



AILA 2021

Program Schedule

August 15, 2021 - August 20, 2021

Sunday, August 15, 2021

x 05:00 PM -
07:00 PM

© Room 1

Opening ceremony & KEYNOTE Diane Larsen-Freeman

Speakers

Diane Larsen-Freeman, Keynote Speaker, University Of Michigan
 Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics
 Kees De Bot, AILA2021 Organizer, Mentor, AILA 2021
 Wander Lowie, University Of Groningen
 Thony Visser, University Of Groningen
 Azirah Hashim, AILA Vice-President , University Of Malaya
 Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen

Moderators

Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen
 Wander Lowie, University Of Groningen



Diane Larsen-Freeman

(Diane Larsen-Freeman is a Professor Emerita in Education and in Linguistics at the University of Michigan in Ann Arbor, Michigan and a Visiting Senior Fellow at the University of Pennsylvania).

Diane has been a leading figure in the world of Applied Linguistics for many decades. Her interests range from language pedagogy to grammaring and to the role of Complex Dynamic Systems in Second Language Development. She has published widely in articles and books and is cited extensively. For the Groningen AILA2021 organizers she was the obvious choice for the opening address!

From the 'What If's' to the 'So What's': Updating our Understanding of Second Language Development from a Complex Dynamic Systems Perspective

06:00 PM - 07:00 PM

Presenters :

Diane Larsen-Freeman, Keynote Speaker, University Of Michigan

✕ 07:00 PM -
08:00 PM

Q&A and discussions with keynote speaker Diane Larsen-Freeman

Meet our keynote speaker Diane Larsen-Freeman in Gather Town at the class room straight after her session scheduled for Sunday, 15 August at 18:00 – 19:00 CET.

Together with Kees de Bot, she will welcome you to answer any of your questions related to her presentation *From the 'What If's' to the 'So What's': Updating our Understanding of Second Language Development from a Complex Dynamic Systems Perspective* and engage in discussions as of 19:00 CET.

Please join us in the **Gather Town class room at the Activity Center.** (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

✕ 07:00 PM -
08:00 PM

Speed-Meetings

After the opening ceremony and keynote, it may be time for you to meet and mingle with other virtual delegates. This can be done by Speed-Meetings in which you get to talk for 4 minutes with a randomly selected delegate, and you can do as many rounds as you wish. Who knows who you will meet!

We will set the timer for one hour, but 30 minutes in total will be fine, too. We will repeat this activity on Wednesday and Thursday. Join us here! (<https://app.joinglimpse.com/join?key=EC44460>)

✕ 07:00 PM -
08:00 PM

AILA Solidarity Reception in AILA Gathertown in the AULA

Please join AILA's vice president, Azirah Hashim, to congratulate this year's AILA Solidarity Awardees.

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

Monday, August 16, 2021

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S001 1/2 | 'Spaces of otherwise'? South-North dialogues on languaging, race, (im)mobilities

Speakers

Christopher Stroud, University Of The Western Cape
 Natalia Volvach, PhD Candidate, Stockholm University
 Ayse Gur Geden, PhD Student, UCL Institute Of Education
 Kathleen Heugh, University Of South Australia
 Valelia Muni Toke, IRD
 Özge Deniz, M.A. Student , Bogaziçi University
 Qumrul Hasan Chowdhury, AILA Solidarity Awardee, University Of Dhaka
 Jinny Choi, Associate Professor, University Of Texas At Arlington
 Muchativugwa Hove, Presenter, North-West University, South Africa
 Åsa Wedin, Presenter, Dalarna University
 Mingdan Wu, AILA Solidarity Awardee, University College London
 Mona Elsamaty, AILA Solidarity Awardee, University Of Toronto
 Necia Billinghamurst, University Of South Australia

Moderators

Caroline Kerfoot, Symposium Convenor And Presentor; Mentor, Stockholmsuniversitet
 Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

In writing of the 'economies of abandonment' of neoliberal globalization, Povinelli (2011) also points to the potential for 'spaces of otherwise', those spaces of curiosity and risk, potentiality and exhaustion which open possibilities for more ethical becoming and the emergence of new forms of social life. This symposium brings into dialogue scholars of the global South and North concerned with the material consequences of language, race, and structurally induced (im)mobility. South and North are understood here as labile signifiers whose meaning is determined by everyday material and political processes. The interaction of perspectives from the North and the South creates the opportunity to revisit the limits of representation in mainstream social sciences, reconstituting and expanding dominant theory so that it may become more productive in analysing social and linguistic realities. The symposium seeks, for example, to critically interrogate the affordances of recent concepts such as translanguaging, linguistic citizenship, and raciolinguistics for their power to critique and replace destructive institutional structures, classifications, and the technologies that sustain them. It thus seeks to enlarge knowledges of agents, practices, and processes which could lay the basis for what Papadoupoulous (2011) calls 'alter-ontology' – new realities – and maximise the possibilities of hope.

Linguistic Citizenship in spaces of otherwise

08:30 AM - 12:00 Noon

Presenters :

Christopher Stroud, University Of The Western Cape

Breaking the silence in 'spaces of otherwise'

08:30 AM - 12:00 Noon

Presenters :

Natalia Volvach, PhD Candidate, Stockholm University

Liminal Spaces Beyond the North and South Binary: The Case of Turkish-Speaking African Students as Bridges of Potentiality

08:30 AM - 12:00 Noon

Presenters :

Ayse Gur Geden, PhD Student, UCL Institute Of Education

Shadows of coloniality and falling through the abyss: a sociolinguistics of despair or possibility?

08:30 AM - 12:00 Noon

Presenters :

Kathleen Heugh, University Of South Australia

(Un-)desirable bodies? Health discourses on obesity in the South Pacific and the impossible “end of exoticism”

08:30 AM - 12:00 Noon

Presenters :

Valelia Muni Toke, IRD

A linguistic ethnographic study: Multilingual Ugandans as (de-)skilled migrants in Istanbul

08:30 AM - 12:00 Noon

Presenters :

Özge Deniz, M.A. Student , Bogaziçi University

The ‘what’ and ‘how’ of Southern knowledge in applied linguistics: English in rural Bangladeshi madrasa

08:30 AM - 12:00 Noon

Presenters :

Qumrul Hasan Chowdhury, AILA Solidarity Awardee, University Of Dhaka

Transnational Mobility, Ethnic Identity and Language of Korean Community in Argentina

08:30 AM - 12:00 Noon

Presenters :

Jinny Choi, Associate Professor, University Of Texas At Arlington

Ways of becoming: postcolonial literature and the limits of mimicry and hybridity

08:30 AM - 12:00 Noon

Presenters :

Muchativugwa Hove, Presenter, North-West University, South Africa

⌘ 08:30 AM -
12:00 Noon

● Room 1

S003 | A transdisciplinary look at intra-individual variation in language development and change

Speakers

Peter Macintyre, Cape Breton University
 Carlos Rico Castillo, Friedrich Alexander University Erlangen-Nürnberg, Germany
 Betül Çimenli, AILA Solidarity Awardee, Bartın University
 Katarzyna Rokoszewska, Assistant Professor, Jan Długosz University In Czeszochowa
 Katharina Korecky-Kröll, Postdoc Researcher, University Of Vienna
 Erik Schleef, Full Professor, University Of Salzburg
 Ali Al-Hoorie
 Kedi Simpson, PhD Candidate; Solidarity Awardee, University Of Oxford
 Marte Nordanger, Inland Norway University Of Applied Sciences
 Paulina Horbowicz, Associate Professor, Inland Norway University Of Applied Sciences/Adam Mickiewicz University In Poznan

Moderators

Simone Pfenninger, University Of Salzburg
 Lars Bülow, University Of Vienna
 Nelleke Jansen, AILA2021 Volunteer, University Of Groningen

The theme of this symposium is intra-individual variation, that is, observable variation within individual entities, which plays an important role in the humanities area as well as in the natural and social sciences. Fields as diverse as cognitive neuroscience (cf. Port & Van Gelder, 1995), developmental psychology (e.g., van Geert, 1991), organizational behavior (Axelrod & Cohen, 1999; Guastello, 1995), and political sociology (e.g., Axelrod, 1984) have recently being reframed in terms that allow insight into basic dynamic properties that were previously overlooked. However, while these particular fields have recognized the complexity and dynamism of human thought and behavior, intra-individual variation has received less attention in regard to language behavior. Studies on intra-individual variation over time, however, are urgently needed in applied linguistics as well as variationist linguistics to validate the outcomes from group studies and to understand the process of individuals' linguistic development (cf. Lowie, 2017; Lowie & Verspoor, 2019). The main goal of the symposium is to bring together two subdisciplines – psycholinguistics and (variationist) sociolinguistics – in juxtaposing systematic intra-individual variation discussed in sociolinguistics and non-systematic intra-individual variation discussed in psycholinguistics, thereby fostering interaction between two disciplines that have had surprisingly little connection so far.

