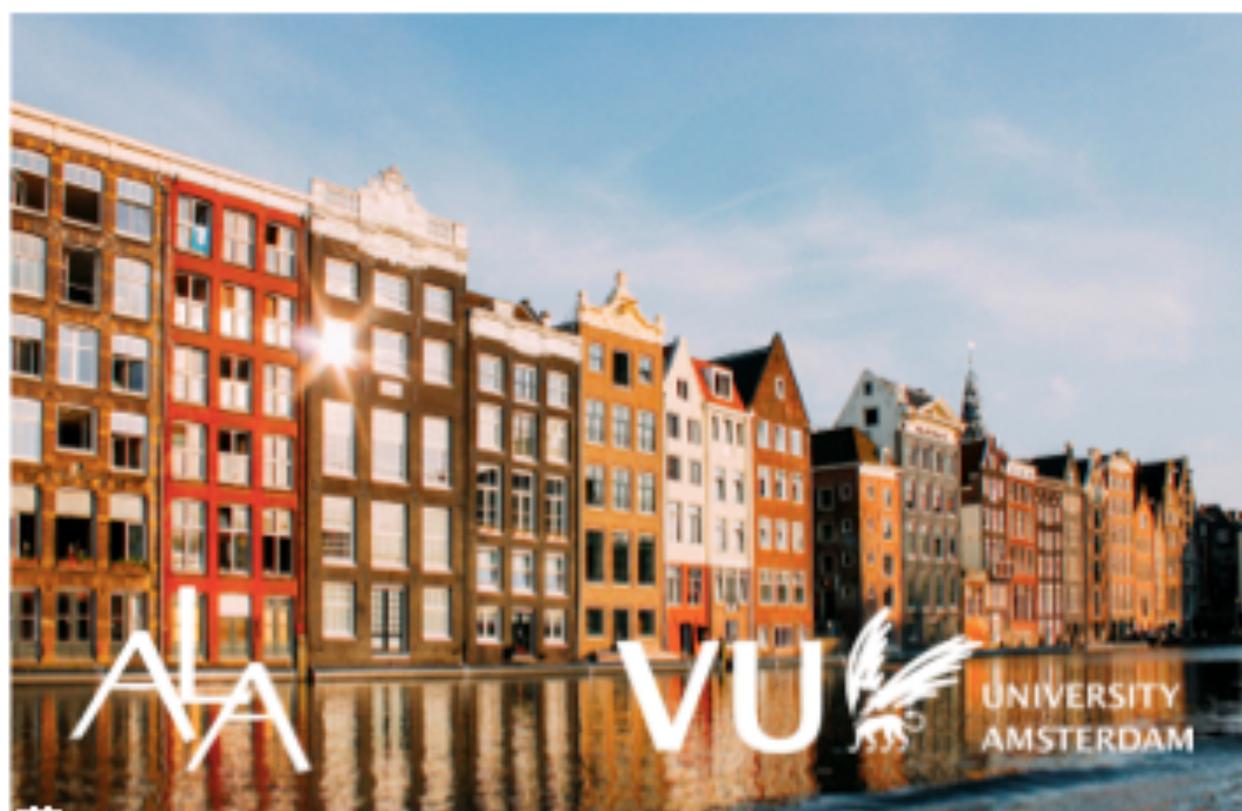# ALA 2018

ASSOCIATION FOR LANGUAGE AWARENESS

Towards Language Aware Citizenship

July 4 – 7, 2018
Vrije Universiteit, Amsterdam

Conference
programme

Welcome from the Chair of the Association for Language Awareness

It is my great pleasure to welcome academics, researchers and practitioners to the 14th International Conference of the Association for Language Awareness held at the Vrije Universiteit Amsterdam, Netherlands on the topic of "Towards Language Aware Citizenship".

Participants from all over the world have come to Amsterdam to exchange ideas on research projects and practical studies with respect to the conference theme and the importance of awareness connected to these issues. Our discussions will focus on language awareness for language-aware citizens, language awareness in the multilingual classroom, teacher language awareness, language awareness in cultural context, reading, language awareness in schools and in the classroom, language awareness in the virtual and online world and a lot more.

This conference will offer ideal opportunities for exchange and networking. This is the first time that the bi-annual International Conference of the Association for Language Awareness is being held in the Dutch capital of Amsterdam. Amsterdam is a large cultural and economic center and has an interesting linguistic landscape reaching from Dutch as an official language via English, West Frisian, and Papiamento as regional languages to Indonesian, Arabic, Turkish, and Berber as main immigrant languages as well as English, German, French, and Spanish as main foreign languages, complemented by the Dutch Sign Language.

By deciding on Amsterdam as the venue of the 14th international conference, the Association for Language Awareness acknowledges the importance of promoting language awareness in this part of Europe which can be seen as a hub both for mobility and linguistic flexibility.

The fact that we are being hosted by the teacher education department of the Vrije Universiteit Amsterdam acknowledges the major role language awareness plays in teaching and learning. Our expectations are high that this conference will spark further promotion of language awareness in this field.

The conference organizers deserve special thanks, first of all Assistant Professor Dr. Anna Kaal and her team at the Vrije Universiteit, the conference sponsors and all those who support this conference conceptually, financially or practically. I want to thank all the plenary speakers and am anticipating rewarding and inspiring contributions. I also want to express my thanks to the Association for Language Awareness for offering stipends which enable conference members to attend who might otherwise have not been able to come.

On behalf of all members of the Association for Language Awareness I am greeting our honorary member Richard Aplin who again helped the association so much by continuing his valuable work as a treasurer. I would also like us to think of our honorary members Prof. Dr. Eric Hawkins and Prof. Dr. Cal James, who were among our founding fathers. And let us not forget to mention all those who cannot be with us in vibrant Amsterdam due to personal or professional reasons. I wish the conference great success, joy and unforgettable moments!

Prof. Dr. Claudia Finkbeiner

Chair of the Association for Language Awareness

Keynote presentations

Jim Cummins - University of Toronto, Canada
Realizing Eric Hawkins' Vision: Language Awareness as an Instructional Tool to Close the Opportunity Gap

I argue in this presentation that an explicit focus on LA across the curriculum is a self-evidently important instructional tool to enhance literacy and knowledge of academic language among all students; furthermore, it is an *essential* (i.e., non-optional) ingredient in reversing educational inequities experienced by multilingual immigrant-background students. However, in light of the theoretical and empirical fluidity of the construct, I argue that the conceptualization and operationalization of LA needs to be problematized in the context of specific instructional goals for specific groups of students, in specific educational contexts.

In the case of socially disadvantaged multilingual students, LA teaching and learning activities will be effective only to the extent that they are aligned with a broader set of empirically supported responses to the causes of students' underachievement rather than implemented as an isolated intervention. Empirically credible causes of underachievement have been conceptualized (e.g., Carter & Welner, 2013) in terms of social and educational opportunity gaps such as poverty, segregated and over-crowded housing, less experienced teachers and school leaders, early tracking into 'academic' and 'vocational' streams, less access to print in homes, neighborhoods, and schools, stereotypes and low teacher expectations, and exclusion or even prohibition of students' multilingual repertoires within the school.

Schools are not in a position to address some of these social opportunity gaps (e.g., segregated housing) but they *can* respond effectively to others by scaffolding comprehension and production of language, engaging students' multilingual repertoires, reinforcing academic language awareness across the curriculum, maximizing literacy engagement, connecting instruction with students' lives, and affirming students' identities through enabling them to use language in powerful ways.

The effectiveness of LA instruction will be enhanced when it simultaneously engages additional high-impact instructional responses. For example, research carried out in the Canadian context (e.g., Cummins & Early, 2011) has illustrated how the language awareness generated by dual language book creation simultaneously engages students' multilingual repertoires, scaffolds production and comprehension of academic language, increases literacy engagement, connects with students' lives and community funds of knowledge, and affirms students' personal and academic identities. As part of the presentation, Lara Rikers and Mindy McCracken from the International School of the Hague will illustrate how LA-oriented instruction can enhance multilingual students' identities and their overall knowledge of language.

In short, in the context of promoting academic success among multilingual students, the effectiveness of LA teaching and learning activities will be enhanced when they are conceptualized and implemented as part of a broader set of interventions designed to respond to social and educational opportunity gaps.

Elizabeth Stokoe – Loughborough University, UK
Every word matters: Conversation analysis, communication training, and raising language awareness

In this lecture, I will describe my work in conversation analysis, and my research on the science of interaction across different settings. I will show how conversation analysts identify interactional practices that change the outcomes of encounters.

I will explain how my research underpins the development of the Conversation Analytic Role-play Method (CARM), a research-based training method that challenges the assumptions of traditional communication training, role-play and

simulation. I will explain the origins and development of CARM, and illustrate the range of work across legal, healthcare, medical, commercial, and other settings and organizations.

In pursuit of empirically-grounded communication training, I will summarize my work that compares simulated interaction to the encounters it apparently mimics, raising problems for existing role-play training and assessment practice. I will also discuss the broader issues raised by applied research, especially research that is designed to intervene in current practice. I will show how user-led projects, across public, private and third sector organizations, have a triple benefit: to change behaviour, to change how we develop communication guidance, and to change what people think they know about talk.

Angela Creese – MOSAIC Centre for Research on Multilingualism, University of Birmingham, UK
Dialogic stereotypes: Exploring difference behind the scenes

Language is the business of everyone, argues Asif Agha (2007) in his critique of an extractionist, restrictivist, exclusionist and narrowly defined linguistics. What is needed, according to Agha, is the study of language as it illuminates diverse aspects of human affairs.

Commencing with a view of language as meaningful social action, this presentation considers stereotypes as a dialectic resource. Stereotypes are constituted through metapragmatic evaluations (Silverstein, 1993), which when deployed, can be read as guides to salient aspects of meaning, directing people in social contexts. Stereotypes are for the most part widely circulating, highly visible, and recognisable discourses which maintain a flexible, slippery and creative capacity as they are made responsive in social contexts through interaction. Stereotypes are also chronotopic (Bakhtin, 1994) in the sense they make good use of character types in time and space to utter identifiable speech forms.

In this presentation, examples of encounters between people in migration settings exemplify the use of stereotypes in practice. I report on a research project which investigated how people communicate when they bring into contact different biographies, histories, and trajectories. The research team conducted detailed linguistic ethnographic studies in sixteen public settings across four cities, and built up a comprehensive account of the means by which people make meaning in migration and post-migration contexts.

While there are racist and culturally uncomfortable stereotypes in these interactions, far more prevalent are examples of stereotypes used to create moments of conviviality. Because stereotypes are needed to move about the world (Reyes, 2006), we saw them regularly put to use, not simply as thematic conversation topics, but more importantly as languaging devices to index a positive orientation to migration. In this presentation I focus on three female professionals: a butcher, an artist, and a library customer care assistant working in two of the UK's largest cities, Birmingham and London. Encounters of the three professional women are presented as they work off-stage, not with the public but with colleagues, behind the scenes, and beyond the public eye. In these conversations stereotypes are deployed and appropriated as resources to challenge social beliefs, create good humour in the workplace, and produce newly shared histories. The protected crevices of this backstage 'parochial space' (Lofland, 1998) are important sites for linguistic and cultural exploration and learning. In these collegial encounters people engage with difference, making social and linguistic diversity a resource for communication and conviviality.

References

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Bakhtin, Bakhtin, Mikhail M. (1994). *The Bakhtin reader: Selected writings of Bakhtin, Medvedev, Voloshinov*. Ed. Pam Morris. London: Arnold.
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Reyes, A. (2006). *Language, Identity, and Stereotype Among Southeast Asian American Youth: The Other Asian.* New York/London, Routledge.
Silverstein, M. (1993) Metapragmatic discourse and metapragmatic fnction. In Lucy, J. (ed.) *Reflexive Language.* New York, Cambridge University Press.

Gerard Steen – University of Amsterdam, The Netherlands
Modes of metaphor awareness

In recent years, metaphor awareness seems to have risen to unprecedented heights, especially in domains where people resist specific metaphors like the computer for the brain or war for cancer. In this talk I will present an integrated view of the way metaphors work in language use and discourse and how this view can accommodate distinct modes of metaphor awareness. I will suggest that some metaphor awareness is driven by language use and other metaphor awareness is driven by discourse and offer illustrations of both phenomena.

Metaphor awareness that is driven by language use can be related to the three dimensions of all language use that explain important variation between metaphors: language, thought, and communication. For instance, novel metaphors build new mappings across distinct conceptual domains, which draws attention to the source domain as a novel way of thinking about the target domain, and therefore may trigger metaphor awareness. But conventional metaphors may also draw attention to their source domain provided they are deliberately presented or received *as* metaphors, as happens, for instance, in all similes and explicit comparisons.

Discourse-course driven metaphor awareness can be related to the three dimensions of discourse that explain important variation between metaphors: text, code, and context. For instance, text content typically focuses on some target domain and topic, which may draw attention to those parts of content that are expressed in terms of another domain functioning as a source, which in turn, again, may trigger metaphor awareness. This may interact with context variables like domain or participant: in poetry, source domain language is taken to be meaningful as such more often than elsewhere, and patients of a particular disease may be aware of war terminology for their condition more often than other language users.

