified" Russian translation that distorts the original meaning. This factor alone undermines the authenticity of his translation. As the Epic *Manas* is Kyrgyz people's most important cultural treasure and one of the world's greatest oral poem, in fact it deserves a much superior, poetic English translation. I regretted the fact that he could not reproduce that original poetic and eloquent language in his English translation.

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&

Rahmat Rahmat

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A Comparative Analysis of ELT Policy and Implementation for the Teaching of Speaking in Singapore and Indonesia

This panel presents the initial findings from a larger project on the policy implementation of the teaching of speaking in Singapore and Indonesia. The panel will present findings of a comparative analysis of the English language teaching policies in Singapore and Indonesia in general and in particular, the teaching of speaking. Initiated by the international emphasis on developing speaking competence in learners of English as a marker of global competitiveness (O'Neill & Chapman, 2015, p. 1), the panel will compare policy goals for the teaching of speaking with policy implementation procedures for the secondary or high school levels (ages 11-15).

The first presentation begins with an overview of the current English Language syllabus in Singapore identifying the philosophical and instructional shifts articulated since 2000 along with their incumbent challenges, given that Singapore's language policy aims to "treat English as a purely 'practical' language, one that 'should be taught...without cultural nuance or reference' " (Wee, 2007 cited in Wee, 2009, p. 98). Findings from this analysis reveal that the work of policy implementation needs to be broadened significantly in order to achieve policy goals particularly in terms of classroom instruction.

The second presentation will then proceed to an overview of the English language syllabus in Indonesia and the philosophical changes that have been articulated in recent policies since 2013. Given that English is a foreign language in Indonesia, this presentation will identify the potential areas of dissonance between policy goals and implementation procedures in the teaching of speaking most crucially in terms of curriculum allotment.

Finally, the third presentation will end with take-aways from the comparative analysis of language teaching policies from both countries towards the goal of effective communication (Ministry of Education, Singapore, 2010, p.10) and competence in English (Widodo, 2016, p. 132) for their learners and thoughts as to the way ahead as directed by the analysis.

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Cross-Linguistic Influence in Simultaneous Interpretation

The influence of cross-linguistic has being mainly studied in language acquisition. However, it is an aspect that can also be observed in professional interpreters with years of work experience. Even when they are bilingual that have had already been through all the stages of the acquisition of a second language, they are not immune to the influence of cross-linguistics. This can be either a difficulty or advantage to the interpreter, which will depend of the type of transfer (positive or negative). Linguistic transfer can occur for different reasons, such as cultural aspects, poor knowledge of the language, etc. Now, from the perspective of an interpretation student that has none or slight experience in interpretation, ¿How will the cross-linguistic influence the message's intent? And ¿What kind of impact will it have on the interpretation? This investigation analyses the influence that cross-linguistic has over the meaning of the interpretation from English to Spanish made by students. It is an exploratory investigation that describes the types of transfer that occur during the interpretation, and open ups the margin for future investigations on the areas.

Alejandra Plaza Sierra

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FUNetics in the Classroom

The teaching of Phonetics has always taken a backseat to the teaching of other skills. The reason why this might happen is because teaching pronunciation is not an easy task and sometimes, it can seem boring to have a whole course focused on teaching “how to speak correctly.” However, teaching Phonetics is much more than only teaching how to articulate every consonant and vowel, it involves teaching how real English works. It is not only about pronunciation but also about Sociolinguistics and Pragmatics.

The presentation “FUNetics in the Classroom” will provide ideas on how to teach Phonetics, not only in a successful way but also in a fun way. Throughout the presentation, different approaches will be shared as various ideas on how to use authentic material, such as songs and television shows, will be given. The objective of the presentation is to allow fellow teachers to realize that teaching Phonetics is as important as teaching other skills and to give them the chance to develop their own ideas and material.