-
- 08:20 – 08:30: Welcome and introduction of our featured speaker
 - 08:30 – 09:00: Peter D. MacIntyre
 - 09:00 – 09:10: Q&A
 - 09:10 – 09:30: Phil Hiver & Ali Al-Hoorie
 - 09:30 – 09:50: Kedi Simpson
 - 09:50 – 10:00: Q&A
 - 10:00 – 10:30: Coffee break
 - 10:30 – 10:50: Katarzyna Rokoszewska
 - 10:50 – 11:10: Marte Nordanger
 - 11:10 – 11:30: Erik Schleef
 - 11:30 – 11:50: Katharina Korecky-Kröll
 - 11:50 – 12:10: Q&A
 - 12:10 – 12:20: Mini break
 - 12:20 – 12:30: Poster pitches by Betül Çimenli and Carlos Rico Castillo
 - 12:30 – 12:50: Live session, general discussion and Q&A
 - 12:50 – 13:30: Informal lunch and opportunity to connect

**Reframing individual differences as intra-individual variability:
Reconceptualising emotion, motivation and willingness to
communicate.**

08:30 AM - 12:00 Noon

Presenters :

Peter Macintyre, Cape Breton University

**Modeling co-adaptation between language development and task-
specific individual differences**

08:30 AM - 12:00 Noon

Presenters :

Phil Hiver , Presenter, Florida State University

Ali Al-Hoorie

**Intra-individual variation in developmental trajectories of L2 French
listening: eight case studies from a CDST perspective**

08:30 AM - 12:00 Noon

Presenters :

Kedi Simpson, PhD Candidate; Solidarity Awardee, University Of Oxford

**Intra-individual variation in the emergence of dynamic language
subsystems at secondary school – a written corpus analysis.**

08:30 AM - 12:00 Noon

Presenters :

Katarzyna Rokoszewska, Assistant Professor, Jan Dlugosz University In Czestochowa

**Variability in the development of an epistemic repertoire in L2
Norwegian**

08:30 AM - 12:00 Noon

Presenters :

Marte Nordanger, Inland Norway University Of Applied Sciences

Paulina Horbowicz, Associate Professor, Inland Norway University Of Applied Sciences/Adam Mickiewicz
University In Poznan

**Individual differences in intra-speaker variation: T-glottalling in
England and Scotland**

08:30 AM - 12:00 Noon

Presenters :

Erik Schleeff, Full Professor, University Of Salzburg

**Variation of noun plurals in German in Austria: individual
preferences in first language acquisition and adult use**

08:30 AM - 12:00 Noon

Presenters :

Katharina Korecky-Kröll, Postdoc Researcher, University Of Vienna

A Conversation Analysis Inspired Investigation of Stylistic Variation

08:30 AM - 12:00 Noon

Presenters :

Betül Çimenli, AILA Solidarity Awardee, Bartın University

Variability and Complexification in L2 writing Development: A Longitudinal Case Study

08:30 AM - 12:00 Noon

Presenters :

Carlos Rico Castillo, Friedrich Alexander University Erlangen-Nürnberg, Germany

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S014 | Building on shifting sands: literacies across and between institutional spaces

Speakers

Bojana Petric, Birkbeck, University Of London
 Laura Mccambridge, University Teacher, University Of Jyväskylä
 Maria Grant, Liverpool John Moores University
 Annika Shaswar, Umeå University
 Emily Peach, Lancaster University
 Jackie Tuck, The Open University
 Theresa Lillis, The Open University

Moderators

Jackie Tuck, The Open University
 Laura Mccambridge, University Teacher, University Of Jyväskylä
 Theresa Lillis, The Open University
 Rosmawati ., Postdoctoral Researcher, The University Of Sydney

Institutions play a hugely significant role in shaping literacy practices, with consequences for individuals, organisations and wider society. A concern with institutional context has enabled researchers to focus on literacies within domains of power, to substantiate a critique of the vested interests shaping policies and working practices, and to raise questions about which literacy practices are institutionally valued. At the same time, current theorisation in literacies research emphasises the need to take account of the fluid nature of literacy which follows from its fundamentally social character, particularly in times of hypermobility and rapid change. Texts, writers and readers constantly move across time and space, shifting between different study, professional and life contexts, in and out of different roles and institutions. Boundaries between these domains are increasingly blurred. This symposium explores emerging questions about how we understand the continuities and discontinuities between different institutional and professional contexts, including academic contexts. Key questions for the symposium: How do writers and readers negotiate the demands of shifting institutional contexts and practices? With what consequences? How do writers, readers and texts move between different academic and professional domains? How best can these shifts be researched and theorized, and how can our understanding be applied?

Collaborative literacy practices across institutional contexts

08:30 AM - 12:00 Noon

Presenters :

Bojana Petric, Birkbeck, University Of London

The Role of (Inter)Disciplinarity in Thesis Writing in a Context of Institutional Mergers and Internationalisation

08:30 AM - 12:00 Noon

Presenters :

Laura Mccambridge, University Teacher, University Of Jyväskylä

Writing text messages – a digital literacy practice in the borderland between the Swedish for immigrants programme and leisure

08:30 AM - 12:00 Noon

Presenters :

Annika Shaswar, Umeå University

**Student mental health literacy practices: blurred institutional
practice boundaries**

08:30 AM - 12:00 Noon

Presenters :

Emily Peach, Lancaster University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S015 1/2 | CDST research in the Chinese context

Speakers

Yongyan Zheng, Fudan University
Ting Huang , AILA2021 Volunteer, Fudan University
Lawrence Jun Zhang, The University Of Auckland
Pengyun Chang, Chongqing University
Jihua Dong, Shandong University

Moderators

Yongyan Zheng, Fudan University
Ting Huang , AILA2021 Volunteer, Fudan University

For the past two decades, the Complex Dynamic Systems Theory (CDST) has burgeoned in applied linguistics, especially on second language (L2) development (e.g. complexity, accuracy, fluency) and individual differences (e.g. motivation, working memory, and self-regulatory strategies). The CDST perspective sees language development taking place as individual learners mobilize their linguistic, cognitive, and affective resources to co-adapt to the learning environment, which justifies a balanced view on language learners, learner language, as well as the learning context. In addition to contribution made by U.S.-based scholars and European scholars at the University of Groningen, CDST empirical studies have also thrived in the Chinese context, a context characterized by a large language-learning population in instructed learning environment. However, due to most research is reported in Chinese, little is known to the international academia. The proposed symposium aims to bring forth Chinese scholars' voices in this regard. It opens with a featured presentation on an overview of CDST studies conducted in the Chinese context (including mainland China, Hong Kong, and Macao), followed by two sub-strands, one focusing on Chinese learners' L2 written and oral language development, and the other focusing on the individual differences of Chinese learners engaged in foreign language learning.