There hence seem to distinct modes of metaphor awareness that can be related to various parameters of language use and discourse. I believe that these can best be described, explained and applied from a genre-analytical perspective: it is specific genre-events that offer the situated conditions for attention to metaphor, metaphor awareness, and consequent evaluation of specific metaphor use in language use and discourse. For critical metaphor use, including resistance to metaphor, to be effective we hence require not just a measure of metaphor awareness but also of genre-driven discourse awareness. I hope that this talk will contribute to raising this issue for our research agendas.

Conference symposiums

Below you will find the symposiums convened at the initiative of some of the conference participants.

Title: Rethinking Language Awareness for Language Aware Citizens
Convenors: Koen Van Gorp & Christine Hélot
Thursday

The panel will address the reconceptualization of Language Awareness (LA) to Critical Multilingual Language Awareness (CMLA). CMLA aims to empower and emancipate language users and help multilingual language users leverage their multilingual practices across school, home and community contexts. The panel will critically analyze the concept of LA, present evidence-based effects of implementing LA in multilingual classrooms and explore diverse multilingual practices in different European (Belgium, Luxembourg and France) and North American contexts (Canada and the United States). Through the different presentations the case will be made for a much-needed reconceptualization of LA into CMLA to create language aware citizens.

Authors include: Sven Sierens, Carolien Frijns (session 2B), Christine Hélot & Gail Prasad, Koen van Gorp & Steven Verheyen (session 2I), Sandro Barros and Leila Ranta (session 2P).

Title: Handbooking language awareness
Convenors: Josep M. Cots & Peter Garrett
Friday

This symposium reflects on the process of transforming one's knowledge and accumulated experience in the field of language awareness into a specific editorial product such as a Handbook of Language Awareness, which is intended as "a comprehensive and informative view of a field of study". The symposium considers language awareness as a particular field of research and practice, which has developed over the years, and it includes three examples from the Handbook of Language Awareness work focusing on the language teacher, the language learner and the language user, respectively.

Authors include: Josep M. Cots & Peter Garrett, Andrea Young (session 3H), Àngels Llanes, Eva Codó and Richard Aplin (session 3R).

Title: Awareness of Language as Discourse
Convenor: Phalangchok Wanphet
Saturday

See session abstracts for a description of the different papers.
Authors include: Phalangchok Wanphet, Heidi Grosch, Amir Hassanein, John McKenny & Rawy Thabet.

John Benjamins poster session & Friday fringe session

The poster session will take place on Friday between 14.30 and 15.45 in the central hall of the venue. The best poster presentation will receive a John Benjamins book (to be announced at the end of the conference). Alongside the poster session, we offer a session in the theatre room in which we would like to reflect on our own language awareness (the Friday Fringe session). This session is scheduled twice in order to split the participant group between poster session and fringe session (to make sure the central hall is not crowded with people). For this reason, we would like to ask letters A-K to attend the first round of Fringe Friday, and letters L – Z the second round (see abstracts for more info).

First round: 14:35 – 15:05 / Second round: 15:10 - 15:40

Conference Programme – Wednesday July 4th

Time	The VU Metropolitan Building (Buitenveldertselaan 3, 1082 VA, Amsterdam), room Z-009
11.00 - 12.30	ALA board meeting
13.00 - 14.30	1A – preconference workshop
15.00 - 16.30	1B – preconference workshop
16.30 - 17.00	Drinks for workshop participants

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13.00 - 14.30

1A - Workshop	13.00-14.30	Z-009
Marjolein Cremer	**Title:** *Speak up*: How to teach or present effectively in English	
Boost your English presentation skills in this 1,5-hour workshop on effective teaching and presenting in academic English. You will receive tips and practice with effective explanations, clever use of structure, and involving the audience. **NB**! Required preparation: think of a topic or concept that you teach or present on and be ready to give a tiny, coherent explanation on it for one minute.		

15.00-16.30

1B - Workshop	15.00-16.30	Z-009
Leila Ranta & Joanna White	**Title:** Getting published in 'Language Awareness'	
Are you planning to submit a manuscript to *Language Awareness*? In this session, the editors of the journal will offer practical advice about how to improve your odds of acceptance. The session will begin with a review of the aims and scope of the journal and a survey of topics that have appeared in *Language Awareness* since it began in 1992. Next, the review and revision process will be explained from both the editor's and the author's perspective. The session will end with an opportunity for audience members to ask their own questions about academic publishing.		

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Conference Programme – Thursday July 5th

Time	VU Griffioen Cultural Centre (Uilenstede 106, 1183 AM Amstelveen)						
	Griffioen (1)	Argus (2)	Sfinx (3)	Sirenen (4)	Pegasus (5)	Nimfen (6)	Centaur (7)
8.30-17.00	Registration						
9.15-10.30	Opening by Claudia Finkbeiner and organizing committee 2A - **plenary 1**: James Cummins (Eric Hawkins Lecture) (Griffioen – Theatre room)						
10.30-11.00	Quick coffee/tea						
11.00-12.00	2B-Symposium	2C-Presentations	2D-presentations	2E-Presentations	2F-Presentations	2G-presentations	2H-Workshop
12.15-13.15	2I-Symposium	2J-Presentations	2K-Presentations	2L-Presentations		2M-Presentations	2N-Workshop
13.15-14.30	Lunch						
14.30-15.30	2O - **Plenary 2 - Elizabeth Stokoe** (Griffioen, theatre room)						
15.30-15.45	Quick coffee/tea						
15.45-16.45	2P-Symposium	2Q-Presentations	2R-Presentations	2S-Presentations	2T-Presentations	2U-Presentations	2V-Workshop
16.45-18.15	ALA meeting						

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9.15-10.30

2A –Plenary 1	9.15-10.30	Room 1 – Griffioen (Theatre room)
Jim Cummins University of Toronto, Canada	**Title:** Realizing Eric Hawkins' Vision: Language Awareness as an Instructional Tool to Close the Opportunity Gap	
See full description under 'keynotes' in this programme.		

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11.00-12.00

2B – Symposium - LA for LA citizens	11.00-12.00	Room 1 – Griffioen (Theatre room)
Sven Sierens Ghent University Belgium	**Title:** Evidence-Based Effects of Language Awareness: A Review Study	

We report findings of a narrative review study on effects of LA on students, teachers and parents. We tentatively detected some tendencies in the 40 studies that resulted from a systematic literature search. Among students, LA enhanced primarily cognitive (metalinguistic) skills. We also found some evidence for positive effects in the affective and social domains. Indications for improved language learning were found for dialect awareness and language teaching programmes using cross-lingual metalinguistic techniques. Regarding teachers, positive effects were observed on their attitudes towards linguistic diversity. Positive effects on parents concerned the improvement of social relations between immigrants and the school.

Carolien Frijns Artevelde University College Ghent, Belgium	**Title:** Conceptualizing and Implementing Language Awareness: Serving Policy or People?

In recent years, language awareness (LA) as an educational practice and subject of research has received renewed attention in various European educational systems. In order to implement LA in educational contexts and investigate the effect of LA on pupils' learning, it is necessary to, first, develop a more evidence-based definition of LA that can be operationalized in ways that make research more comparable across studies and, second, strengthen a coherent implementation of LA in schools. The recurrent question of this paper is whether the conceptualization and implementation of LA is serving (a monolingual) policy or the lives of (multilingual) people.

2C – Paper presentations - Reading	11.00-12.00	Room 2 - Argus
Joanna White & Pamela Gunning Concordia University, Canada	**Title:** How to maximize instructional time: A model of first and second language teacher collaboration that raises students' awareness of reading strategies	

We will present a model for implementing collaboration between L1 and L2 teachers based on five years of data collected in French L1 and English L2 elementary school classrooms in Quebec. In our project, the teachers worked together to raise students' awareness of similarities between linguistic aspects (e.g. cognates) and reading strategies (e.g. inferencing). We will also present a collaborative pedagogical planning tool, show strategy instruction materials in both languages that support the teaching, and give examples of the development of teachers' and learners' awareness of language and strategy use.

Oihana Leonet & Jasone Cenoz University of the Basque Country (UPV-EHU), Spain	**Title:** Exploring pedagogical translanguaging: cognate awareness as a reading strategy

Translanguaging is the umbrella term that embraces a wide variety of theoretical and practical examples of fluid use of languages breaking with strict separation ideology both outside and inside school. This study is part of a larger pedagogical project based on translanguaging that aims at analysing the effect of the intervention on students' development of metalinguistic awareness. Twenty-four students participated in the study of which half belong to the experimental group and the other twelve to the control group. We adopted a qualitative approach combining introspection and retrospection methods. The results indicate that students who were exposed to translanguaging materials used metalinguistic strategies more accurately and showed more evidence of cognate awareness than the rest of students.

2D – Presentations - Multiling. Classroom	11.00-12.00	Room 3 - Sfinx
Claudia Finkbeiner & Bernd Tesch University of Kassel, Germany	**Title:** Multilingualism and Language Awareness in CLIL: Report on a teacher professionalization study	

We will report on an ongoing project that examines the role of language awareness and multilingualism in learning environments for prospective CLIL teachers of English, French or Spanish as a foreign language and the subject of history. An approach in this area is urgently required looking at the diversity of learning communities these days. Using the potentials of multilingualism is relevant when it comes to developing mental subject matter concepts. We hypothesize that this will lead to a deeper understanding of the subject matter and enhance intercultural learning. We will talk about the design of the pilot and main study and report on the analyses and results.

Helen Sherwin, Lőrincz Ildikó, Boldizsár Boglárka & Makkos Anikó Széchenyi István University, Hungary	**Title:** Understanding multilingualism: Hungarian student teachers' perceptions of multilingualism and the multilingual classroom

Multilingualism is very much in focus in Europe. EU policy currently promotes multilingual education amongst its linguistically diverse European citizens, as one way of supporting economic development and mutual understanding. However, levels of multilingualism within the EU vary greatly, with Hungary among the least multilingual countries. This presentation describes a qualitative study into the beliefs towards multilingualism of Hungarian student primary teachers in which we explored questions such as: What are their experiences of multilingual situations? Is multilingualism positive? What are their perceptions of the multilingual classroom and their roles as teachers in them? We conclude by outlining what our findings mean for Hungarian teacher education.

2E- Presentations - TLA	11.00-12.00	Room 4 - Sirenen
Kristina Müller Universidad de Antioquia, Colombia	**Title:** Language awareness in the classroom and what L2 teachers <u>really</u> think of it	

Most L2 teachers today would agree that language awareness plays an important role in language teaching and learning. But beneath this overall positive assessment significant differences can be found, both regarding the exact nature of language awareness and its integration into classroom activities.
Based on a recent empirical study in Colombia we will take a closer look at three aspects of language awareness that are essential for language acquisition – knowledge of grammar, intercultural contextualisation and language learning awareness. We'll see how L2 teachers interpret their respective significance regarding their own teaching practice and evaluate what this might mean for further research.

I-Chung Ke Yuan Ze University, Taiwan	**Title:** From English as the only medium of instruction to translanguaging: A teacher's awakening journey

This presentation shares with the audience the journey of a nonnative English teacher who transformed from using exclusively English to embracing the idea of translanguaging after conducting an action research. The teacher taught the same course to one class using all-English and another class using English and the local languages so as to compare the differences. The presenter will share his awakening process drawing on the results of the action research and involve the audience by providing a scenario in the classroom setting on language use so that the audience can share their thoughts and experience on EMI and translanguaging.

2F – Presentations – LA in cultural context	11.00-12.00	Room 5 - Pegasus
Mandira Halder University of Geneva, Switzerland	**Title:** Teachers as gatekeepers of language awareness citizenship: the case of multilingual Switzerland	

The role of school language teachers has often been limited to fostering linguistic awareness, focused on grammar or cultural aspects related to the first language, second or foreign languages and learner's heritage languages. However, language learning also plays a very important role in the development of one's sense of belonging to a community and to shape individual identities. As such, learning languages is inextricably linked to development of social values, sense of self and societal integration of citizens. In this presentation, I'll critically discuss the role of multilingual primary teachers as gatekeepers in fostering language awareness in future multilingual Swiss citizens.

Ari Sherris Texas A&M University-Kingsville, USA	**Title:** Shifting Ghanaian language policy, decolonizing schooling: Safaliba Community Language Awareness

Safaliba is an indigenous Ghanaian language spoken by 7-9,000 Ghanaians. Government schools in Safaliba towns are mandated to utilize Gonja and English instructional reading materials. Gonja is nothing like Safaliba from a morphosyntactic point of view, making it difficult for most young Safaliba to learn to read. Recent indigenous teacher-activist endeavors have disrupted mandates in two Safaliba primary schools and have begun teaching children to read in Safaliba. The paper reports on interview data that explore Safaliba community awareness of these grassroots policy shifts as well as discourses favoring curricular content shifts such that children learn about Safaliba governance and traditions of drumming and weaving—moves to decolonize schooling.

2G – Presentations – LA in Classroom	11.00-12.00	Room 6 - Nimfen
Elizabeth Bailey University of Lincoln, UK	**Title:** 'But what about the rest of the children!?': Teachers' perceptions of responding to linguistic diversity in classrooms where 'English only' is the norm.	