John Ryan

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The Proof is in the Pronoun: Grammatical and Semantic Gender in Anglo Saxon

In the literature on gender systems, anaphoric pronouns are commonly given the proverbial backseat to nouns and even nominal modifiers such as adjectives; however, as this paper will point out, in the case of Old English, the pronominal system played a major role in the development of the gender system that we employ today. Following Curzan (2003), which draws on the Helsinki corpus of Old English texts, this paper will demonstrate how the pronominal gender system in Old English, like its Modern counterpart today, might very well serve as a window to the mind of the Old English speaker and what s/he perceived as “natural” gender. I will show how the pronominal gender system of Old English has in actuality evolved very little into Modern English. I will argue that in Old English for nouns there were two very distinct gender systems: 1) grammatical (e.g., *wif* [neuter] ‘woman’); and 2) semantic (or “natural”) (e.g., *modor* [feminine] ‘mother’), that operated simultaneously. For Old English pronouns, however, I suggest a more complex gender system than for nouns, one that: 1) preferred/selected “natural” gender pronouns for human or human-like referents despite the grammatical gender of the referent; and 2) preferred/selected grammatical gender for non-human or inanimate referents throughout the Old English period, ultimately gravitating toward overall preference for natural, or semantic, gender by the early Middle English period. I will term this system *pronominal complexity* and show how this has major implications on how natural gender in Modern English evolved.

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&

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Children's Discursive Practices and Employment of Membership Categories as a Resource for Resistance to Impositions

Children are frequently met with constraints and impositions in their daily lives placed upon them by parents, caregivers, friends, siblings and others. Even at a young age, children are able to bring a variety of linguistic and multimodal resources to bear upon these situations in which they find themselves. In this paper, we examine two young children's use of Membership Categories (MCs) and Membership Categorization Devices (MCDs) in resistance of adults' impositions. Membership Categories and Membership Categorization Devices are used in their Ethnomethodological sense. In a celebrated paper, Sacks (1972) shows how a simple-looking story told by a four-year-old ('The baby cried. The mommy picked it up') is constructed in such a way as to invite the use of MCs and MCDs for its proper understanding. Despite Sacks' early insights, relatively little work has been done on children's use of MCs and MCDs since. In this paper, we report on a study of a collection of video-recordings of two children in interaction with their parents and others in a domestic setting. Our focus is on conversational sequences where the children can be seen to be resisting, in one way or another, a variety of impositions from the adults. Our findings show that these children, who were four to six years of age at the time of the recording, were very adept at using MCs and MCDs to resist impositions and constraints in pursuit of their interactional goals. Through a range of discursive practices that engage their co-participants in a series of negotiations and moral reasonings, these children were able to counter adults' impositions to varying degrees of success. It is hoped that an understanding of children's employment of MCs and MCDs will shed some light on the learning and development of language and reasoning skills in young children.

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Using YouTube to Practice Listening and Speaking

In the globalized world we live nowadays, communication between cultures is essential. We need to be able to understand what is being said and it is vital we are understood. However, listening and speaking are probably the most difficult skills for students who are learning English as a Foreign Language. As teachers, it is our job to make sure students go out into the world and into the workforce with all the skills they need to have a successful socialization.

The presentation “Using Youtube to Practice Listening and Speaking” will provide ideas on how students can use Youtube videos to improve their listening skills and their oral production through the selection of authentic material about topics of general interest, controversial issues, social problems, among others. Throughout the presentation, several examples will be given about how students can take advantage of ICTs to improve their proficiency in the language and hence, achieve those successful socialization skills we seek in the multicultural world we live in.

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Cecile Sabatier

Associate Professor, Simon Fraser University, Canada

&

David Pajot

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Re-examining British Columbia's Language Education Policy and French Education in Changing Times: Lessons Learned from Research in Canada and Europe