Timeline S015

1/2

8:30-8:50 Welcome and introduction of our featured speaker

8:50-9:30 Yongyan Zheng

9:30-10:00 Jihua Dong, Yongyan Zheng

10:00-10:30 Lawrence Jun Zhang

10:30-11:00 Pengyun Chang

11:00-12:00 Discussion of the first block

2/2

14:30-15:00 Yurong Zheng

15:00-15:30 Saeed Karimi-Aghdam

15:30-16:00 Beilei Wang

16:00-17:00 Ting Huang and Discussion of the second block

A systematic review of CDST research in the Chinese context

08:30 AM - 12:00 Noon

Presenters :

Yongyan Zheng, Fudan University

The dynamic development of EFL students' stance construction in students' academic writing

08:30 AM - 12:00 Noon

Presenters :

Jihua Dong, Shandong University

Yongyan Zheng, Fudan University

A Complex Dynamic Systems Theory perspective on the Variability in Chinese EFL learners' Listening development

08:30 AM - 12:00 Noon

Presenters :

Pengyun Chang, Chongqing University

Idiodynamic research into Chinese EFL learners' listening motivation based on "Directed Motivational Currents"

08:30 AM - 12:00 Noon

Presenters :

Lawrence Jun Zhang, The University Of Auckland

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S021 1/2 | Collaborative Research in Language Education: reciprocal benefits and challenges

Speakers

David Little, Trinity College Dublin
 Jessica Berggren, Stockholm University/City Of Stockholm
 Silvia Kunitz, Karlstad University
 Malin Haglind, Teacher, Eklidens Skola
 Anna Lofquist, Presenter, Järla Skola
 Henrik Bøhn, University Of South-Eastern Norway
 Anna-Marie Csöreg, PhD Student, Teacher, Stockholm University
 Joseph Siegel, Stockholm University
 Björn Kindenberg, Stockholm University
 Erika Sturk, Umeå University
 Gregory Sholdt, Konan University
 Tanya Mccarthy, Kyoto University
 Fiona Nic Fhionnlaoich, Queen's University Belfast | Maynooth University
 Sara Snoder, Stockholm University
 Amanda Brown, Syracuse University
 Alastair Henry, University West
 Batia Laufer, Professor (emerita), University Of Haifa
 Camilla Bardel, Moderator S021, Stockholm University
 Gabriele Pallotti, University Of Modena And Reggio Emilia
 Ingela Finndahl, PhD Student, University Of Gothenburg
 Marie Källkvist, Lund University
 Suzanne Bogaerds-Hazenberg, Utrecht University
 Leah Shepard-Carey, Drake University, Iowa

Moderators

Camilla Bardel, Moderator S021, Stockholm University
 Gudrun Erickson, Moderator S021, University Of Gothenburg
 Hongying Peng, AILA2021 Volunteer, University Of Groningen

Language Education (LE) at all levels benefits from research in a multitude of ways. Conversely, educational practices and experiences offer fertile ground for research into language learning, teaching and different forms of assessment of language development and use. Considering the two aspects of practice and research, and their interaction, it becomes obvious that research in LE is a reciprocal venture, with mutual benefits for all actors involved, where theory and practice meet and develop, jointly as well as individually. The proposed symposium aims to gather colleagues from different fields of LE with experiences from research that actively involves teachers, teacher educators and students of different ages and various backgrounds. We welcome proposals of presentations of results from research projects that aim at influencing theory and practice of learning, teaching and assessment in substantial and sustainable ways, as well as critical discussions of problematic aspects of collaborative research, for example research ethics. Furthermore, reflections at the conceptual and structural levels, focusing, for example, on theory development as well as on the influence of educational planning in relation to outcomes at local, national, and international levels are of great interest.

S021 detailed programme, c

From practice to theory, from classroom to research
08:30 AM - 12:00 Noon

Presenters :

David Little, Trinity College Dublin

From monologues to dialogues: Tasks, interaction and collaboration

08:30 AM - 12:00 Noon

Presenters :

Jessica Berggren, Stockholm University/City Of Stockholm

Silvia Kunitz, Karlstad University

Malin Haglind, Teacher, Eklidens Skola

Anna Lofquist, Presenter, Järla Skola

Conceptualizing language assessment literacy: A collaborative approach

08:30 AM - 12:00 Noon

Presenters :

Henrik Bøhn, University Of South-Eastern Norway

Fairest of them all? Novice teachers developing assessment identity in Swedish EFL classrooms

08:30 AM - 12:00 Noon

Presenters :

Anna-Marie Csóreg, PhD Student, Teacher, Stockholm University

Collaborative Action Research on Notetaking: Simultaneous cycles

08:30 AM - 12:00 Noon

Presenters :

Joseph Siegel, Stockholm University

Writing for interpretative reading

08:30 AM - 12:00 Noon

Presenters :

Björn Kindenberg, Stockholm University

Discourses of writing across the curriculum in school years 4–6 – a collaborative study with reciprocal benefits and challenges

08:30 AM - 12:00 Noon

Presenters :

Erika Sturk, Umeå University

The Quantitative Research Training Project: Professional Development through Collaborative Research

08:30 AM - 12:00 Noon

Presenters :

Gregory Sholdt, Konan University

Tandem Learning Revisited: Autonomy, Reciprocity and Collaboration

08:30 AM - 12:00 Noon

Presenters :

Tanya Mccarthy, Kyoto University

Children's experiences of learning the Irish language in English-medium primary schools in Ireland

08:30 AM - 12:00 Noon

Presenters :

Fiona Nic Fhionnlaoich, Queen's University Belfast | Maynooth University

If, when and how does multilingualism become a resource for multilingual teacher students?

08:30 AM - 12:00 Noon

Presenters :

Sara Snoder, Stockholm University

Maximizing Collaborative Potential in Language Education Research: Opportunities and Challenges

08:30 AM - 12:00 Noon

Presenters :

Amanda Brown, Syracuse University

X 08:30 AM -
12:00 Noon

● **Room 1**

S028 1/2 | Conversation Analysis and Language Teacher Education

Speakers

Olcay Sert, Mälardalen University
 Li Li, University Of Exeter
 Pinar Topal, Middle East Technical University
 Melike Ünal Gezer, TED University
 Santoi Wagner, University Of Pennsylvania
 Ufuk Balaman, Hacettepe University
 Chris Carl Hale, Associate Professor, Akita International University
 Carmen Konzett-Firth, University Of Innsbruck
 Christine Jacknick, Borough Of Manhattan Community College
 Goetz Schwab, Professor Of Applied Linguistics, Ludwigsburg University Of Education
 Maaike Pulles, NHL Stenden University Of Applied Sciences
 Marta García, University Of Göttingen
 Silvia Kunitz, Karlstad University

Moderators

Carmen Konzett-Firth, University Of Innsbruck
 Ufuk Balaman, Hacettepe University
 Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen

Since the late 1990s, Conversation Analysis (CA) has been used extensively to study second/foreign/additional (L2) classroom discourse, language learning in and through interaction and L2 interactional competence. In the last decade, some individual initiatives have emerged to make this body of research available for L2 teacher education, mainly from two perspectives: 1) teaching fundamental CA principles to L2 teachers so they can use this knowledge for L2 teaching (Wong & Waring 2010) and 2) analyzing teachers' interactional behavior in classrooms with a view to enhancing their "classroom interactional competence" (Walsh 2011; Sert 2015). The interest in the intersection of CA and language teacher education has recently been demonstrated by two new edited CA volumes on language teaching and learning (cf. Kunitz, Markee & Sert 2019; Salaberry & Kunitz 2019) and a special issue on language teacher education in Classroom Discourse (2019). This symposium invites scholars world-wide who have an interest in empirical CA research on L2 language learning and teaching in and beyond classrooms with transferrable outputs for language teacher education. It aims to discuss the needs and challenges of this relatively young field, to find convergences between the current approaches and suggest ways forward for the future.

Welcome to Part 1 of the panel, Conversation Analysis and Language Teacher Education co-organized by Carmen Konzett-Firth and Ufuk Balaman. The panel starts with the LIVE featured talk by Olcay Sert. Subsequently, each contribution will primarily be available through the recorded talks which will be followed LIVE Q&A sessions (10 minutes each). Please see the schedule below and leave your questions to the Q&A area on the right hand side of the Dryfta page for a timely management of the Q&A session. Also note that the final 10 minutes of the Coffee Break in the Part 1 of our panel is allocated to the Q&A session for the focused presentation. Feel free to contact me via Chat box or simply e-mail me ubalaman@gmail.com (mailto:ubalaman@gmail.com)

S028/1 SCHEDULE (All given in Europe/Amsterdam time. Please use Dryfta for time conversion):

LIVE: 08:30 - 08:40 | Carmen Konzett-Firth & Ufuk Balaman: Panel introduction

LIVE: 08:40 - 09:20 | Olcay Sert (Featured): What can Conversation Analysis offer? Teacher learning and digitalization in teacher education in Sweden

LIVE: 09:20 - 09:30 | Q & A with Sert

WATCH: 09:30 - 09:50 | Li Li: Learning to learn together: a video-based collaborative dialogic reflection between a teacher trainee and trainer

LIVE: 09:50 - 10:00 | Q & A with Li

WATCH: 10:00 - 10:20 | Pinar Topal & Nur Yiğitoğlu Aptoula: Emerging Opportunities for Reciprocal Reflective Practice in Post-Observation Conferences

LIVE: 10:20 - 10:30 | Q & A with Topal & Yiğitoğlu Aptoula

WATCH: 10:30 - 11:00 | COFFEE BREAK with Focused Presentation: Melike Ünal Gezer: English Language Teacher Education and Development Through Critical Reflective Practice of Micro-Teaching Sessions