The use of children's home languages is primarily seen as an educational strategy to be used in classrooms where many children are bilingual. However, representing different languages in *all* classrooms could reap important social, as well as educational, benefits for schools and communities. This presentation demonstrates the many different attitudes and ideas teachers have about linguistic diversity in the classroom, their confidence and willingness to utilise children's home languages, as well as showing how small amounts of training can increase future teachers' preparedness to be linguistically responsive in their teaching.

Marita Härmälä, Susan Ballinger & Eli Moe Finnish Education Evaluation Centre, Finland McGill University, Canada Skills Norway, Norway	**Title:** Raising language awareness among European subject teachers: One step forward and two steps back?

This presentation will report on findings from Years 1 and 2 of an ongoing 4-year project funded by the European Centre for Modern Languages. This project aims to increase European content teachers' awareness of the academic language embedded in subject learning to help these teachers support their migrant students' language needs. Results will be presented from a needs-analysis questionnaire as well as teachers' feedback on a professional development workshop and training materials. Findings underline both the clear and present need for such interventions, as well as the difficulties inherent to involving subject teachers in language teaching.

2H - Workshop	11.00-12.00	Room 7 - Centaur
Emma Franklin Lancaster University, UK	**Title:** Language as Activism: Language-Aware Citizens in a More-than-Human World	

When action is required, few people think of language. But language has an immeasurable impact on the world around us, and awareness of language is indeed a powerful tool for those who have it. In this workshop I demonstrate the critical role of language in addressing real-world crises, namely through Ecolinguistics and other discursive strategies for decentring the human. I provide, for discussion, an example of non-speciesist language awareness training that has previously been delivered to non-academic, "direct action" activists with the aim of promoting language awareness and proposing language practice as a viable and necessary form of activism.

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12.15-13.15

2I – Symposium - LA for LA citizens	12.15-13.15	Room 1 – Griffioen (Theatre room)
Christine Hélot & Gail Prasad University of Strasbourg, France University of Wisconsin-Madison, USA	**Title:** Critical Multilingual Language Awareness: Working towards Social Justice and Linguistic Reconciliation	

The aim of our presentation is to argue that critical multilingual language awareness (Garcia 2017) can reduce the equity gap between language-minoritized learners and dominant language speakers and lead to the empowerment and emancipation of language users. However it implies a major shift in pedagogy, ideology, policy and practice at school. Thus we conceptualize classrooms as spaces of linguistic reconciliation in which minoritized language students become linguistically and emotionally secure to participate agentively in their education.

Koen van Gorp & Steven Verheyen Michigan State University, USA Katholieke Universiteit Leuven, Belgium	**Title:** Language Awareness in Action: Primary School Students' Language Practices While Performing a Multilingual Task	

Multilingual practices remain contested in education. Teachers often belief that such practices hinder the development of the language of schooling in second language learners, instead of recognizing their importance for supporting second language learning and identity development. This presentation explores the language awareness practices that arise when primary school students perform a multilingual task that challenges them to use many languages or language varieties. We found that the task helps position students as language experts and gives rise to reflections and discussions about everyday sociolinguistic reality as well as language ideology practices, and by doing so helps students become language aware citizens.

2J – Presentations – LA & textbooks	12.15-13.15	Room 2 - Argus
Lilla Szabó Corvinus University of Budapest, Hungary	**Title:** The be-all and end-all of multi-word learning? The place of word-play in ELT classrooms	

Based on an extensive body of empirical research among university students, it appears that alliteration can be exploited as a mnemonic device when it comes to the learning of multi-word units, i.e. those structures that alliterate, such as *belly button*, are easier to remember. The presentation explores if alliteration has a positive effect on recalling alliterating compounds in the case of 12-14-year-old Hungarian learners of English. Furthermore, it is observed whether course books recommended for this age-group by the Hungarian Educational Authority exploit alliteration as an aid to memorising multi-word units with the help of the vocabulary lists attached to these books.

Jackie F. K.Lee The Education University of Hong Kong	**Title:** Do EFL Textbooks Play a Role in the Pursuit of a Gender-Equal Society in Japan?	

There have been political endeavours since the 1990s to promote gender equality in Japan, partly because of international gender-equality norms, and partly because of a strong need to activate the female labour force to combat the fertility decline and the aging population. 'Womenomics' is a signature programme to boost the country's economy by attracting women who leave the workforce upon marriage or childbirth to rejoin the workforce. In this presentation, I will investigate whether the Japanese government's attempt to promote a gender-equal society is reflected in contemporary Japanese EFL textbooks and whether equal learning opportunities are provided for students.

2K – Presentations - TLA	12.15-13.15	Room 3 - Sfinx
John Hedgcock Middlebury Institute of International Studies at Monterey, USA	**Title:** Obstacles and Opportunities in Cultivating Teacher Language Awareness	

In a connected, digitized world, language teacher education must prepare teacher candidates to function in a dynamic world of work and communication. Drawing on critical incidents from a U.S. teacher preparation program, the presenter will explore three obstacles to building teachers' language awareness. These challenges include: (1) cultivating understanding of the naturalness of linguistic variation; (2) promoting the uptake of teaching skills; and (3) nurturing the ability to use and transform the language and genres of skilled educators. Reflecting on his work with developing teachers, the presenter will share field-tested strategies and

interventions designed to convert these obstacles into opportunities.

Jelena Vignjević Faculty for Teacher Education, Zagreb, Croatia	**Title:** Future Croatian teachers as language aware citizens
In the context of language diversity and complexity of Croatian contemporary society, especially in schools and kindergartens, this presentation will present results of the research of students' language awareness conducted among students of three study programs at the Faculty of Teacher Education at the University of Zagreb: „Early Childhood and Preschool Education", „Primary Teacher Education" and „Primary Teacher Education with English Language". The results showed that the students in the program of Teacher Education with English Language have higher level of language awareness.	

2L – Presentations – Translation/languaging	12.15-13.15	Room 4 - Sirenen
Erica Lima UNICAMP, Brazil	**Title:** Translation as an action to develop language awareness in language teaching: a few English to Portuguese activities	
In the twenty-first century, new issues about language teaching have received greater emphasis, including topics such as bilingual education, new technologies, and the need to rethink linguistic and educational policies. These aspects have led to a questioning of monolingual practices, which continue to dominate language teaching environments in Brazil, where the use of translation activities for foreign language teaching is still considered harmful. In this presentation, I will propose some translation activities for foreign language classes divided into five topics: audiovisual translation; translation of web pages; automatic translation; localization; and translation and social networking. These activities intend to show that translation gives us greater awareness of differences between languages and cultures.		
Àngels Llanes & Josep M. Cots Universitat de Lleida, Catalonia, Spain	**Title:** The impact of translanguaging on EFL development	
Translanguaging has recently been considered a pedagogical approach in the teaching of English as a second or foreign language (L2). However, the impact that a Translanguaging approach has on actual L2 development is unknown. The present study compared the English (L2) gains of two groups of students, one following a Translanguaging approach (n= 35) and one following a monolingual approach (n= 19). The preliminary results show that both groups experienced comparable gains, but the Translanguaging group experienced a few more significant gains from the pre- to the post-test, namely in terms of spoken and written production and written vocabulary.		

2M – Presentations – LA in different contexts	12.15-13.15	Room 6 - Nimfen
Chi-hua Hsiao Tunghai University, Taiwan	**Title:** Interaction in Recipes from Chinese Food Blogs	
This study shows that three linguistic structures in recipes from Chinese food blogs foster writer-reader interaction. First, a narrative orientation relating a dish to the writer's life unfolds the human side of the writer, and it jogs readers of their similar memories of the dish. Second, writers employ speech acts to display an expert frame, demonstrate professional knowledge, and convince readers that gastronomy is a realizable goal. Third, direct quoting, especially that between family members, prompts readers to volunteer their experiences on how their family members cherish the dish they make.		
Indira Mawelle University of Sri Jayewardenepura, Sri Lanka	**Title:** Language Mixing on Radio (Mis)understood	
When language norms are decided by those who have the power to do so, the everyday changes that occur among those under them might go unrecognized because such changes do not fit in with the set norms. In such a context the mixing of Sinhala and English on popular Sinhala-medium FM radio in Sri Lanka and by its audiences is criticized as improper by those who decide on language norms. This research explores the nature and attitudes behind this mixing of languages in order to find out the reasons for this behaviour in spite of the vehement criticism directed at it.		

2N - Workshop	12.15-13.15	Room 7 - Centaur
Antoinette Camilleri Grima University of Malta, Malta	**Title:** Fun with house names! Linguistic landscape and metalinguistic awareness	
In this workshop I will explain how I carried out a metalinguistic awareness project based on house names with student teachers. After a preparatory phase and a collection of house names in different towns around Malta, the students categorised the house names and reflected on their meaning and the language diversity observed. They then chose a set of house names in Maltese, analysed them from a grammatical perspective and created a number of metalinguistic awareness exercises for use at secondary school level. Participants in this workshop will have the opportunity to actively contribute to this house name project.		

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14.30-15.30

2O – Plenary 2	14.30-15.30	Room 1 – Griffioen (Theatre room)
Elizabeth Stokoe Loughborough University, UK	**Title:** Every word matters: Conversation analysis, communication training, and raising language awareness	
See full description under 'keynotes' in this programme.		

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15.45-16.45

2P – Symposium – LA for LA citizens	15.45-16.45	Room 1 – Griffioen (Theatre room)
Sandro Barros Michigan State University, USA	**Title:** Learning from the Edge of Chaos: Self-Organizing Learning Environments' Effect on Language Awareness Development and Teacher Preparation	
Awareness, in the context of academic learning, means, essentially, that teachers will assume a prominent position in the development of consciousness raising activities to promote student learning. Teaching, nevertheless, introduces an inherent risk to emancipatory education. If curriculum and instruction are geared towards enhancing learners' awareness, one wonders the extent to which teachers' manipulation of learning conditions can curtail students' autonomy and self-regulation capacity. This paper reports on the experience of a "teacherless" preparation program course where the erasure of authority in matters of pedagogical mastery was meant to contribute to participants' attunement to the language practices of a multi-aged population enrolled in a multilingual after school program.		
Leila Ranta University of Alberta, Canada	**Title:** Discussion	
Discussion after the symposium *Language Awareness for Language Aware Citizens*.		

2Q – Presentations - Pronunciation	15.45-16.45	Room 2 - Argus
Hiromi Kawai Kanda University of International Studies, Japan	**Title:** Changes in Older EFL Japanese Children's Awareness of English Sounds through Explicit Sound Instruction	
This study reports on how Japanese older children around 11 years of age in an EFL formal school setting responded to explicit instruction on English segments (phonemes), and how they changed their awareness and attitudes towards the English sound system as a result. The participants' reflective notes on English sounds that they had learned through explicit instruction were analyzed qualitatively. The result showed that older children's cognitive maturity and metalinguistic awareness had an influence on their learning style. The study concludes that older EFL children can establish their own strategies and evaluate their own level of learning L2 sounds analytically.		
Isabelle Wouters & Veronique Fortier Université du Québec à Montréal, Canada	**Title:** Raising adult learners' phonemic awareness in a foreign language classroom	
In second and foreign language teaching research, pronunciation has attracted less attention than vocabulary or grammar despite its importance for learners' social integration. Some studies have suggested that raising students' phonemic awareness through explicit teaching of pronunciation is a good way to increase perception and production of L2 sounds, especially with adult learners. In order to verify so, we conducted a study to observe how a sequence of short awareness activities can impact adult francophone learners' (n= 64) perception and production of five targeted phonemes in German. The results will be discussed and will put forward the usefulness of including awareness raising activities even when class time is limited.		

2R – Presentations - Multilingual	15.45-16.45	Room 3 - Sfinx
Monika Angela Budde & Franziska Pruesmann Universität Vechta, Germany	**Title:** Honing awareness of language learning competencies of refugee children and young adults	
Immigrant students have often developed skills in their former schools that they can draw on when learning languages and other subjects; our study focused on this potential. The LAWA research project on language awareness focused on identifying the potential presented by multilingualism. To this end, we developed a selection instrument to determine learners who were able to provide information about their individual language-related competencies despite their very rudimentary German skills. We used three instruments for the main survey: 1) a questionnaire for eliciting information related to language learning; 2) a paper and pencil test to identify the participants' competencies when engaging with a specific text; and 3) a guided interview to identify the approaches participants use when working on texts in writing. In the article we present and discuss examples of evaluated data and findings.		
Ângela Espinha, Maria Helena Araújo E Sá & Maddalena De Carlo University of Aveiro, Portugal Università degli Studi di Cassino e del Lazio Meridionale, Italy	**Title:** Plurilingual chats: an intensive language experience without leaving your couch	
After the so-called "social" turn in foreign language teaching and learning, interaction between students that live in different languages and cultures has been considered central in developing several competences, namely metalinguistic awareness as an ability to see language as an object in itself and to play with it and use it deliberately, consistently and accordingly. Is it really		

possible to do all that without leaving the sofa? In this presentation, we will discuss how the participation of secondary school students in plurilingual virtual chats can improve their language awareness and, consequently, intercomprehension.

2S – Presentations- Virtual/online	15.45-16.45	Room 4 - Sirenen
Martin Wolter Universität Siegen, Germany	**Title:** Language (learning) awareness in the classroom. How do pupils reflect?	