Although Canada has an officially bilingual language policy (English and French) at the federal level, French as a second language education in Canada's western-most province - British Columbia - continues to face two key challenges: a) limited staffing and continuing professional development of French educators and b) student attrition in French programs (Obadia & Theriault, 1997; Carr, 2007; 2013; Genesse, 2007; Moore & Sabatier, 2012). These challenges in programming and practice are strongly influenced by the provincial language education policy, and need to be re-examined within the context of a changing curriculum in BC, and an increasingly diverse and multilingual context where French is a minority language. The purpose of this session is to share research findings of 1) a comparative policy document analysis of language education policies and research across Canada, and 2) data generated from the opinions of key stakeholders in French education (Core French and French Immersion educators and parents). The aim of the research, which is funded by the B.C. Ministry of Education, is to provide comprehensive, evidence-informed recommendations for a review of the provincial language education policy, and to use the findings to re-examine French education programming, as well as French teacher education programming and practice in BC. Results of the research will be discussed, particularly in light of recent research and practice in multilingual European educational contexts (Elmiger & Forster, 2005, Fullan & Boyle, 2014). We will analyze and address how the lessons learned in recent language educational policy changes in European contexts could inform Canadian policy and practice, and how policy research in the BC context might inform European language education policy and practice. Key recommendations for re-examining language education policy and practice at the local and provincial levels, given national policies and international trends, will be addressed.

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&

Burcu Turhan

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Refusal Strategies Employed by Turkish Pre-Service Teachers of English

Pragmatics is the appropriate use of language according to the differing requirements of various contexts. Within those contexts, some factors such as the culture of the target language, the speech act used in the interaction, status and gender of the interlocutors emerge to be crucial. Refusals, one of the most difficult speech acts to perform based on its face threatening nature, were chosen as the focal point of the present study. In an attempt to find out what kind of refusal strategies are employed among pre-service teachers of English, 27 Turkish teacher candidates (13 female and 14 male) at Çukurova University were randomly chosen. Data for the study were collected with the help of a Discourse Completion Test (DCT) in which the participants were to respond nine situations (three lower, three equal and three higher interlocutors). Data analysis concentrated on two main variables: gender of the participants and the status of the interlocutors. Results were discussed through descriptive statistics and chi-square analyses, and “excuse, reason, explanation” was found to be the most frequent refusal strategy used by the participants.

Irina Ustinova

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The Expanding Circle of English

English is the only language nowadays that fulfills a number of conditions, allowing it to play the dominant role on a global scale: it has an important demographic weight, a strong economic, intellectual, technological, and military power, a previously established international spread, and a high level of modernization. The Expanding Circle includes those who use English as a foreign language (EFL) in international commerce, tourism, science, and not as a means of communication internal to the community and the status of English in the Expanding circle is different. Europe has become a linguistically and culturally pluralistic region, where 'European English' or 'Euro-English,' is used for activities that bring together speakers of different languages. English in modern Russia is on the periphery of the emerging Expanding circle; however, the workplace, education, and business are domains in which the use of English is rapidly increasing because English proficiency is seen as the promise of economic, cultural, and individual advantage over others. The sociolinguistic survey reveals that Russian speakers learn English through instruction, and mainly for instrumental reasons, including the use of a lingua franca. The attitudes are controversial toward the issue whether English variety spoken in Russia has or has not its own distinct features. At present, Russian English is not an institutionalized variety, but all indications exist that English will continue to be Russians' language of wider communication with the rest of the world.

Mark Wilkinson

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Language Planning and Teacher Training in Singapore: Designing Courses to Enhance English Language Knowledge and Confidence in pre-Service Teachers

In Singapore, the medium of instruction is English. Although English is not one of the four official languages of Singapore, it is a national language and for Singapore, a population that can communicate in English is considered vital to the nation's participation in the global economy (Iswaran, 2010). The National Institute of Education, Singapore's teacher training institute, runs courses that help student teachers develop enhanced knowledge of English so that they can more effectively 1) teach the language and 2) function as linguistic role models in the nation's schools.

This presentation examines a set of courses developed in the Teacher's Language Development Centre at NIE that aims to help student teachers achieve these two goals by enhancing content knowledge of English and raising awareness of pronunciation issues and their effects on intelligibility. The Certificate of English Language Studies (CELS) programme comprises six courses designed for students in four-year degree and two-year diploma programmes who will teach English in addition to their major subject, such as mathematics, physical education, or arts. Practical Pronunciation for Teachers is a short course for all post-graduate diploma students to build knowledge about pronunciation and how to plan the teaching of pronunciation.

Although the presentation describes courses tailored to the Singapore context, similar courses could be effective in other contexts where English language learning is prioritized at the national level, and student teachers need to both develop their knowledge and confidence in English Language to enhance their effectiveness as teachers and better meet these language priorities.

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