LIVE: 10:50 - 11:00 | Focused Presentation Q&A with Ünal Gezer

WATCH: 11:00 - 11:20 | Santoi Wagner & Kristina Lewis: The interactional interplay between empathy and professional support in teacher-mentor post-observation meetings

LIVE: 11:20 - 11:30 | Q & A with Wagner & Lewis

WATCH: 11:30 - 11:50 | Chris Carl Hale: Action Research and CA in Language Teacher Development

LIVE: 11:50 - 12:00 | Q & A with Hale

WATCH: 12:00 - 12:20 | Ufuk Balaman, Semih Ekin & Fatma Badem-Korkmaz: Conversation Analysis for Task Enhanced Virtual Exchange: Implications for Digital Language Teacher Education

LIVE: 12:20-12:30 | Q & A with Balaman, Ekin & Badem-Korkmaz

What can Conversation Analysis offer? Teacher learning and digitalization in teacher education in Sweden

08:30 AM - 12:00 Noon

Presenters :

Olcay Sert, Mälardalen University

Learning to learn together: a video-based collaborative dialogic reflection between a teacher trainee and trainer

08:30 AM - 12:00 Noon

Presenters :

Li Li, University Of Exeter

The Tide Between Reflection and Evaluation in Video-Mediated Post-Observation Conversations

08:30 AM - 12:00 Noon

Presenters :

Pinar Topal, Middle East Technical University

English Language Teacher Education and Development Through Critical Reflective Practice of Micro-Teaching Sessions

08:30 AM - 12:00 Noon

Presenters :

Melike Ünal Gezer, TED University

The interactional interplay between empathy and professional support in teacher-mentor post-observation meetings

08:30 AM - 12:00 Noon

Presenters :

Santoi Wagner, University Of Pennsylvania

Action Research and CA in Language Teacher Development

08:30 AM - 12:00 Noon

Presenters :

Chris Carl Hale, Associate Professor, Akita International University

Conversation Analysis for Task Enhanced Virtual Exchange:

Implications for Digital Language Teacher Education

08:30 AM - 12:00 Noon

Presenters :

Ufuk Balaman, Hacettepe University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S043 | Embracing Plurilingual and Intercultural Education in the Arabian Peninsula and other English as a Medium of Instruction (EMI) Contexts

Speakers

Hanada Taha Thomure, Zayed University
 Ali Alsaawi, Assistant Professor, Majmaah University
 Mick King, Assistant Professor, Community College Of Qatar
 Glenda El Gamal, Khalifa University
 Fatma Said , Assistant Professor In Applied Linguistics , Zayed University, UAE
 Telma Steinhagen, Symposium Organizer, Presenter, Zayed University
 Sarah Hopkyns, Presenter And Symposium Organizer, Zayed University
 Tanya Tercero, Curriculum Developer, Defense Security Cooperation University
 Sara Hillman, Texas A&M University At Qatar
 Melanie VandenHoven, Lead Cross Cultural Communication Specialist, Nawah
 Kay Gallagher, Symposium Discussant , Zayed University

Moderators

Telma Steinhagen, Symposium Organizer, Presenter, Zayed University
 Sarah Hopkyns, Presenter And Symposium Organizer, Zayed University
 Kay Gallagher, Symposium Discussant , Zayed University
 Joanna Porkert , AILA2021 Volunteer, University Of Groningen

This symposium, organized by Telma Steinhagen and Sarah Hopkyns, examines the dynamic and linguistically diverse context of the United Arab Emirates where English is the medium of instruction and Arabic is the official language. There is a serious concern over Arabic attrition which is regularly voiced in both scholarly and public discourse as well as the media. In a society where English is considered the language of economic advancement and Arabic a strong marker of cultural identity and heritage, there is an urgent need to support systematic plurilingualism at all levels of education. Each paper in this symposium will aim to address specific dilemmas caused by fast paced modernization and "Englishization" on the one hand and the need to promote Arabic on the other. The predominant monolingual habitus in educational institutions and strict English only policies in the region makes the implementation of any plurilingual pedagogy a challenge. Featured speaker, Hanada Taha Thomure, who is the Chair of the Arabic Department at Zayed University in the United Arab Emirates, will discuss factors contributing towards Arabic attrition and possible solutions to the many linguistic challenges faced in Gulf education. Many of the issues discussed are also relevant to other EMI contexts globally. Other presenters in this symposium will share data from empirical studies and discuss the implications for a plurilingual turn in research and education. They will suggest ways in which learners can use their linguistic repertoires to better facilitate learning and identity investment.

Choosing the Right Drivers when reforming Education

08:30 AM - 12:00 Noon

Presenters :

Hanada Taha Thomure, Zayed University

Content teacher perspectives on Arabic usage in EMI environments in the UAE federal tertiary sector

08:30 AM - 12:00 Noon

Presenters :

Mick King, Assistant Professor, Community College Of Qatar

Bridging Policy and Practice: Embracing Translingual Practice in Emirati Higher Education

08:30 AM - 12:00 Noon

Presenters :

Sarah Hopkyns, Presenter And Symposium Organizer, Zayed University

Exploring cultural intersections for undergraduate scientists and engineers studying at an EMI institution: a UAE perspective.

08:30 AM - 12:00 Noon

Presenters :

Glenda El Gamal, Khalifa University

English as the Medium of Instruction in UAE: A critical discourse analysis of the Media 'Debate'

08:30 AM - 12:00 Noon

Presenters :

Tanya Tercero, Curriculum Developer, Defense Security Cooperation University

Plurilingualism and Monolingualism in Foreign Language Classrooms

08:30 AM - 12:00 Noon

Presenters :

Ali Alsaawi, Assistant Professor, Majmaah University

Fear, anxiety and confusion over the future of Arabic: Is a plurilingual education the answer?

08:30 AM - 12:00 Noon

Presenters :

Fatma Said , Assistant Professor In Applied Linguistics , Zayed University, UAE

English-medium policies and linguistic repertoires in Arabic and English

08:30 AM - 12:00 Noon

Presenters :

Melanie VandenHoven, Lead Cross Cultural Communication Specialist, Nawah

Emirati Students' Perceptions on Plurilingual Education: The Discovery of New Categories

08:30 AM - 12:00 Noon

Presenters :

Telma Steinhagen, Symposium Organizer, Presenter, Zayed University

S043 | summary of the talks

08:30 AM - 12:00 Noon

Presenters :

Kay Gallagher, Symposium Discussant , Zayed University

X 08:30 AM -
12:00 Noon

● **Room 1**

S049 1/2 | English medium education in multilingual university settings: from research to policies

Speakers

Kristina Hultgren, The Open University
 Masakazu Iino, Waseda University
 Kumiko Murata, Waseda University
 Masako Kumazawa, J. F. Oberlin University
 Maryna Reyneke, North-West University
 Kotie Kaiser, Senior Lecturer In The School Of Language Education, NWU
 Simone Stuers, Affiliated Researcher, The Open University
 Amanda Wallace, PhD Candidate, Simon Fraser University
 Yusuf Cengiz, PhD Student, Boğaziçi University
 Yasemin Bayyurt, Bogazici Universitesi
 Michelle Hunter, PhD Student, University Of York
 Eun Gyong Kim, Professor, Korea Advanced Institute Of Science And Technology
 Soo-Ok Kweon, Pohang Univ. Of Science & Technology
 Jeongyeon Kim, Ulsan National Institute Of Science And Technology
 Josefina Santana, Professor-Researcher, Universidad Panamericana
 Caroline Clark, President University Language Centre, University Of Padova
 Camilla Falk Rønne Nissen, University Of Copenhagen
 Christa Van Der Walt, Presenter, Stellenbosch University
 Dogan Yuksel, Associate Professor, Kocaeli University
 Antonio Jimenez-Munoz, Lecturer In English, University Of Oviedo
 Michelle Mellion, English Language Consultant, Radboud University
 Nils Olov Fors, Kanda University Of International Studies
 Pat Moore, Pablo De Olavide University
 Ute Smit, Professor, University Of Vienna

Moderators

Emma Dafouz, Symposium Co-chair, Complutense University
 Ute Smit, Professor, University Of Vienna
 Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

With the internationalisation of higher education (HE) in full swing, a large number of HE institutions world-wide offer localised forms of English-medium education (EME) for parts of their study programmes. Given the diversity of these multilingual educational settings, such language policies are complex in themselves. Following Spolsky (2004), policies combine (a) regulations taken explicitly or implicitly at various levels from supra-national bodies to university departments, (b) language practices enacted, for instance, in classrooms or institutional meetings, and (c) the beliefs stakeholders hold about English and other relevant languages used for diverse communicational purposes. Concurrently, these multilingual educational realities have attracted a considerable amount of applied linguistic research, investigating, for instance, teaching and learning practices, participant ideas and wider institutional developments. What is still largely missing, however, is that research directly inform policy development and implementation. Despite ample studies, English-medium education policies are often still developed without benefitting to the full from situated and evidence-based findings. It is the aim of this symposium to foreground the potential that research holds for EME policy development and to place centre-stage cases where EME research has had an impact on relevant policies, whether regulation, belief or practice at a macro, meso or micro level.