We want our pupils to achieve a certain level of language (learning) awareness. But are they aware? ePortAlEs is a school and a research project which offers a setting for pupils from Spain and Germany that allows them to use and to communicate in the languages they are learning. In this setting they are reciprocal tutors. Their goal is to create a bilingual online school magazine together. Meanwhile they have to reflect their learning individually using an ePortfolio after having finished an article, podcast or video for the magazine. In my presentation, I will discuss first results of my study.

Charlotte Kemp University of Edinburgh, Scotland, UK	**Title:** Awareness of online citizenship in collaborative wiki writing	

Wikis are online writing platforms that enable language learners to collaborate by writing together in their target language: writing collaborators form a community of practice and of 'online citizenship'. But how aware are learners of their language and of their community of practice or 'online citizenship'? In this qualitative study, we investigate how learners negotiate their membership of a community of common interest, what affects their contributions, and how their contributions to the writing and to the discussions differ in quality and quantity. We conclude with a summary of the implications for wider online citizenship.

2T – Presentations – LA in schools	15.45-16.45	Room 5 - Pegasus
Shannon Bischoff & Mary Encabo Purdue University Fort Wayne, USA	**Title:** Can Complementary Heritage Language Schools help us reach the UN SDGS sooner?	

By most estimates only 10% of the world's 6,000-7,000 languages are used in education around the globe. Despite this fact, the UN has ambitious plans to educate the majority of the world's population by 2030 through the Sustainable Development Goals (SDGs). How will this be possible given the powerful language ideologies that often define many nation states such as the USA? We present three case studies that offer insights into language awareness and the potential complementary schools have to be an essential tool/partner in the pursuit of the SDGs. We argue that the institutionalization of complementary schools can be effective in reaching SDG 4, Quality Education for All, and a number of others as well.

Verena Platzgummer, Dana Engel, Lorenzo Zanasi and Andrea Abel Eurac Research, Italy	**Title:** Plü lingac tles scores ladines: Students' language attitudes in a minority language context	

The Italian province of South Tyrol is considered a minority language context where both German and the lesser-known rhaeto-romance language Ladin are spoken alongside Italian. While the language of instruction in schools in the rest of the province is either German or Italian, schools in the Ladin valleys are trilingual: both Italian and German are used as languages of instruction, and Ladin is taught as a subject and used for facilitating purposes (Alber, 2012). The present paper will investigate how secondary school students in the Ladin valleys position themselves towards multilingualism and towards the languages and varieties in their linguistic repertoires.

2U – Presentations – LA in practice	15.45-16.45	Room 6 - Nimfen
Alice Chik & Silvia Melo-Pfeifer Macquarie University, Australia University of Hamburg, Germany	**Title:** What does language awareness look like? Meta-analysis of visual methodology in language learning and teaching research	

The acquisition of languages is a complex process. More often than not, Applied Linguistic research views this process as classroom-based. It is only more recently that learners are being placed in the centre of investigation, in which we refer to the exploration of language learning from their subjective perspectives. To understand these subjective perspectives, there is a growing body of work using visual methodologies, despite the fact that such methodologies have yet to be clearly defined in Applied Linguistic. This contribution aims at providing some clarity by reporting on a meta-analysis of 85 papers published in English between 2000 and 2018. We analyze the research contexts, participant demographics, methodology, main findings and limitations. We further examine studies related to the development of language awareness: i) the domains that are more commonly researched (language teaching, language learning and language use); and ii) the dimensions (affective, social, power, cognitive and performance) that are privileged.

Isabel Civera & Carme Arbonés Universitat de Barcelona, Spain	**Title:** Language awareness in CLIL projects for primary: The challenges of teaching language and content	

Integrating content and a foreign language presents a great challenge to teachers. Teacher educators need to address this challenge and develop responsive programmes for initial teacher education and further professional development. This paper presents the qualitative analysis of the work carried out by pre-service English teachers when planning CLIL projects in their preparation for teaching practice in schools. It involved over 40 students from the Teacher Education Faculty at the University of Barcelona. The

findings supported the relevance of language awareness in the process of learning, and offered some valuable insights into pre-service teachers' conceptions about scaffolding language, content, and learning skills development.

2V - Workshop	15.45-16.45	Room 7 - Centaur
Eowyn Crisfield Crisfield Educational Consulting, The Netherlands	**Title:** Developing Critical Language Awareness in Ethical Bilingual Education: Three schools; three stories	
Schools in post-colonial regions have many challenges related to languages. Often, the colonial language is preferred in education, even when this causes problems for teachers, children and learning. Critical multilingual language awareness can help teachers better understand the language dynamics in their classrooms and schools. In this presentation we will look at three different schools in three post-colonial contexts, and how they have been working to improve the situation for local languages. Each school tells a different story because of their unique context, and each school is finding success in different ways.		

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Conference Programme – Friday July 6th

Time	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
9.00 – 17.00	Registration						
9.30-10.30	3A-Presentations	3B-Presentations	3C-presentations	3D-Presentations		2F-presentations	3G-Workshop
10.30-11.00	Quick coffee/tea						
11.00-12.00	3H-Symposium	3I-Presentations	3J-Presentations	3K-Presentations	3L-Presentations	3M-Workshop	3N-Workshop
12.00-12.15	Quick coffee/tea						
12.15-13.15	3O - **Plenary 3 - Angela Creese** (Griffioen, theatre room)						
13.15-14.30	Lunch						
14.30-15.45	3P-FRINGE	3Q-POSTER SESSION & publisher stands (central hall)					
15.45-17.15	3R-Symposium	3S-Presentations	3T-Presentations	3U-Presentations	3V-Presentations	3W-Presentations	3X-Workshop
17.15-…	Drinks (sponsored by John Benjamins) & Social programme: Canal tour + dinner						

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9.30-10.30

3A – Presentations – Cultivating LA	9.30-10.30	Room 1 – Griffioen (Theatre room)
Laura Rosseel, Dirk Speelman and Dirk Geeraerts University of Leuven, Belgium	**Title:** Language with an attitude: The role of awareness in the measurement of language attitudes	
Traditionally, linguists distinguish between attitudes about language that speakers are aware of and attitudes they are unaware of. Social psychologists, by contrast, view this distinction rather differently and focus on whether the evaluation of an attitude object is automatic or not. This paper reflects on this alternative way of conceptualizing attitudes by introducing a new social psychological attitude measure to sociolinguistics that aims to measure such automatic evaluations: the Relational Responding Task (RRT). The method is used to measure language attitudes towards two varieties of Belgian Dutch, Standard Belgian Dutch and Colloquial Belgian Dutch.		
Carla Chamberlin The Pennsylvania State University, Abington College, USA	**Title:** Exploring words and worlds around us: Cultivating language awareness in teacher education programs	
Teacher education programs must develop students' awareness of language diversity in their local communities as a foundation for supporting culturally inclusive teaching pedagogies. In this presentation I describe how education students look at language and images in media around them to realize how public discourse shapes attitudes and educational policies aimed at second language learners. By gathering data (textbooks, posters, websites, newspapers, letters to parents, etc.) about local language learning issues and applying a framework of Critical Multimodal Analysis, students better understand their future roles as teachers and advocates for emergent bilinguals in their classrooms and communities.		

3B – Presentations - Writing	9.30-10.30	Room 2 - Argus
Antonella Valeo & Khaled Barkaoui York University, Canada	**Title:** Teacher Language Awareness and Writing Assessment Practices in the ELT Classroom: Case Studies of ELT Teachers across Three Contexts	
This study examines how writing assessment practices of ELT teachers are mediated by their language experiences and awareness, and how this relationship is influenced by the contexts in which they work. We investigated the writing assessment practices and conceptions of writing and learning to write of teachers of adults in three language teaching contexts in Canada: settlement programs, academic preparation programs, and undergraduate ESL programs. Findings suggest that teachers' language awareness plays a complex role in mediating how they develop, use and interpret writing assessments in the ELT classroom, and how they come to understand their classroom practice.		

Majid Fatahipour	**Title:** Postgrad Students and Supervisors: Awareness Gap
IAU, Parand Branch, Iran	

The present study explores awareness of supervisors and postgraduate students of writing quality in their dissertations. The data for this study was collected and triangulated from three sources. First, interviews were conducted separately with students and their supervisors about their perception of writing quality. Then, the finalised corrected post-viva versions of their theses were analysed and compared with their respective submitted draft before viva. The theses with commentaries were sought from their supervisors and reviewers. Finally, the errors that were actually commented on and corrected by students in texts of dissertations were analysed. The results confirm that students and supervisors operate on different levels of awareness.

3C – Presentations – LA policy & CLA	9.30-10.30	Room 3 - Sfinx
Quentin Allan Auckland University of Technology, New Zealand	**Title:** Homonegativity today: Insights from New Zealand's homosexual law reform debates of the late 20th century	

Despite significant progress, the world in 2018 remains unpleasant and often dangerous for many lesbian, gay, bisexual and transgender (LGBT) people. This presentation seeks to explore homonegative attitudes towards same sex relations by revisiting three parliamentary debates in Aotearoa New Zealand in the late 20th century. Applying the lens of Systemic Functional Linguistics, analysis of the dialogue reveals a homonegative discourse, with arguments based on ignorance and emotion rather than logic or evidence. This presentation explores a range of themes, and participants will be invited to consider lessons we might learn in terms of language awareness today.

Kathleen Ahrens & Paul Yu-Chun Chang	**Title:** Audience Analysis Through Lexical Frequency Patterns of Conceptual Models
The Hong Kong Polytechnic University National Chiao Tung University, Taiwan	

A driving issue in the study of political discourse is the identification and examination of ideology in written and spoken language. These analyses have often focused on the language of individual political leaders, with less attention paid to the official language of a government in press releases or position papers. One reason for this is that there is no clear identifier for the creator of the document. However, this study will argue that even in anonymously authored government documents, certain patterns in the text may be extracted that reflect a government's view toward a given audience.

3D – Presentations - TLA	9.30-10.30	Room 4 - Sirenen
Agneta Svalberg & Jim Askham University of Leicester, UK	**Title:** Adult foreign language learners' engagement with Italian and Arabic	

Some UK universities offer non-credit bearing courses for the general public in a wide range of languages, often taught by hourly paid staff. In such contexts ensuring similar, high quality learning experiences and learning outcomes across languages can be a challenge. This paper focuses on classes of Italian and Arabic. Teachers designed their own grammar tasks and communicative activities following Language Awareness principles. The students' task interaction was recorded and observed and students and teachers interviewed. We discuss the successes, challenges and viability of this approach to adult foreign language learning.

3F – Presentations – CLA in Fiction	9.30-10.30	Room 6 – Nimfen
Luann Pascucci Kanda University of International Studies, Japan	**Title:** Encountering words repurposed as racial and homophobic slurs in The Lord of the Rings	

Words do not always retain one static meaning. They may be coopted and given new meanings; unfortunately, these are not always pleasant. Not being aware of when and how problematic terms are used, whether original or repurposed, can cause problems for second language users. In a literature course for advanced English learners, a survey measuring participants' prior knowledge of four words in Tolkien's *The Lord of the Rings* was given before exploring the words' original and more modern (offensive) meanings. Another survey asked their preferences regarding learning these and offensive words in general. Results strongly indicate students prefer to learn a word's meaning(s) even if some are unpleasant.

Rika Ito St. Olaf College, USA	**Title:** Blond hair, blue eyes, and "bad" Japanese: Representing foreigner stereotypes in Japanese anime

Media representation can be deceptive. It is in TV news on politics but also in entertainment. For example, many Japanese believe that the country is "homogeneous" and the language is "pure" and "unique" spoken only by Japanese while the statistics show otherwise. How do people get such ideas? This paper investigates how foreigners are constructed and reproduced in 17 recent *anime* shows that feature foreign characters. We find that foreign characters tend to be represented distinctively from Japanese characters both linguistically and visually. The discussion includes how we can incorporate the findings into teaching Japanese to increase language awareness.

3G - Workshop	9.30-10.30	Room 7 - Centaur
Melanie Cooke & Becky Winstanley King's College London, UK	**Title:** 'Our Languages': sociolinguistics in multilingual participatory ESOL classes	

Speakers of languages other than English in the UK frequently face barriers to their integration and wellbeing, not because they do not speak the language or are reluctant to learn it (a commonly repeated trope in political and public discourse) but because of hostility to their other languages and because of strongly held – but often erroneous – beliefs about bi/multilingualism both on an individual and a societal level. Yet ESOL programmes rarely explicitly address the language issues which are salient in the lives of linguistic minorities and their voices are rarely heard on such matters. This workshop describes a project which explored sociolinguistic topics with linguistic minority students using a pedagogical approach which was more in tune with their linguistic realities and those of their local communities.

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11.00-12.00

3H – Symposium – Handbooking LA	11.00-12.00	Room 1 – Griffioen (Theatre room)
Josep M. Cots & Peter Garrett Universitat de Lleida, Catalonia, Spain Cardiff University, UK	**Title:** Mapping out language awareness	

This presentation is about the process of reflection and planning that we engaged in to edit a *handbook of language awareness*. We will develop our idea of the Handbook as an opportunity to 'open up' the field of study of language awareness in three ways: collecting together theory and research and making it accessible, advancing research into language awareness, and establishing connections between language awareness and a range of other fields in applied linguistics. The presentation will conclude with a reflection on issues that we think language awareness researchers and practitioners need to confront in their work.