S049 **detailed** **programme,** **click** **here**
(<https://drive.google.com/file/d/1fu9mn3lkig6LcDb6xpL3VJQD5H9eO0mt/view?usp=sharing>)

Conceptualising the researcher as policy adviser in a post-truth era

08:30 AM - 12:00 Noon

Presenters :

Kristina Hultgren, The Open University

Language policies and practices of MME (Multilingual-Medium Education) in Japanese higher education

08:30 AM - 12:00 Noon

Presenters :

Masakazu Iino, Waseda University

Kumiko Murata, Waseda University

Benefits and risks of EMI: Students' perception in a university EMI program in Japan

08:30 AM - 12:00 Noon

Presenters :

Masako Kumazawa, J. F. Oberlin University

Making sense of living in the tower of Babel

08:30 AM - 12:00 Noon

Presenters :

Maryna Reyneke, North-West University

Kotie Kaiser, Senior Lecturer In The School Of Language Education, NWU

Access to and experience of English-medium instruction in higher education in Germany: A study into English language entry requirements

08:30 AM - 12:00 Noon

Presenters :

Simone Stuers, Affiliated Researcher, The Open University

Interdisciplinary collaborations in support of multilingual students at an Anglo-dominant Canadian university: Examining the implications for institutional language policies

08:30 AM - 12:00 Noon

Presenters :

Amanda Wallace, PhD Candidate , Simon Fraser University

An Evaluation of a University-Based Intensive English Program: Insights of Students and Teachers

08:30 AM - 12:00 Noon

Presenters :

Yusuf Cengiz, PhD Student, Boğaziçi University

Yasemin Bayyurt, Bogazici Universitesi

Affect arising from English Medium Instruction: student coping strategies to inform policy development and implementation

08:30 AM - 12:00 Noon

Presenters :

Michelle Hunter, PhD Student, University Of York

Future directions of EMI at Korean science and engineering schools

08:30 AM - 12:00 Noon

Presenters :

Soo-Ok Kweon, Pohang Univ. Of Science & Technology

Jeongyeon Kim, Ulsan National Institute Of Science And Technology

**Establishing teacher-student rapport in an English medium
instruction class**

08:30 AM - 12:00 Noon

Presenters :

Josefina Santana, Professor-Researcher, Univerrrsidad Panamericana

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S066 1/2 | International perspectives on educational models for newly immigrated (refugee) children, adolescents, and young adults: Options, challenges & best practices

Speakers

Nicole Marx, University Of Cologne
 Mette Christensen, Senior Associate Professor, VIA University College
 Line Møller Daugaard, Senior Associate Professor, VIA University College
 Till Woerfel, University Of Cologne
 Martha Höfler, University Of Cologne
 Dorotheé Steinbock, Academic Staff, University Of Potsdam
 Jana Gamper
 Jinyoung Choi, Researcher, Luxembourg Multi-LEARN Institute

Moderators

Karin Madlener-Charpentier, University Of Basel, Zurich University Of Applied Sciences
 Nicole Schumacher, Mentor, Humboldt University Of Berlin
 Andrea Ender, University Of Salzburg
 Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

Educational systems all over the world face the challenges of migration, diversity, and multilingualism. How can educational needs of refugees as well as newly immigrated children, adolescents, and young adults in general be met in order to provide longer-term opportunities of integration and participation? Which types of educational models have been devised for different age groups and for newcomers with varying pre-migration schooling experiences, and how successfully? Which are the major challenges for language acquisition and content teaching? For instance, how can the teaching of subject matters be introduced such that content teaching provides opportunities for language learning even at low proficiency/literacy levels, and how can multilingualism be used as a learning/teaching resource? How can transitions to regular educational programs be scaffolded and continuous language training be ensured? This symposium brings together experts in refugee education, second language learning/teaching research, and multilingualism, focusing on educational options, challenges, best practices, and implications for linguistically diverse classrooms more generally. Strand (1): educational models and challenges, pre-migration schooling, and managing transitions (featured speaker: Prof. Martha Bigelow); strand (2): literacy, academic language proficiency, content and language learning, and heterogeneous classrooms (featured speaker: Prof. Nicole Marx).

S066 detailed programme, click here.
 (<https://drive.google.com/file/d/1g6TU2TBqgek1y32ZxepUhy6JAYg8IDsg/view?usp=sharing>)

Lethargic learners and catastrophic curricula? What SLA research has to say about education for immigrant schoolchildren

08:30 AM - 12:00 Noon

Presenters :

Nicole Marx, University Of Cologne

Moving on? To what? How? Why? Education of 'late newcomer' youth in Denmark

08:30 AM - 12:00 Noon

Presenters :

Mette Christensen, Senior Associate Professor, VIA University College
Line Møller Daugaard, Senior Associate Professor, VIA University College

Do educational models for immigrant children work? – A systematic review of content and language learning approaches

08:30 AM - 12:00 Noon

Presenters :

Till Woerfel, University Of Cologne
Martha Höfler, University Of Cologne

Curricular guidelines for newly arrived students with little or no prior knowledge of German - a comparative overview

08:30 AM - 12:00 Noon

Presenters :

Dorotheé Steinbock, Academic Staff, University Of Potsdam
Jana Gamper

Holistic learning activities for young migrants: the case of Luxembourg

08:30 AM - 12:00 Noon

Presenters :

Jinyoung Choi, Researcher, Luxembourg Multi-LEARN Institute

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S067 | International Perspectives on Social Resources in the Education of Multilingual Students

Speakers

Naomi Kurata, Monash University
 Avary Carhill-Poza, University Of Massachusetts
 Guofang Li, Professor And Canada Research Chair, University Of British Columbia
 Wendong Li, University Of Macau
 Crissa Stephens, Assistant Professor Of Teaching, Georgetown University
 Sandra Zappa-Hollman, University Of British Columbia

Moderators

Avary Carhill-Poza, University Of Massachusetts
 Sara Razaghi, AILA2021 Volunteer, University Of Groningen

This Symposium is focused on the often-overlooked role of social resources in the education of multilingual students through an international policy lens. Peers, families, community members, teachers, counselors, and others have the ability to support, transform, and extend literacy and language learning in and beyond schools, but policy and practice rarely focus on the power of significant others to drive learning. Bringing together innovative research on how social capital, social networks, and social relations are conceptualized and implemented in language and education policy for multilingual students will provide a necessary space for making connections across national contexts and between policy and practice. Research will draw on sociocultural perspectives and post-structural approaches in conjunction with theories of social networks and social capital to provide a nuanced accounting of the influences of social context on language and literacy learning. Discussion will focus on synthesizing analyses from a diversity of contexts and languages, exploring the policy applications of our research, and extending the research agenda to explicitly address the role of social resources in the education of multilingual students.

The effects of social networks on L2 experiences and motivation in home-country settings

08:30 AM - 12:00 Noon

Presenters :

Naomi Kurata, Monash University

Through the Looking Glass: Bilingual Peers in US Language and Education Policy

08:30 AM - 12:00 Noon

Presenters :

Avary Carhill-Poza, University Of Massachusetts
 Crissa Stephens, Assistant Professor Of Teaching, Georgetown University
 Sandra Zappa-Hollman, University Of British Columbia

Resource Diversity in Asian Immigrants and Refugees in North America: Implications for Language and Literacy Education

08:30 AM - 12:00 Noon

Presenters :

Guofang Li, Professor And Canada Research Chair, University Of British Columbia

The role of social networks in academic socialization: Insights from multilingual students studying abroad in China

08:30 AM - 12:00 Noon

Presenters :

Wendong Li, University Of Macau

Mothers are Powerful: Insights on the Advocacy of Multilingual Mothers from a Critical Ethnography of Language Policy

08:30 AM - 12:00 Noon

Presenters :

Crissa Stephens, Assistant Professor Of Teaching, Georgetown University

Individual Networks of Practice: Examining the Academic Socialization of Multilingual Students as Socially-mediated Learning.

08:30 AM - 12:00 Noon

Presenters :

Sandra Zappa-Hollman, University Of British Columbia

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S091 1/4 | Learning through leisure: Informal Second Language Learning in the 21st century

Speakers

Geoffrey Sockett, Université De Paris
 Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse
 Elisa Ghia, University For Foreigners Of Siena
 Camilla De Riso, University Of Pavia
 Artem Zadorozhnyy, Education University Of Hong Kong
 Antonie Alm, University Of Otago
 Lily Schofield, PhD Student, Université De Paris
 Meryl Kusyk, Karlsruhe University Of Education
 Andreas Bengtsson, Stockholm University
 Henriette Arndt, Postdoctoral Research Fellow, Lund University
 Alexandra Schurz, University Of Vienna
 Anastasia Pattemore, University Of Barcelona
 Andrew Moffat, University Of Nottingham
 Christina Lyrigkou, The Open University
 Hongying Peng, AILA2021 Volunteer, University Of Groningen
 Miho Inaba, Senior Lecturer In Japanese Language , Cardiff University
 Chun Lai, University Of Hong Kong
 Liss Kerstin Sylvé, University Of Gothenburg
 Marcus Warnby, Stockholm University
 Marlene Schwarz, University Of Vienna
 Mark Dressman, Khalifa University
 Phil Benson, Macquarie University
 Pia Sundqvist, University Of Oslo
 Stefanie Cajka, University Of Vienna
 Kossi Seto Yibokou, Associate Professor (MCF), University Of Lorraine | ATILF Lab

Moderators

Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse
 Henriette Arndt, Postdoctoral Research Fellow, Lund University
 Marlene Schwarz, University Of Vienna
 Meryl Kusyk, Karlsruhe University Of Education
 Luisa Velásquez , AILA2021 Volunteer

The last 10 years have seen the birth of a new field within applied linguistics, embracing all sorts of language acquisition outside the classroom. With the rapid development and spread of new technologies, informal language contact has become commonplace for many L2 learners. While this can take many different forms, online contexts are a major driving force because they present L2 learners with unprecedented opportunities for exposure to and use of target language(s) regardless of their physical location. Research on this topic has emerged concurrently from diverse contexts. As a result, a variety of terms have been used to describe it (including Extramural English, Informal Digital Learning of English or Online Informal Learning of English), each of which emphasises particular aspects of the informal practices studied. Early research tended to focus on English as a target language, but more recently research on other languages is becoming more prominent. The purpose of this symposium, organized by Denyze Toffoli and colleagues, is to bring together researchers working on informal L2 practices to engage in critical dialogue about the scope of this field and to share their diverse theoretical perspectives, methodological approaches and findings. Our featured speakers are Geoffrey Sockett, Mark Dressman and Phil Benson.

The Informal Digital Learning of English: Individual Differences and Learning Outcomes

08:30 AM - 12:00 Noon

Presenters :

Geoffrey Sockett, Université De Paris

Learner profiles and IDLE learning trajectories

08:30 AM - 12:00 Noon

Presenters :

Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse

Does informal mean implicit? Situating informal second language learning in the explicit-implicit discussion

08:30 AM - 12:00 Noon

Presenters :

Meryl Kusyk, Karlsruhe University Of Education

Measuring Language Usage Outside of the Classroom: A sufficiently precise and practical approach

08:30 AM - 12:00 Noon

Presenters :

Andreas Bengtsson, Stockholm University

Informal second language learning — 'how' and 'why'? Exploring the links between engagement, motivation, and attitudes

08:30 AM - 12:00 Noon

Presenters :

Henriette Arndt, Postdoctoral Research Fellow, Lund University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S099 1/3 | Multilingual education or how to learn to teach multilingual learning

Speakers

Linda Fisher, University Of Cambridge

Edna Imamovic-Topcic, PhD Researcher / Presenter, University Of Vienna

Ulrike Jessner, University Of Innsbruck

Nadja Kerschhofer-Puhalo, Post-doc Researcher, PI Literacies & Multilingualism Research Group, University Of Vienna

Dina Tsagari, Professor, Oslo Metropolitan University

Mona Evelyn Flognfeldt, Oslo Metropolitan University

Lynell Chvala, Oslo Metropolitan University

Therese Tishakov, Oslo Metropolitan University

Kirstin Reed, Researcher, Oslo Metropolitan University

Margareta Strasser, Head, Language Centre, University Of Salzburg

Christina Reissner, Saarland University

Elisabeth Allgaeuer, Member Of The DyME Research Team (Dynamics Of Multilingualism With English), Innsbruck University

Orly Haim, Pedagogical Advisor, Chair Of The Council Of The Faculty Of Education (Beit Berl College), Beit Berl College; Tel Aviv University, Israel

Moderators

Eva Vetter, Mentor, University Of Vienna

Nikolay Slavkov, University Of Ottawa

Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

Around the world multilingual learning arrangements have evolved over several decades with the aim of enhancing equity in education. More recently a growing body of research has not only produced a myriad of concepts (plurilingualism, translanguaging, metro-, poly- and other -lingualisms) but also valuable insights into the complexities of multilingual learning and teaching, coupled with calls for continuous pedagogical, institutional, and technological innovation to address these complexities. The significant contributions, changing roles, and professional development of teachers have also recently come to the forefront. At the same time, statistics indicate that plurilingual learners face more obstacles for their academic success than those who are categorized as monolingual students (OECD, 2018). This symposium addresses multilingual teaching, learning and innovation as relevant challenges for Applied Linguistics connecting research from different fields within the discipline. Two sub-themes are proposed: 1) teaching and learning for/in multilingual contexts; and 2) teacher education. Sub-theme one raises questions about facets of multilingual learning and teaching and addresses e.g. biographical, discursive and contextual aspects. Sub-theme two focuses upon teaching competence and its development and asks how teacher beliefs, perceptions and attitudes influence learning to teach in and for multilingual contexts.

S099 **detailed** **programme,** **click** **here**
(<https://drive.google.com/file/d/1vqFPbRc4nRhvKArdUnCg3HtS-Zjco6V/view?usp=sharing>)

Participative multilingual identity education: the influence of an identity-based pedagogy on promoting multilingual learning

08:30 AM - 12:00 Noon

Presenters :

Linda Fisher, University Of Cambridge

UNDERSTANDING PATHWAYS. Multilingual Students' Perspective on Decisions during Educational Transition

08:30 AM - 12:00 Noon

Presenters :

Edna Imamovic-Topcic, PhD Researcher / Presenter, University Of Vienna

Metacognition in multilingual learning and teaching

08:30 AM - 12:00 Noon

Presenters :

Ulrike Jessner, University Of Innsbruck

Language learning and investment between school, families, communities and peers – the child's perspective

08:30 AM - 12:00 Noon

Presenters :

Nadja Kerschhofer-Puhalo, Post-doc Researcher, PI Literacies & Multilingualism Research Group, University Of Vienna

Teacher and learner beliefs and perceptions in multilingual ELF contexts as basis for continuing professional development of teachers

08:30 AM - 12:00 Noon

Presenters :

Mona Evelyn Flognfeldt, Oslo Metropolitan University

Dina Tsagari, Professor, Oslo Metropolitan University

Therese Tishakov, Oslo Metropolitan University

Lynell Chvala, Oslo Metropolitan University

Kirstin Reed, Researcher, Oslo Metropolitan University

EVAL-IC: A framework of reference for intercomprehension competences

08:30 AM - 12:00 Noon

Presenters :

Margareta Strasser, Head, Language Centre, University Of Salzburg

Christina Reissner, Saarland University

Educating teachers towards multilingual learning: The 5 Building Blocks of Holistic (Language) Education

08:30 AM - 12:00 Noon

Presenters :

Elisabeth Allgaeuer, Member Of The DyME Research Team (Dynamics Of Multilingualism With English), Innsbruck University

The Induction Period of Bilingual and Multilingual EFL Teachers: A Plurilingual Lens

08:30 AM - 12:00 Noon

Presenters :

Orly Haim, Pedagogical Advisor, Chair Of The Council Of The Faculty Of Education (Beit Berl College), Beit Berl College; Tel Aviv University, Israel

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S129 | ReN: CLIL Pedagogy and Greater Fairness, Equity and Inclusion