Andrea Young University of Strasbourg (ESPE), France	**Title:** Language Awareness, Language Diversity and Migrant Languages in the Primary School

In this paper I attempt to give a brief overview and flavour of the chapter I wrote for the Handbook, which begins by referring to Eric Hawkins' seminal work "Awareness of Language: An Introduction" (1987), includes discussions about terminology, language rights, citizenship education, linguistic parochialism and argues for the endorsement of teachers as Language Awareness arbiters engaged in cultivating linguistic ecologies in schools, through practising inclusive language education policies in their classrooms and communities of learning. In addition to presenting some of the content of the chapter, I will discuss the process of responding to the call, interpreting the objectives of the Handbook, planning the outline of the chapter and writing the content.

3I – Presentations - Reading	11.00-12.00	Room 2 - Argus
Sepideh Mohammadi Bazargani & Zohreh Seifoori Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran	**Title:** Undergraduate English Students' Metacognitive Awareness of Reading Strategies and Reading Anxiety across Gender	

This study explored male and female undergraduate ELT students' metacognitive awareness of Problem-solving, Global, and Support Reading strategies, and their reading anxiety. A purposive sample of 80 undergraduate EFL learners (male = 40, female = 40) were recruited from a pool of 140 students majoring in ELT and English Translation. The research data were gleaned based on the Metacognitive Awareness of Reading Strategy Inventory (MARSI) and Foreign Language Reading Anxiety Scale. The analyses revealed significant differences merely between male and female participants' in terms of perceived use of Problem-solving Strategies and that these strategies could significantly predict females' reading anxiety.

Agnes Madeleine Olson University of Kassel, Germany	**Title:** Peer-assissted language learning, text comprehension, and heterogeneity

Peer-assisted learning, or more specifically *Peer Scaffolding*, consists of the giving of support to and receiving of support from a peer. It is a demanding way of learning. This presentation is based on a study in which EFL students work on a text-based task using a combination of peer-assistance strategies and FL reading strategies. Results from analysing the students' interactions show the advantages and difficulties of this way of learning and help determine its potential conduciveness to text comprehension. Moreover, findings with regard to heterogeneity or homogeneity in the context of peer-assisted FL learning will be presented.

3J – Presentations – Language learning	11.00-12.00	Room 3 - Sfinx
Pawel Scheffler Adam Mickiewicz University, Poland	**Title:** Teaching foreign languages to pre-school children: do we know what we are doing?	

Foreign language instruction is being offered to ever younger children. In particular, teaching English to pre-school children is on the increase in Europe and around the world. Yet, it is not clear whether educational authorities are aware that, as has been stated in the ELT literature, the pedagogy for is context is "undeveloped". The aim of this presentation is to put forward a proposal to improve pedagogical practice. The proposal involves combining teacher-initiated and child-initiated play activities with additional language input from a children's animated television series.

Allison Bajt	**Title:** 'Our Beautiful Family': How a dual language identity texts can raise awareness
University of Calgary, Canada	of the experience of multilingual learners in Canada

Dual language identity texts are an instructional tool in which multilingual learners work with their family to compose texts in their home language (L1) and the dominant language of society (i.e., English). These texts have been shown to support both L1 and L2 learning, position parents as a source of expertise, and present DLLs' multilingual identities in a positive light. Furthermore, dual language texts can be shared with wide audiences both nationally and internationally, raising awareness of the experiences of diverse groups of learners. In this presentation I will report on a qualitative study in which three Syrian families enrolled in a family literacy program authored dual language books in Arabic and English. I will discuss how dual language identity texts can be used to shed light on learners' linguistic identity and highlight how literacy interventions can contribute to positive conceptions of both home and host cultures.

3K – Presentations – Learning & culture	11.00-12.00	Room 4 - Sirenen
Xavier Martin-Rubió	**Title:** Emotional investment in the foreign language	
Universitat de Lleida, Catalonia		

Focus group discussions and interviews to 12 Chinese students taking an ESP Business English course at a Catalan university have been discursively analysed for this presentation. The micro analysis of an episode in particular in which Sákura explains in one focus group why she is learning Spanish back home reveals the role played by emotion in the concept 'investment', a concept that has traditionally been associated to a more instrumental function of the process of learning an additional language. The analysis also focuses on the positionings of the other participants in the focus group and what these mean in discourse terms.

Sheng Cheng	**Title:** A prosperous expatriation: An explorative research on facilitators contributing
Kassel University, Germany	to the successful expatriation of Chinese citizens in Germany

Germany has been appealing to more and more Chinese by virtue of the stable and preferential economic and political policies. At the same time, questions concerning intercultural communication are standing in front of us. For example, how do they handle the cultural differences? How do they adapt themselves to a new culture? Are there any guidelines? In this presentation, by investigating eight Chinese citizens' professional life stories in terms of family background, educational background, and the work experience, I would like to discuss facilitators contributing to their successful expatriation in Germany.

3L – Presentations – Vocabulary & Grammar	11.00-12.00	Room 5 - Pegasus
Nane Mertens, Eline Zenner & Laura Rosseel	**Title:** How and when do Flemish elementary school children shape their attitudes	
Katholieke Universiteit Leuven, Belgium	towards English loanwords?	

English nowadays is everywhere: you can hear in the media, in the street and even in children's playgrounds. But what do these children think about the use of English words in Dutch? Investigating their attitudes will help us get a better understanding of the Englishization of our language. In this presentation, I will present results from an experiment that was conducted in three different age groups. I will then argue that children attach specific social meaning to both Dutch and English, which implies that they both have their role to play in society and are thus not in competition.

Aasne Vikøy	**Title:** Multilingual awareness in Norwegian L1
Høgskulen på Vestlandet, Norway	

"The multilingual turn" has made all modern classrooms multilingual, and therefore language classes at least, should be reformulated to respond to the needs also of multilingual students. The Norwegian L1 subject seems to still be characterized by "monolingual instructional assumptions" and by standing in a cross-press between different management documents. By examining how three textbooks interpret two competence objectives with multilingual content, in this presentation I discuss, how far the Norwegian L1 subject has come in this process of reformulation required to handle multilingualism as a resource not only at the level of plans, but also in the school practice.

3M - Workshop	11.00-12.00	Room 6 - Nimfen
Andrew Niemeijer	**Title:** Literature and LA in secondary schools: Establishing gateways to empathy and	
OSG West-Friesland, The Netherlands	citizenship	

There is an increased amount of pressure upon teachers in these turbulent times to provide answers to the 21st century's pervasive insecurities. At the same time, the value of teaching literature within language education is being challenged. Yet it is precisely the language of literature that offers windows to this insecure world, as well as proving a vital tool for teachers to tackle its problems in the language lesson. In the course of a school year, a group of teachers have tuned in to their literary language awareness, and made their pupils equally sensitive of its power. This workshop will show how they have created essential tools to establish empathy with pupils, by using literature in the language lesson as a gateway to citizenship.

3N - Workshop	11.00-12.00	Room 7 - Centaur
Anna Kaal & Yke Meindersma Vrije Universiteit Amsterdam, The Netherlands	**Title:** Towards rich language education: Bringing linguistics into the classroom	

Within our diverse multilingual and international contexts, there is a need for knowledge about and competence in languages. At the same time, appreciation for language education (at least in the Netherlands) is waning. Different parties argue that the curriculum is too narrowly geared towards the practice of skills and strategies, while students should be offered a more broad perspective on the phenomenon of language that, ideally, sparks their imagination. In our workshop we will present the process and products of a professional learning community of secondary school teachers who, between September 2017 and now, translated their content knowledge about language (e.g. metaphor, language change, language variety, intercultural competence) to their classrooms.

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12.15-13.15

3O – Plenary 3	12.15-13.15	Room 1 – Griffioen (Theatre room)
Angela Creese	**Title:** Dialogic stereotypes: Exploring difference behind the scenes	
See full description under 'keynotes' in this programme.		

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14.30-15.45

3P – FRINGE	14.35-15.05 / 15.10 – 15.40	Room 1 – Griffioen (Theatre room)
Anne de la Croix	**Title:** Around the world on Fringe Friday!	

The ALA2018 conference participants come from all over the world (more than 40 countries), and we would love to use the wealth of diverse experiences that are present in the ALA community. In this sessions we will use a group exercise to see where we are from, how our journeys have influenced our language awareness, and what this means for us as professionals. Get ready to think, feel, talk, move, and share!

3Q - POSTER SESSION & publisher stands	14.30-15.45	Central Hall
Hanna Bruns University of Bonn, Germany	**Title:** The "Alternative für Deutschland" between claims of moderatism, and National Socialist metaphors	

In their speeches, leaders from the German nationalistic party "Alternative für Deutschland" (AfD) vigorously declare that their party is not xenophobic, not nationalistic, but moderate. However, in not only paying attention to *what* members of the party say, but *how* they say it, the contradiction between ideology and pretence becomes apparent:
An analysis of a WhatsApp group chat reveals the active use of typically National Socialist metaphors (such as *immigrants are parasites*) that dehumanise immigrants as well as opposing political parties. Raising awareness for how the xenophobic ideology is disguised by these metaphors is important for maintaining the German culture of remembrance and understanding the current political climate.

Kelen Fonyuy University of Bamenda, Cameroon	**Title:** Linguistic awareness of usage in a bi-multilingual classroom	

The target population in this study is Cameroonian university students of English and French-speaking official language expression, alternatively, Anglophones and Francophones. Teaching English in a contested, joint space to these students of multilingual and multicultural backgrounds, who are expected to be products of Cameroonian French and English official language bilingualism is a pedagogic challenge, yet a sociolinguistic asset. This study therefore, aims to elicit the pedagogic challenges, aspects of linguistic awareness, impact of (un)awareness of the usage at different sociolinguistic levels and proposes alternative integrative perspectives for the teaching of English in this context. One perspective is the introduction of *Language Aware Citizenship* in Cameroonian school curricula.

Dorothee Kohl-Dietrich University of Koblenz-Landau, Germany	**Title:** The language-culture nexus: language awareness and cultural awareness in mediation tasks	

Competence models of *Mediation* emphasize the potential of this task type (*MTs*) with regard to enhancing students' *linguistic and cultural awareness*. Thus, learners need to transfer texts from one language into another one under consideration of lexical, grammatical and pragmatic differences, as well as the interests and the cultural background of the interlocutors and situational factors. This poster presents the results of a content analysis of *MTs* (*N* = 71) in school books for English. It is shown that the majority of tasks primarily focus on socio-cultural content knowledge. Therefore, in task development, operators need to be used that trigger a more profound analysis and reflection of linguistic and cultural aspects.

Marc Kropman, Carla van Boxtel & Jannet van Drie University of Amsterdam, The Netherlands	**Title:** Multiperspectivity and Rhetoric in the Narratives of the Netherlands in WWII in History Textbooks and Classroom Practices	

Texts in the history classroom are almost always presented in a narrative form. However, metaphors are likewise constituting the narrative. Whereas the narrative put things together in a storyline, the metaphor fits information together borrowing from other

domain knowledge (Bougher, 2015). We analysed how metaphors and narratives restrain or foster multiperspectivity in educational history texts about the Netherlands during WW II. We analysed the classroom practices and history texts in use in one classroom of 9th grade students. Results indicate that multiple perspectives were restrained throughout the narrative of 'Goed of Fout' [Right or Wrong] accompanied with the metaphorical use of supporting verbs and nouns.

Velma Labad & Vilma Andoy University of Southeastern Philippines	**Title:** Reading Workbook for Young Learners

It is undeniable that the first language, '*mother tongue*', is learned effortlessly, naturally, and essentially *perfectly*. This is the language individuals' use to interact with family and other members of their culture. It is maintained for life. Learning in the mother tongue, validates and reinforces the learners' home culture and traditional knowledge. They gain a better self-concept and have a strong sense of their own identity. They are quicker to learn to read and acquire other academic skills when they are taught in the language close to their homes. This presentation details the development of a '*sinugbuanong binisaya*' reading workbook.

Enisa Pliska Europa Universität Flensburg, Germany	Students' L1 and L2 Attitudes in Bosnia Herzegovina: Insights into an empirical study

The poster deals with attitudes of Bosnian-Herzegovinian pupils towards their mother tongue and its variations Bosnian, Croatian, and Serbian as well as their L2s. The empirical study was carried out in eleven schools in four areas of Bosnia-Herzegovina. 515 eight-grade elementary school pupils took part in the written questionnaire; Out of the sample 62 pupils were systematically selected and subsequently interviewed. The attitudes of the pupils were ascertained using quantitative and qualitative research methods. In the poster presentation important results will be highlighted. The study sheds light on the serious consequences of the present language policies in Bosnia-Herzegovina and its neighbouring countries.

Scarlet Poon The University of Hong Kong	**Title:** Unpacking teacher language awareness in L2 Mathematics classrooms

Mathematics is a language. Talking mathematics often involves conversion between text and mathematical symbols – a translation process. When the subject content is delivered in the second language of teachers and learners, language awareness of Mathematics teachers merits wider attention. This presentation features a naturalistic study of junior secondary English-medium (L2) Mathematics classrooms in Hong Kong over two years. How do teachers mediate the complex linguistic and conceptual challenges learners face in grasping mathematical concepts in English? And why, adopt certain strategies? I will discuss teachers' reflection on their strategies and pedagogical considerations. Implications for Mathematics teachers' professional development in language awareness will be provided.