Speakers

Francisco Lorenzo, Speaker, Pablo De Olavide University
 Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht
 Kim Bower, Professor Of Innovation In Languages Education, Sheffield Hallam University
 Natalia Evnitskaya, Lecturer In TEFL, Universitat Internacional De Catalunya
 Igone Arteagoitia, Center For Applied Linguistics
 Xavier Martin-Rubió, University Of Lleida
 Adrián Granados, Pablo De Olavide University
 Elisa Ana Hidalgo McCabe, Universidad Complutense De Madrid
 Ana Llinares, Autonomous University Of Madrid

Moderators

Ana Llinares, Autonomous University Of Madrid
 Letizia Cinganotto, University For Foreigners Of Perugia
 Russell Cross, University Of Melbourne

For 2018-2020, the AILA CLIL ReN has focused on 'pedagogy' as research theme, including specific sub-themes that have addressed CLIL as an instructional practice (e.g., CLIL symposium at AFMLTA 2019), CLIL and instructional media (e.g. CLIL, learning technologies and innovation conference, La Tuscia University 2019), and CLIL within multilingual spaces (e.g. CLIL Conference at Sheffield Hallam 2019). This AILA symposium brings into focus the fourth related sub-theme: CLIL and Social Justice. We seek to explore and understand how CLIL might have the potential to contribute to greater equity and access to quality educational provision, with attention to the integrated learning of languages and content. In turn, we would also like to address possible cases of inequity where programs stream students on the basis of their language proficiency and where cognitive and general academic proficiency may also play a role. We understand this aim of social inclusion (or exclusion) broadly, with the potential to include both theoretical and empirical papers that engage with issues of CLIL and class, gender, sexuality, race, cultural and/or linguistic background, and/or special learning needs. Our key point is that CLIL should develop a critical awareness of its impact on its learners and contexts.

CLIL4All: integrating content and language to engage and support all learners

08:30 AM - 12:00 Noon

Presenters :

Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

CLIL for all? Overcoming obstacles while striving for inclusion at a state-funded high-school in Catalonia

08:30 AM - 12:00 Noon

Presenters :

Xavier Martin-Rubió, University Of Lleida

Socioeconomic status and bilingual competence in monolingual Southern Europe: egalitarian effects of Content and Language Integrated Learning

08:30 AM - 12:00 Noon

Presenters :

Adrián Granados, Pablo De Olavide University
Francisco Lorenzo, Speaker, Pablo De Olavide University

Classroom interaction in CLIL programs: offering opportunities or fostering inequalities?**08:30 AM - 12:00 Noon****Presenters :**

Natalia Evnitskaya, Lecturer In TEFL, Universitat Internacional De Catalunya

The role of streaming in CLIL: a critical examination**08:30 AM - 12:00 Noon****Presenters :**

Elisa Ana Hidalgo McCabe, Universidad Complutense De Madrid

CLIL in Anglophone contexts: applications for inclusion**08:30 AM - 12:00 Noon****Presenters :**

Kim Bower, Professor Of Innovation In Languages Education, Sheffield Hallam University

Equity in Representing Literacy Growth in Dual Language Immersion for Emerging Bilingual Students**08:30 AM - 12:00 Noon****Presenters :**

Igone Arteagoitia, Center For Applied Linguistics

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S137 | ReN: Investigating the dynamic nature of individual differences in L2 learning

Speakers

Laura Gurzynski-Weiss, Indiana University
 Tammy Gregersen, American University Of Sharjah
 Amy Thompson, West Virginia University
 Marta Del Pozo Beamud, University Of Castilla-La Mancha
 Giulia Sulis, University Of Graz
 Anna Mystkowska-Wiertelak, Associate Professor, Wroclaw University
 Jakub Bielak, Adam Mickiewicz University
 Daniel Jung, PhD Candidate, University Of Indianapolis

Moderators

Laura Gurzynski-Weiss, Indiana University
 Mohamed Salama, PhD Student (Moderator), University Of Groningen

While there is remarkable agreement that some individual differences (IDs) are more dynamic than others (e.g., motivation as compared to working memory), there is a critical gap as how to investigate this important question, particularly for those who are newer to the promise of dynamic systems theory or approaching IDs as dynamic with respect to longitudinal design. This symposium will provide robust examples on how we as a field can investigate the dynamic nature of IDs. Specifically, we provide both a sound theoretical discussion of each ID in relationship to its (posited or empirically attested) role(s) in L2 learning, as well as methodological examples on how to best reveal the dynamic nature of IDs. Taken together, the talks in this symposium provide the initial steps towards a continuum of dynamicity. Each paper includes a description of the ID of study (willingness to communicate; anxiety; strategies; L2 self; multilingual self; working memory, etc.) and the role(s) the ID plays in L2 learning before moving on to the heart of the symposium: a discussion on how each ID can change, what influences this change, and, critically, concrete examples of research methods that will allow us to explore the dynamicity of each ID.

Anxiety as a Dynamic Individual Difference: Implications for Research and Pedagogy

08:30 AM - 12:00 Noon

Presenters :

Tammy Gregersen, American University Of Sharjah

My many selves are still me: Motivational selves and multilingualism

08:30 AM - 12:00 Noon

Presenters :

Amy Thompson, West Virginia University

L2 motivation in trainee teachers: Are female undergrads more motivated?

08:30 AM - 12:00 Noon

Presenters :

Marta Del Pozo Beamud, University Of Castilla-La Mancha

Engagement in the L2 classroom: Micro and macro perspectives

08:30 AM - 12:00 Noon

Presenters :

Giulia Sulis, University Of Graz

Learner engagement in the autonomy-supportive environment

08:30 AM - 12:00 Noon

Presenters :

Anna Mystkowska-Wiertelak, Associate Professor, Wroclaw University

Jakub Bielak, Adam Mickiewicz University

Tracking Spanish L2 learner ID profiles longitudinally: Results from the first year

08:30 AM - 12:00 Noon

Presenters :

Daniel Jung, PhD Candidate, University Of Indianapolis

Laura Gurzynski-Weiss, Indiana University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S147 | ReN: Rethinking language policy: the importance of the home in language maintenance and development

Speakers

Bernard Spolsky, Professor Emeritus, Bar-Ilan University

Ruth Kircher, Researcher, Mercator European Research Centre On Multilingualism And Language Learning / Fryske Akademy

Elanur Sönmez, Bogaziçi University

Sixuan Wang, University Of New South Wales

Andrea C. Schalley, Symposium Organiser/Moderator (S109 & S147); Presenter, Karlstad University

Susana Eisenclas, Symposium Organiser/Moderator (S109 & 147)/ Presenter (S147), Griffith University

Sabine Little, University Of Sheffield

Elizabeth Ellis, Adjunct Associate Professor (Applied Linguistics), University Of New England

Fatma Said , Assistant Professor In Applied Linguistics , Zayed University, UAE

Meilute Ramoniene, Vilnius University

Natalia Ringblom, Stockholm University | Dalarna University

Moderators

Andrea C. Schalley, Symposium Organiser/Moderator (S109 & S147); Presenter, Karlstad University

Susana Eisenclas, Symposium Organiser/Moderator (S109 & 147)/ Presenter (S147), Griffith University

Michelle Mattuzzi, AILA2021 Volunteer

This symposium, organized by the AILA Research Network on Social and Affective Factors in Home Language Maintenance and Development (HOLM ReN), will focus on language policy. While language policies are established and applied at all levels of society, we will pay particular attention to the home as a site where language policies are negotiated and contested, as families are the principal language managers and ultimately responsible for intergenerational language transmission or shift. Papers may examine top-down processes, e.g. how families as micro-level actors react to external macro-level forces, or they may illustrate bottom-up processes, e.g. how home language ideologies and practices might impact more generally on language policy and planning at the macro level. We are particularly interested in the role social and affective factors play in these dynamic processes.

Rethinking language policy: The home and the family

08:30 AM - 12:00 Noon

Presenters :

Bernard Spolsky, Professor Emeritus, Bar-Ilan University

Intergenerational language transmission in Quebec: Patterns and predictors in the light of provincial language planning

08:30 AM - 12:00 Noon

Presenters :

Ruth Kircher, Researcher, Mercator European Research Centre On Multilingualism And Language Learning / Fryske Akademy

The Effect of Parental Agency in Home Language Policy: The Case of Iranians in Istanbul.