Nouzha Yasmina Soulimane-Benhabib Superior School of Applied Sciences, Algeria	Language variation and diversity in Algeria

The purpose of this paper is to analyse the language variation and diversity in Algeria as the population uses different dialects. Our research work took place in the Superior School of Applied Sciences of Tlemcen and examines to which extent students were influenced by the French language. It is known that Algeria is a bilingual country since it was colonised by the French for more than fifty years; the Algerian students know the Arabic language as the mother tongue and official language of the country. In addition to the various dialects spoken in different parts of the country, French is used too. For this reason, this study is conducted in the context of the Superior School of Applied Sciences of Tlemcen because students came from different Wilayas of Algeria and constituted the whole part of this research.

Maija Yli-Jokipii Tampere university, Finland	**Title:** Migrant students´ mother tongue (MSMT) classes in Finnish basic education. Teachers´ perspectives

This poster presents the first results of the study about migrant students´ mother tongue (MSMT) classes in Finnish basic education. The study focuses on the resources and challenges in the MSMT teachers work and teachers´ own reflections about their work. The poster highlights the differences between MSMT teachers and regular teachers work in both individual and system level, and shows some features about class/group size and heterogeneity, working hours, availability of suitable study materials as well as co-operation with colleagues. The study brings out the need of re-thinking and re-organizing MSMT education.

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15.45-17.15

3R – Symposium – Handbooking LA	15.45-17.15	Room 1 – Griffioen (Theatre room)
Àngels Llanes Universitat de Lleida, Catalonia, Spain	**Title:** Language Awareness in a Study Abroad Context	

Very little research has tried to examine the role that language awareness plays when learning an L2 overseas. The present paper critically examines the existing research on Study Abroad to see what role implicit/explicit knowledge plays in the different studies. Studies focusing on linguistic awareness seem to agree that awareness (understood as explicit knowledge) plays a crucial role when learning an L2 in an overseas context, because it has mostly found that participants with a higher L2 pre-departure level experience the greatest gains, and because grammar knowledge has been found to correlate with several L2 skills.

Eva Codó Universitat Autònoma de Barcelona, Spain	**Title:** Language awareness in multilingual and multicultural organisations
Contemporary organizations of all kinds are more global than ever. For this reason, issues of language and communication are fundamental to their workings; yet they have featured very little in the mainstream language awareness literature. My paper will discuss what value there might be for a handbook chapter meant to introduce readers to the field of combining a classic review focused on main paradigms, topics and authors with a concept-centered one that foregrounds transversal issues and problematics.	
Richard Aplin Association for Language Awareness	**Title:** Shaping language awareness
A perusal of the contents list of the Handbook is evidence of the enormous growth of connections touched by the field of Language Awareness since its appearance around 1980. Alongside this, the list of contributors is testament to the geographical expansion of the field, and of all the areas of activity mooted for it in the early years, though perhaps not unexpectedly dominated by the world of language teaching and learning. This is an opportunity to consider how the possible directions and focus of development in the future might build upon the existing strong foundations, and possibly incorporate fields which have so far been less dominant.	

3S – Presentations – Feedback writing	15.45-17.15	Room 2 - Argus

Daphnée Simard & Michael Zuniga Université du Québec à Montréal, Canada	**Title:** Linking emotions expressed in metalinguistic reflection to correct text revision following written corrective feedback
This study examined learners' emotional reactions to two types of written corrective feedback and how such emotional reactions interact with learners' subsequent engagement with feedback. Forty-nine (n=49) French L2 learners produced four texts, which were corrected using direct and indirect techniques. Participants reacted to the feedback in a journal before revising texts. Journal reactions were coded for positive and negative emotions and texts and revisions were coded for errors produced and corrected. Analyses suggest that positive emotional reactions resulted from low error rates, and not feedback type; and positive reactions had a positive impact on correction rates.	
Marcelo Concário UNESP - São Paulo State University, Brazil	**Title:** Feedbacking on other people's written work: language awareness and content-based instruction
This work in progress investigates focus on forms in ESP courses in Brazil, using a corpus of texts written by undergraduates in Social Communication and Engineering, and feedback provided by other users of English at tertiary level. In recent courses (2017/2018), new students have produced their own texts and worked with the corpus collected between 2014-2017. It seems that the reading/discussing/editing of texts of peers, and the review of different feedback on them can help make input more salient and maintain high motivation levels.	
Antoinette Luijkx, Marinel Gerritsen & Margot van Mulken Radboud University Nijmegen, The Netherlands	**Title:** The Importance of Raising Awareness of Pragmatic Conventions in German Second Language Writing
In order to investigate whether teachers of German in the Netherlands are correct in paying more attention to grammatical rules than to pragmatic conventions, 98 German business professionals were asked to use a 7-point Likert scale to rate pragmatic failures and grammatical errors in 16 letters written by Dutch native speakers. The results showed pragmatic failures to be more bothersome than grammatical errors are, and suggests L2 German writing courses should raise more awareness of the pragmatic force in intercultural communication. Knowing the writer's nationality, degree of affinity, or degree of contact, were not found to affect the judgement of the German professionals.	

3T – Presentations – Multi-/Plurilingual	15.45-17.15	Room 3 - Sfinx

Gail Prasad & Marie-Paule Lory University of Wisconsin-Madison, USA University of Toronto, Canada	**Title:** Towards Linguistic Reconciliation: Promoting Active Plurilingual Practice in the classroom
Amidst widespread cultural and linguistic diversity today, teachers need more than ever to develop critical multilingual language awareness to teach in transformative ways and to promote linguistic and cultural reconciliation in the classroom. In this presentation, we define linguistic and cultural reconciliation as a way of making classrooms more linguistically equitable and ecological spaces in which all languages can be leveraged for academic and social outcomes.Drawing on classroom-based language awareness research in Canada, France and the United States, we analyze how active plurilingual practice supports teachers and students building language awareness towards achieving linguistic reconciliation.	
Maria Skejic University of Kassel/ Goethe University Frankfurt, Germany	**Title:** Children speak out: Identification with languages in culturally diverse classrooms
The paper summarises findings from a qualitative study (n=61) conducted in German primary schools densely populated by students of immigrant background. It assesses what ten-year old students mention about their cultural identities, including their views on languages, religion, home countries and families, while participating in biographical teaching and learning activities (The ABC's of	

Cultural Understanding and Communication). Students' writings and drawings (*language silhouette,'* see Krumm/Jenkins 2001), as well as video recorded interviews, will be presented. The findings indicate that students value plurilingualism and link languages to culture. They also show that students' attitudes towards heritage, German and foreign languages differ according to the status of languages.

Rod Neilsen & Michiko Weinmann Deakin University, Australia	**Title:** Cultural (mis)understandings? The role of local buddies as mediators in a global teaching practicum

In overseas teaching practicums during which local 'buddies' are recruited to assist visiting student teachers, both groups may gain significantly in both professional development and intercultural understanding. In a global education program in Santiago, Chile, Australian education students interacted with local university students who were training to become English teachers. They 'met' on social media sites before the program, and attended educational and social activities together when in Chile. While the intercultural encounters were generally positive, some cultural misunderstandings occurred, which were in danger of reinforcing stereotypes. This presentation emphasizes the powerful role of reflective practice in mediating intercultural encounters.

3U – Presentations - Empathy	15.45-17.15	Room 4 - Sirenen
Shawna Shapiro & Sayaka Abe Middlebury College, USA	**Title:** Sociolinguistics as an empathy-building tool for global citizenship: (Un)learning the language of "self" and "other"	

In this talk, we discuss how sociolinguistics can serve as an entryway into discussions of difficult issues, particularly those related to diversity, equity, and social justice within a global context. We draw upon the idea of critically observing/(re)discovering "self" and "other" (Nussbaum 2002) and our experience teaching cross- and intra-linguistic variation in linguistics courses. Highlighting three "threshold concepts": Descriptivism, Indexicality, and Language Ideology, and incorporating our classroom materials, we show how linguistic methods can facilitate an objective understanding of unfamiliar languages or variations, as well as of familiar ones in order to bring attention to our own implicit biases.

Latisha Mary University of Lorraine (ESPE), France	**Title:** "Empathy is not always sufficient, you have to know why": Fostering empathy and preparing teachers to be agents of change in France

This paper will describe the recent implementations of a language awareness course in two schools of education in France whose aim was to ensure that student teachers gained not only important knowledge about cultural and linguistic diversity and first and second language acquisition, but also the ability to empathize and become agents of change in their classrooms. The analysis of 8 in-depth interviews with student teachers will highlight the impact of the course on these future teachers' understanding of culturally and linguistically diverse classrooms and their disposition to act. The resources implemented in the course thought to have fostered a greater sense of empathy among student teachers will also be also be highlighted.

Tessa de Leur, Carla van Boxtel & Arie Wilschut University of Amsterdam, The Netherlands Amsterdam University of Applied Sciences, the Netherlands	**Title:** Would I have seen what he would have seen? An analysis of students' responses to a historical empathy task phrased in first or third person

Empathy tasks, which invite students to identify with historical actors or describe their perspectives, are a common phenomenon in history education. The aim of this study is to explore the differences in students' answers when completing an empathy task asking for an account written in first person ("imagine *you* are in the past") or in third person ("imagine *someone* in the past"). The findings can help teachers to be aware of the language they use when phrasing a task, knowing in what way the words they choose in a task can affect the answer of the student.

3V – Presentations – Curriculum & reform	15.45-17.15	Room 5 - Pegasus
Stephen Jennings Tokyo University of Science	**Title:** Teacher Awareness of Societal Changes towards English Teaching Reform in Japan	

In the context of tertiary education in Japan, the concepts of teacher language awareness and curriculum reform seem to have a growing interdependence. In recent years, university teachers' awareness of their own beliefs, attitudes and perceptions about how English is best taught appears to have undergone significant restructuring. In this talk, I explain how a group of Japanese teachers of English have responded to curriculum reform in their institution. Findings suggest a growing awareness of a societal imperative to move away from a Confucian ethos of education, towards one which attempts to blend traditional grammar-translation with an active-learning, communication-oriented approach.

Hye Jin Agnes Ryoo Nanyang Technological University, Singapore	**Title:** Beyond Pragmatism: The Singaporean Experience

The young foreign language learner in Singapore benefits from Singapore's unique education policies, socio-cultural diversity of the state and economic successes as a nation. These features make the Singaporean foreign language learner a very interesting specimen to study. In this study, we conducted a survey on the language choices and motivational factors for young Singaporeans aged 14 to 26 who are currently learning or have taken foreign languages in Singapore public schools. The study proposes that there is a deep desire for intercultural interaction on a global scale and that this may be responsible for the potent demand in foreign language education.

3W – Presentations – LA in school practice	15.45-17.15	Room 6 - Nimfen

Joaquín Gris Roca & Raquel Criado University of Murcia, Spain	**Title:** EFL activities and their teaching potential: Do teachers know how to teach EFL with activities?

Many students spend their academic lives attending EFL classes. Yet their inability to attain basic communicative competences after years of language exposure might be linked to their teachers' inappropriate selection and implementation of activities. In order to start unravelling this phenomenon, the issue of how EFL teachers perceive the teaching potential of activities for the attainment of oral and written fluency (at both receptive and productive levels) might be one of the parameters to be objectively examined in this under-researched area. This presentation shows how EFL teachers identify the teaching potential of activities reflecting an emphasis on form, meaning and both.

Work funded by the Spanish Ministry of Economy and Competitiveness: Research Project Ref. FFI2013-44979-R

Raquel Criado Criado & Irene Alonso-Aparicio	**Title:** Investigating Tasks in Real English as a Foreign Language Textbooks: Do Materials Activate Language Awareness?

Despite enthusiastic SLA support for TBLT, tasks are virtually absent in textbooks. One notable exception is a well-known EFL textbook series published by a major international publisher. This study analyses the 12 tasks of the B1 level textbook. Results reveal that meaning-focused teaching outweighs form-focused teaching and that task internal sequencing mostly follows a "pre-task – task" structure. Therefore, this textbook aligns with cognitive accounts of Foreign Language Teaching in that it conceives tasks as a means for free communicative practice of language forms previously presented and practised in an explicit and controlled fashion. Directions for further research and teacher training will be considered.

Work funded by the Spanish Ministry of Economy and Competitiveness: Research Project Ref. FFI2013-44979-R

Line Krogager Andersen Aarhus University, Denmark	**Title:** What's in it for Danish? Making Sense of Plurilingual Language Awareness in Class

In Danish primary school, the teaching of foreign language subjects and the mother tongue subject seem rooted in different world views and bound to different, at times opposing views of language and language teaching. Differing implicit assumptions about the goals of language teaching in each language subject pose a challenge for any teacher wanting to enhance language awareness through his/her teaching. In this presentation, I will discuss three teachers' attempts to introduce a plurilingual language awareness perspective into their teaching by examining the teachers' subject- and language related discourse and teaching practices in the context of 10-month action research study.

3X – Workshop - TLA	15.45-17.15	Room 7 - Centaur

Sebastiaan Dönszelmann Vrije Universiteit Amsterdam, The Netherlands	**Title:** Teacher Language Awareness, a basis for a Target Language Use Pedagogy

Using the target language in language classes accelerates language learning processes, does it not? This generally accepted notion may sound obvious, still, in many language classes, teachers use the mother tongue to instruct their students. When teachers do use the target language they often are already satisfied when students simply understand them and are not fully aware of the actual didactic and linguistic requirements of this intervention. The PhD-research central in this workshop focuses on these requirements and the awareness needed to actually accelerate students learning by using the target language. Attendants will experience key elements of the developed target language pedagogy, observe video-recorded teaching fragments and reflect on target language awareness criteria in an observation instrument. Some teachers participating in the research will also be present to illustrate the pedagogy and to answer questions.

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Conference Programme – Saturday July 7th

Time	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
9.30-10.30	4A-Presentations	4B-Presentations	4C-presentations	4D-Presentations	4E-Presentations	4F-Workshop	
10.30-11.00	Quick coffee/tea						
11.00-12.30	4G-Presentations	4H-Presentations	4I-Presentations	4J- Symposium	4K-Presentations	4L-Workshop	
12.30-13.45	Lunch						
13.45-14.45	4M-Presentations	4N-Presentations	4O-Presentations	4P-Presentations		4Q-Workshop	
14.45-15.00	Quick coffee/tea						
15.00-16.15	4R- **Plenary 4: Gerard Steen** + closing Claudia Finkbeiner and organizing committee (Griffioen, theatre room)						

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9.30-10.30

4A – Presentations – TLA in different cultures	9.30-10.30	Room 1 – Griffioen (Theatre Room)
Camilla Hansen UC Syd, Denmark	**Title:** To be or not to be language aware - that is the main question of minority teaching	
The majority of students at minority schools in the Danish-German border region do not have the minority language – also being the language of instruction - as their mother tongue. Being language aware, therefor is central to the teaching at those schools. Based on the results of my Ph.D. I will discuss how teachers at those minority schools constantly have to balance between an ideological, monolingual language policy and a more didactically oriented language education, focusing on teaching the minority language as second language.		
Malgorzata Jaskula Université de Rouen, France	**Title:** How teachers construct language aware citizenship – a comparative study in multilingual classrooms with migrant pupils in France, Italy and Poland	
The integration of migrant pupils in European educational system has an institutional, academic and didactic issue. Teachers want these pupils get proficiency in the target language, in order to be involved and pursue their education. Thus, they need to take into account pupils' knowledge, different skills, languages and cultures. In this presentation I compare the didactic arrangements put in place for the education of migrant pupils in France, Italy and Poland. I ask if and how teachers (in all subjects) manage the languages of origins in their multilingual classrooms to construct the language aware citizenship. Our study aims to identify if didactic practices depend on teachers' linguistic backgrounds.		

4B – Presentations – Language learning	9.30-10.30	Room 2 - Argus
Majid Nikouee & Leila Ranta University of Alberta, Canada	**Title:** "Yesterday, my teacher teach simple past rules!" The impact of practice on using the rules in oral communication	
An indispensable component of language teaching is explicit knowledge about grammar. However, the real challenge facing language learners is how explicit knowledge can be used in real-world communication. In skill-acquisition theory, fluent and accurate production in a second language is the result of massive amounts of practice. Can such practice fit into communicative language teaching? One possible way is to make practice 'transfer-appropriate", which means that the processes of learning bear some resemblance to the processes involved in later language use. This presentation describes the design of a teaching experiment investigating the impact of transfer-appropriate practice on learners' accuracy in using the simple past tense in English.		
Alice Yin Wa Chan City University of Hong Kong	**Title:** The importance of noticing in the learning of English articles	
This paper discusses the importance of noticing in the learning of English articles. A study comprising various learning tasks was conducted with about 60 Hong Kong Cantonese ESL learners to investigate their acquisition of English articles. The results showed that certain features, such as the importance of identifiability for definiteness, the related linguistic difference between specificity and definiteness, and the differences between the countable and uncountable uses of an English noun and its associated article use, were less readily noticed. When tackling learners' article problems, ESL teachers should be conscious of not just incorrect article uses but also the shadowy problems underlying correct uses.		

4C – Presentations – Policy & Identity	9.30-10.30	Room 3 - Sfinx
Sian Preece & Maki Kimura UCL Institute of Education, UK	**Title:** Dispelling the narrative of proficiency in English as a 'strong enabler' of integration in Brexit Britain	
Since Brexit, there has been an increase in the reported number of racially motivated incidents in the UK while the government has promoted proficiency in English as a 'strong enabler' of cultural integration. Drawing on ongoing research into acceptance of linguistic diversity in Brexit Britain, in this presentation we examine contradictory narratives that have arisen in UK media reports on English and cultural integration. In the climate of Brexit, we argue that highly proficient levels of English do not guarantee cultural inclusion for members of Britain's migrant communities and that the visibility of languages other than English in public spaces risks cultural exclusion.		

Argyro Kanaki	**Title:** Scotland: dispelling its mythical identity as a 'monolingual country'?
University of Dundee, UK	

This presentation highlights the conflict between Scotland's Modern Foreign language education policy and practice. It points out the conservative ideological assumptions continuing to underpin the country's primary school system, despite attempts to change them. Analysis of primary school teacher and stakeholder interviews, alongside a review of policy documents, shows that an underlying monolingual outlook persists In Scotland. Significant evidence for this persistence is an obvious overall lack of awareness of issues related to multilingual pedagogical approaches among teachers and other stakeholders, including the issues of identity, and citizenship. This is despite boldly ambitious policy statements and strong teacher commitment to Primary Modern Language learning.

4D – Presentations – Colloquial/regional	9.30-10.30	Room 4 - Sirenen
Gabriela Alfaraz	**Title:** Bilingualism and awareness of regional dialects of American English	
Michigan State University, USA		

Based on work that has shown that representations of space vary in different linguistic, cultural, and ethnic/racial groups, this research explored the influence of language experiences on dialect awareness. In this presentation, I discuss the representations of dialect regions of the United States in mental maps drawn by 100 L1 Spanish-L2 English bilinguals (mean age 20.5) and show how they compare to the regions identified in maps drawn by a peer group of 158 L1 English speakers (mean age 19.7) using findings derived from GIS analysis.

Lama Nassif	**Title:** Integrating Colloquial Arabic into the Arabic L2 Curriculum: An Analysis of
Williams College, USA	Learner Speech

Arabic curriculum planners are faced with the question of what methods to adopt to raise learners' awareness of the sociolinguistic reality of Arabic use within increasingly multidialectal and multilingual Arabic-speaking speech communities. A debated issue is whether or not to simultaneously teach Modern Standard Arabic and a variety of colloquial Arabic. The concern is that simultaneously learning two varieties will involve a high cognitive overload for learners, and may negatively impact their Arabic competence. In this presentation, I will report on a study investigating the features and systematic patterns that learners' in integrative instruction display in their spoken productions.

4E – Presentations - Speaking	9.30-10.30	Room 6 - Nimfen
Leif French & Suzie Beaulieu	**Title:** Sociolinguistic awareness and morphosyntactic development in French L2 at a	
Sam Houston State University, USA	beginner level	

While L2 learners appear eager to receive explicit instruction about language variation, teachers, on the other hand, often seem reluctant to dedicate classroom time to language variation, fearing that it may confuse or overwhelm learners. To evaluate the degree to which such concerns may be valid, beginner French learners (N=35) received systematic explicit instruction on language variation over a 15-week period, targeting in particular the variable use of the negative morpheme *ne* in verbal negation in French. Findings suggest that sociolinguistic features can be introduced in early stages of acquisition without interfering with learners' morphosyntactic development.

Saeedeh Amani & Zohreh Seifoori	**Title:** The Relationship between Iranian Undergraduate ELT Students' Awareness of
Department of English, Tabriz Branch, Islamic	Metacognitive Strategies and Fluency of their Task-based Speech
Azad University, Tabriz, Iran	

The present study aimed to find out the relationship between undergraduate Iranian ELT students' oral performance and their awareness of metacognitive strategies. To this end, a convenient sample of 42 Iranian undergraduate sophomores were recruited from a pool of 80 students. The Metacognition section of Strategy Inventory for Language Learning (Oxford, 1985) and an oral picture description task were employed to collect the data. The regression analysis indicated that the participants' metacognitive strategy use made the strongest contribution to explaining the speech fluency when the variance explained by all other variables in the model was controlled for (B=.273, *p*= .040).

4F - Workshop	9.30-10.30	Room 7 - Centaur
Ondine Gage	**Title:** Urgently Needed: Language Aware Teachers!	
California State University, Monterey Bay, USA		

This study explored pre-service teachers' perceptions of Language Awareness as they participated in university course work examining issues of equity and social justice. The researcher conducted an interpretive analysis of student responses (N=55) to reflective memos assignments, written by students following class activities aimed at building Language Awareness. The research questions examined students' generative understanding of Language Awareness, and their perceptions of class activities supporting Language Awareness. The findings provide suggestions for engaging pre-service teachers in activities aimed at building their praxis of Language Awareness.

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11.00-12.30

4G – Presentations – Medical discourse	11.00-12.30	Room 1 – Griffioen (Theatre Room)
Maryam Saneiemoghadam & Reza Ghafar Samar Tarbiat Modares University, Iran	**Title:** Metaphors in Academic Writing: A Comparison of Three Topics	
Metaphors are often discussed to be central in academic writing; however some questions such as how frequency they are used in sentences, what forms they can take in different paragraphs, and what type of patterns they may form in different sections of writing are not answered. This presentation discusses the frequency, types and patterns of metaphors across the three topics of tissue engineering, cancer, and infertilization in academic medical articles.		
Michelle Aldridge, Tom Bartlett, Tereza Spilioti and Virpi Ylanne Cardiff University, UK	**Title:** We do a lot, don't we? Moving between institutional and interpersonal talk in nurse handovers	
Interpersonal talk in nurse handover meetings is seen as interfering with the primary institutional goal of information exchange. Our presentation questions this assumption and examines handovers as activities that simultaneously orient to medical, organizational and interpersonal needs. Our ethnographic work reveals that handovers unfold though a series of phases that go beyond the formal handover meeting. Within each of these phases, we explore the ways in which professional practice involves awareness of and orientation to the multiple aforementioned needs: for example, nurse practitioners downscale institutional talk to foster empathy and team-building and upscale social talk to disseminate medical and institutional knowledge.		
Giulia Frezza Sapienza University of Rome & University of Amsterdam, Italy & The Netherlands	**Title:** Endless Fall vs Rewiring Machine, how People Think and Talk about Dementia	
"There is a tidal wave of dementia coming our way worldwide" – was declared at the 2015 WHO Conference on Dementia. Metaphors burst in dementia public discourse and can affect how people think of dementia too: from the "tidal wave" threatening our society to a disease that turns people into "vegetables" and "zombies". Optimal intervention relies on a degree of "metaphor awareness" in language users. Our research revealed two prevailing metaphorical models with which people talk about dementia: decline and plasticity. This talk discusses scientists' and journalists' awareness to metaphor and language use from a cross-national perspective and focuses on possible risks and ethical responsibility.		

4H – Presentations - TLA	11.00-12.30	Room 2 - Argus
Ellen van den Broek, Helma Oolbekkink, Sharon Unsworth, Paulien Meijer and Ans van Kemenade Radboud University, Nijmegen, The Netherlands	**Title:** Language awareness from a teacher's perspective: Examples from teaching practices	
Implementing a language awareness approach to foreign language education can be a challenging task considering the broad field of language awareness. In this qualitative study, ten secondary school EFL teachers were observed and interviewed about the presence of language awareness in their teaching. Focusing on teachers' self-reported language awareness practices, this paper aims to find out in what ways language awareness manifests itself in everyday EFL teaching. In this presentation, I will examine different language awareness practices as described by teachers and discuss how teachers' practices could be adapted in order to stimulate language awareness in the EFL classroom.		
Gail Prasad University of Wisconsin-Madison, USA	**Title:** Developing Language Aware Teachers: Using visual and multimodal biographical tools to foster teacher candidates' critical multilingual language awareness	
There has been growing recognition of the need to incorporate critical multilingual language awareness (CMLA) into teacher education programs as a foundation for teaching and learning in multilingual schools in the 21st century. In this paper, I present a study examining the integration of collaborative and critical multilingual language awareness across a Masters program for secondary pre-service teachers as a strategy for developing Language-Aware teachers. I analyze challenges and possibilities for fostering pre-serve teachers[1] CMLA using visual and multimodal biographical tools and how the experience ultimately shapes their view of themselves and their students.		
Silvia Melo-Pfeifer Universität Hamburg, Germany	**Title:** Multimodal linguistic biographies of prospective foreign language teachers: what do we learn about teacher language awareness?	
Linguistic biographies have been used to grasp the linguistic diversity of student populations, attitudes towards languages and cultures, the identity of multilinguals and individual trajectories of being and becoming multilingual. In this study, I analyze 33 linguistic biographies, resorting to drawings, in order to examine the (re)constructions of the multilingual self. The visual linguistic biographies were produced by prospective Spanish language teachers at the University of Hamburg (winter semester 2017). I will look at the composition of the linguistic biographies and at the elements student teachers combine to trace the representation and the evolution of the multilingual self. Among other aspects, I will focus on: i) languages being represented and symbols or other visual cues used to personify them; ii) ways students combine their semiotic resources (both verbal and non-verbal) and illustrate their individual multilingualism; and iii) places, actors and processes being depicted as central in the development of the multilingual self.		

4I – Presentations – English International	11.00-12.30	Room 3 - Sfinx

Marlene Schwarz University of Vienna, Austria	**Title:** Language awareness in out-of-school contexts: The case of extramural English

Nowadays many EFL learners come in contact with English more outside than inside the classroom because many of their preferred leisure time activities, such as watching TV series or using social media, quite naturally involve the use of English. Several studies have shown that such an engagement with extramural English has positive effects on language development, but to date we know little about how aware learners are of English in their surroundings. This paper presents insights from a mixed methods study in Vienna, Austria and sheds first light on 15/16-year-old teenagers' awareness and perception of English in their everyday environments.

Diana Pak KIMEP University, Kazakhstan	**Title:** Does the Ownership of the International English Language Matter?

The mission of English language teachers has become more complicated than ever. Not only do we have to assist in the development of language skills but we also should prepare students who are internationally educated and interculturally competent. Then, is having developed-over-the-decades teaching methodology and tones of electronic and paper resources enough to make our students successful language users? In this presentation, I am going to discuss some insights into understanding how the perceptions of English language ownership may affect learners' intercultural communicative competence and then share some practical implications for teachers.

Alissia de Vries, Shannon Bischoff, Catherine Mazak and Maria Carmen Parafita Couto Leiden University, The Netherlands Indiana University – Purdue University Fort Wayne, USA University of Puerto Rico Mayagüez, Puerto Rico	**Title:** English language acquisition in Puerto Rico: privilege or right?

In this presentation we present public university students' perceptions of the connection between education, wealth and English in Puerto Rico, using questionnaire and follow-up interview data. Public university students perceive English as accessible to any Puerto Rican; thus, those who lack English skills are described as unmotivated to learn and missing out on life. Nonetheless, it appears that the majority of these public university students are (fairly) wealthy Puerto Ricans who seem unaware that their educational background, socioeconomic status and social environment are privileges that facilitated their English language acquisition that are not possessed by the average Puerto Rican.

4J – Symposium – Awareness of Language as discourse	11.00-12.30	Room 4 - Sirenen

Phalangchok Wanphet Nord University, Norway	**Title:** Investigating Effects of Explicit Instruction in Conversational Pauses and Hedging on Face-Threatening Expression: A Case of Norwegian Learners of English

Fluency has been misunderstood, resulting in the exclusion of some common conversational features such as pauses and hedging (P&H) in language teaching and assessment. This study explores the interactional features of P&H found in socially disaffiliative utterances produced by Norwegian leaners of English. They receive several explicit instructions on P&H and their roles in conversation before producing turns that are considered socially disaffiliative. This study finds that, after the explicit instructions, the participants are more aware of the importance of P&H in face-threatening situations. Second, the participants use P&H throughout their socially disaffiliative situations.

Heidi Grosch Nord University, Levanger Campus, Norway	**Title:** Using Body Language to Communicate and Empower Understanding

As part of the teacher-training program at Nord University (Norway), students acted out common fairy tales in English and other foreign languages for Norwegian children in order to understand that young children read physical gestures to gain meaning, even if they do not comprehend all the words. The majority felt they gained new insights on how to use the target language without always translating, indicating a desire to use gesture and body language more frequently when they become language teachers. Total Physical Response (TPR) and the Communication Accommodation Theory (CAT) provided the framework for data analysis. This presentation is interactive.

Amir Hassanein, John McKenny, and Rawy Thabet The British University in Dubai, United ARab Emirates	**Title:** Authorial Presence in English Academic texts by Arabic L1 Learners Vs. Native Speaker writers

Language awareness is of great interest to ESL teachers, linguists, and syllabus designers. Carter (2003) believes that awareness is learner's consciousness and sensitivity to the forms and functions of language. Authorial presence belongs to a larger set of stylistic and pragmatic choices made by authors in the construction of their cultural identity, in expressing their epistemic stance. In this paper, Arabic L1 EAP writers, represented in a large learner corpus, express their writer's presence in Masters dissertations. They are compared to native academic writers. The paper will refer to cultural preferences of authorial presence and implication in EAP classes.

4K – Presentations – LA in classroom	11.00-12.30	Room 6 - Nimfen
Nelleke Van Deusen-Scholl and Stephane Charitos Yale University, USA Columbia University, USA	**Title:** Engaging the global city	
In this paper, we discuss how place-based approaches and social pedagogies, including project-based and service learning, can create a greater sense of awareness among foreign language students of the languages that are spoken within the multilingual communities where they live. We will provide two examples that illustrate how instructors can promote learning beyond the classroom so that university students can meaningfully explore the urban landscape surrounding them and engage in authentic interactions in their local communities to become language-aware citizens.		
Åsta Haukås University of Bergen, Norway	**Title:** Developing language aware citizens in Norwegian schools	
Researchers increasingly point out that many language learners need to see their multilingualism as a positive resource in school settings and in society as a whole to be able to profit from it. This new project with a longitudinal design sets out to examine 1) to what extent secondary school L2 and L3 learners see themselves as multilinguals 2) to what extent learners' views on their own identities affect language learning positively or negatively, and 3) to what extent language teachers focus on strengthening learners' multilingual identities in order to help them develop into language aware citizens.		
Ewa Bandura Jagiellonian University, Poland	**Title:** Critical skills to help foreign language students' become autonomous citizens of the multilingual world	
Foreign language education can aspire to equip students to become active, critical and autonomous citizens of a multilingual world by developing their criticality alongside language skills. Yet, criticality enhancement does not seem to be prioritized in most university language development courses. Hence, it is a worthwhile challenge to make the language students aware that studying a foreign language and culture involves more than language skills, namely critical cultural awareness, enabling critical reflection on both the self and the other. In this paper, I will discuss the students' opinions and the teacher's observations concerning the critical dimension in foreign language teaching.		

4L - Workshop	11.00-12.30	Room 7 - Centaur
Shawna Shapiro & Sayaka Abe Middlebury College, USA	**Title:** Pedagogical strategies and examples for using sociolinguistics as an empathy-building tool for global citizenship	
In this workshop, we present strategies and classroom materials showing how linguistic methods can serve as a tool to understand issues pertaining to diversity and equity, such as implicit biases and "othering". We will show how selected key concepts from sociolinguistics, Descriptivism, Indexicality, and Language Ideology, can be introduced and developed in the classroom. We present sample assignments and activities involving the analysis of multiple languages and variation within a language. Through interaction with the participants, we aim to deepen our discussion of how to connect linguistic theory and practice in the empathy-building process and beyond.		

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13.45-14.45

4M – Presentations - Diversity	13.45-14.45	Room 1 – Griffioen (Theatre room)
Sabrina Schude & Claudia Finkbeiner Universität Kassel, Germany	**Title:** Responding to Diversity in Self Access Centers: the ABCs Approach	
Self access learning centers are learning environments, which give users opportunities for autonomous individual and group learning. In teacher education, they help closing the gap between theory and practical experience. In this paper, we will describe how "diversity" can be implemented into self access learning environments. Special emphasis will be laid on language awareness, culture, community and identity. Within this framework the implementation and evaluation of "The ABCs of Cultural Understanding and Communication" (Schmidt & Finkbeiner, 2006) will be highlighted.		
Sabrina Colombo & Dana Engel Eurac Research, Italy	**Title:** Promoting multilingual awareness in South Tyrol's schools: The success of a travelling exhibition on linguistic diversity	
Due to South Tyrol's historical background and present developments due to migrations, languages and linguistic diversity have always been central issues on all levels of everyday life. In this context, the project "One School, many languages" (2012-2018) aims to promote the perception of linguistic diversity as an enrichment by strengthening language awareness among pupils, teachers and all stakeholders involved in the educational sector. In order to better achieve this, a creative strategy to implement multilingual didactics in South Tyrolean's schools has been developed in form of a travelling exhibition on the topic of multilingualism, which will be the subject of our paper".		

4N – Presentations - Listening	13.45-14.45	Room 2 - Argus
Sarvenaz Hatami California State University Long Beach, USA	**Title:** Incidental word learning through second language listening: Can teachers make a difference?	

Incidental word learning from listening is a complex process and known to be particularly difficult in one's second language (L2). In his review essay on factors affecting the incidental learning of vocabulary from L2 oral input, Ellis (1994) emphasized that very little attention has been paid to this area of research. Surprisingly, after more than twenty years, the great need for further study still exists. To this end, I examined the impact of five variables that might facilitate incidental word learning from L2 listening. In this presentation, I will report on this study and discuss the implications of the findings for L2 teachers and learners.

Nasrin Hadidi Tamjid & Saiedeh Khalili Safa Islamic Azad University, Tabriz Branch, Iran	**Title:** Metacognitive Awareness Through Self-Regulatory Strategy Instruction and EFL Learners' Listening Comprehension

Self-regulation, with its potential role in enhancing meta- cognitive awareness, has attracted increasing attention among researchers. The present quasi-experimental study was motivated to explore the efficacy of self-regulatory strategy instruction in enhancing EFL learners' listening comprehension. To this end, 60 EFL learners were selected through convenience sampling, and randomly assigned to one experimental and one control groups. In the experimental group, strategy training was carried out through modeling and demonstration. The findings revealed that self-regulatory strategy instruction enhanced the participants' listening comprehension.

4O – Presentations - Speaking	13.45-14.45	Room 3 - Sfinx
Saeideh Ahangari and Behzad Mahmoudy Department of English, Tabriz Branch, Islamic Azad University, Tabriz, Iran	**Title:** The effect of syntactic awareness raising strategies on Iranian EFL learners' oral narrative task performance	

The present study investigated the effects of syntactic awareness raising strategies on EFL learners' oral narrative task performance in Iran. The participants in the study included 60 learners who were randomly assigned as one experimental and one control group, each comprising 30 participants. The participants in the experimental group received syntactic awareness raising strategies through 'story grammar element' and 'word order correction' awareness raising techniques. After the treatment, a post test comprising an oral narrative task was administrated. The results revealed that the experimental group which received syntactic awareness raising strategies outperformed the control group in retelling short stories.

Alla Zareva Old Dominion University, USA	**Title:** Lexical awareness and genre appropriateness of student academic presentations

Student presentations are a frequently used assignment in higher education as they reveal not only students' content knowledge but also how well they can communicate this knowledge to an audience of peers. The present study examined the lexical profiles of academic presentations of three groups of college students—native English speaking, ESL, and ELF presenters. The findings revealed students' awareness of main lexical differences between oral and written academic discourse. It also uncovered a few lexical areas that need to be addressed in English for academic purposes instruction to increase students' awareness of the lexical acceptability in oral academic discourse.

4P – Presentations – Critical Awareness	13.45-14.45	Room 4 - Sirenen
Claudia Saraceni, Kristina Narvet and Imelda Sari University of Bedfordshire, UK	**Title:** Developing Critical Awareness for Language Teachers as Citizens of the Classroom Community	

Citizenship involves shared ownership of language(s), cultures and diverse points of view in an equal partnership amongst the members of a community. This entails empowering its members to make informed choices that can shape the dynamics of such community. This paper considers *citizenship* in relation to the micro-context of the classroom, focusing on the role of the language teacher-trainees, to enable them to share ownership of the classroom, and promote their autonomous, decision-making personal initiative. It is based on a discussion of the approaches and techniques involved in teaching practice assessment, when used as a tool to develop trainees' critical awareness.

Agata Cierpisz Jagiellonian University, Kraków, Poland	**Title:** Aliens visiting earth – investigating the process of adopting a third perspective

Living in a highly globalised and interconnected world, people engage in a growing number of intercultural contacts by traveling, maintaining business relations or going on a student exchange. It is, however, worth noticing that a mere intercultural encounter does not necessarily lead to a meaningful intercultural exchange. The question is: what makes the difference? My research project aims at investigating the process of raising English students' critical cultural awareness which is the key to meaningful intercultural education. I would like to discuss the role of cultural and linguistic meta-awareness and the importance of critical reflection in adopting a third perspective in intercultural contexts.

4Q - Workshop	13.45-14.45	Room 7 - Centaur
Marcelo Concário UNESP - São Paulo State University, Brazil	**Title:** Foreign language teachers as students of an additional language: awareness and competencies at work	
Foreign language teachers as students of an additional language: awareness and competencies at work This is based on the experiences of four language teachers during German courses taught by one of them, and taken by the others in a US university. The first language of each participant is different from the language (s)he teaches. Written records of "conscious awareness" of episodes related to learning German, or to language teaching issues, have been made, shared and commented on. This workshop aims to promote the review and discussion of the data and assess contributions to the (continued) education of language teachers.		

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15.00-16.15

4R – Plenary 4 & Closing	15.00-16.15	Room 1 – Griffioen (Theatre room)
Gerard Steen University of Amsterdam, The Netherlands	**Title:** Modes of metaphor awareness	
See full description under 'keynotes' in this programme.		

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