08:30 AM - 12:00 Noon

Presenters :

Elanur Sönmez, Bogaziçi University

Is the Mother Tongue Still the Mother's Tongue in Multilingual China? – A Story of the Blang Language

08:30 AM - 12:00 Noon

Presenters :

Sixuan Wang, University Of New South Wales

Back and Forth: Sojourning as an organised family language management strategy

08:30 AM - 12:00 Noon

Presenters :

Andrea C. Schalley, Symposium Organiser/Moderator (S109 & S147); Presenter, Karlstad University

Susana Eisenclas, Symposium Organiser/Moderator (S109 & 147)/ Presenter (S147), Griffith University

Through the child's eye: collaborative family language policy development

08:30 AM - 12:00 Noon

Presenters :

Sabine Little, University Of Sheffield

Toby Little

A hyphenated belonging: Parental linguistic identity shaping plurilingual family language policy

08:30 AM - 12:00 Noon

Presenters :

Elizabeth Ellis, Adjunct Associate Professor (Applied Linguistics), University Of New England

Family Language Policies of Saudi Student Families in the UK: the importance of the home environment

08:30 AM - 12:00 Noon

Presenters :

Fatma Said , Assistant Professor In Applied Linguistics , Zayed University, UAE

Family language policy and dialect maintenance in Lithuanian diaspora

08:30 AM - 12:00 Noon

Presenters :

Meilute Ramoniene, Vilnius University

On the Possible Interplay of Macro and Micro Level Forces in Family Language Policy: The Example from Three Different Contexts

08:30 AM - 12:00 Noon

Presenters :

Natalia Ringblom, Stockholm University | Dalarna University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S150 1/3 | ReN: on Early Language Learning

Speakers

Claire Goriot, Postdoctoral Researcher, University Of Amsterdam/Wageningen University
 Florence Myles, University Of Essex
 Victoria Murphy, University Of Oxford
 Maria Nilsson, Stockholm University
 Anne-Marie Morgan, University Of New England
 Claudia Seele, Project Manager, RAA Mecklenburg-Vorpommern
 Claudine Kirsch, Researcher, Lecturer, University Of Luxembourg
 Eva Wilden, University Of Duisburg-Essen
 Heather Hilton, Convenor, Symposium 150 On Early Language Learning (AILA REN), Lumière University Lyon 2
 Jana Roos, University Of Potsdam
 Kaisa Hahl, University Of Helsinki
 Karoline Wirbatz, TU Dortmund
 Laura De Ruiter, Tufts University | PACE Research Institute
 Marie-Pierre Jouannaud, University Of Grenoble
 Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education
 Nils Jaekel, University Of Oulu
 Outi Veivo, University Of Turku
 Renata Šamo, Vice-Dean For Research And International Cooperation; Head Of The English Department, Juraj Dobrila University Of Pula, Faculty Of Humanities
 Sarah Sturm, Technical University Of Braunschweig
 Tanja Samulin, University Of Helsinki

Moderators

Heather Hilton, Convenor, Symposium 150 On Early Language Learning (AILA REN), Lumière University Lyon 2
 Eva Wilden, University Of Duisburg-Essen
 Andre Korporaal, AILA2021 Volunteer

The Early Language Learning Research Network has organized a Symposium at the past two AILA Congresses (Brisbane in 2014, Rio de Janeiro in 2017), a sign of increasing scientific and political interest in language learning in the primary and preschool years. In such a context, a forum for the scientific consideration of the specificities of early language learning (ELL) is vital for teachers, materials designers and policy makers worldwide, and the objective of our AILA Symposia has always been to bring together speakers who can synthesize important work being carried out at regional and national levels, in order to inform policy and practice. The current ELL ReN has identified eight particularly important research strands, which provide the structure for our Symposium proposal: classroom practices for ELL, training teachers for ELL, ELL by multilingual and migrant learners, digital media for ELL, assessment in ELL, learning to read and write in ELL, "early years" instructed language learning (under the age of 6). The ReN strand coordinators have proposed featured speakers who will be presenting high-level studies on these themes, and the ELL Network invites similarly high-level papers to complete these perspectives.

Early language education in the Netherlands

08:30 AM - 12:00 Noon

Presenters :

Claire Goriot, Postdoctoral Researcher, University Of Amsterdam/Wageningen University

Primary languages policy and practice in England: challenges and solutions

08:30 AM - 12:00 Noon

Presenters :

Florence Myles, University Of Essex

The effectiveness of a preschool language intervention designed to promote the transfer of parents' language supporting skills to novel contexts

08:30 AM - 12:00 Noon

Presenters :

Victoria Murphy, University Of Oxford

Foreign language anxiety among future language teachers: dilemmas and possibilities

08:30 AM - 12:00 Noon

Presenters :

Maria Nilsson, Stockholm University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S151 1/2 | ReN: Whose taste matters? Authority, meaning, and culture in the linguistics of food

Speakers

Lorenza Mondada, University Of Basel
 Sally Wiggins, Associate Professor, Linköping University
 Amy Van Der Heijden, Wageningen University & Research
 Ali-Reza Majlesi, Stockholm University
 Cornelia Gerhardt, Saarland University
 Sofia Rüdiger, University Of Bayreuth
 Hanwool Choe, AILA Solidarity Awardee, University Of Hong Kong
 Marie-Louise Brunner, Trier University Of Applied Sciences
 Keri Matwick, Lecturer, Nanyang Technological University
 Maren Runte, ZHAW Zurich University Of Applied Sciences

Moderators

Cornelia Gerhardt, Saarland University
 Sally Wiggins, Associate Professor, Linköping University
 Mariam Jamureli , AILA2021 Volunteer, University Of Groningen

This symposium addresses global and cultural challenges within the linguistics of food, focusing on how taste (and other senses) is not simply a property of individuals or of foods, but rather becomes a contested and negotiated concept through lexical and embodied linguistic practices. In short, 'taste' is a fluid concept and has implications not only for the field of linguistics, but also across the sensory and social sciences. The symposium will bring together researchers working in four key areas within the linguistics of food: interactional food assessments, the semantics of taste, consuming identities and global food media. For instance, how might one individual's assessment of food be shared or treated as having greater authority or expertise over another? How are the sensory semantics of taste produced in different contexts: how do linguistic practices overlap with sensory practices? How do producers and consumers negotiate taste as an individual or shared, food-based or culturally-based concept? How do linguistic practices in various forms of digital and print food media become sites in which taste is contested in a globally shifting world? The symposium aims to engage researchers from broad cultural and international backgrounds while focusing on central concepts within the linguistics of food.

S151 detailed programme, click here
 (https://drive.google.com/file/d/1JPIPFmJMsUoK_2fEMg3WotDzylkQ9hy/view?usp=sharing)

The intersubjectivity of taste: talk, the senses and the body 08:30 AM - 12:00 Noon

Presenters :

Lorenza Mondada, University Of Basel

Tasting on behalf of another: non-lexical vocalisations in infant mealtimes

08:30 AM - 12:00 Noon

Presenters :

Sally Wiggins, Associate Professor, Linköping University

To like or not to like: Negotiating taste in primary school-aged children from families with a lower socioeconomic position

08:30 AM - 12:00 Noon

Presenters :

Amy Van Der Heijden, Wageningen University & Research

Assessment in assisted eating activities: The case of supporting people in late-stage dementia

08:30 AM - 12:00 Noon

Presenters :

Ali-Reza Majlesi, Stockholm University

Does taste matter? Replacing ingredients in recipes – propositions from vegan food blog commentary

08:30 AM - 12:00 Noon

Presenters :

Cornelia Gerhardt, Saarland University

Where food review is the show: Communicating taste and constructing food reviewer identities in Korean and North American mukbang

08:30 AM - 12:00 Noon

Presenters :

Hanwool Choe, AILA Solidarity Awardee, University Of Hong Kong

Sofia Rüdiger, University Of Bayreuth

"It tastes even awesomer than it looks!" - Expert identity in computer-mediated food discourses

08:30 AM - 12:00 Noon

Presenters :

Marie-Louise Brunner, Trier University Of Applied Sciences

Eating Singapore: (Un) Official Discourses of a National Food Culture

08:30 AM - 12:00 Noon

Presenters :

Keri Matwick, Lecturer, Nanyang Technological University

Semantics of Taste: A Joint Venture of Linguistics and Sensory Science

08:30 AM - 12:00 Noon

Presenters :

Maren Runte, ZHAW Zurich University Of Applied Sciences

Jeannette Nuessli Guth, ETH Zürich

**08:30 AM -
12:00 Noon**

Room 1

S154 | In-service Tertiary FL Teacher Professional Development: Practices & Impacts

Speakers

Hong Zhang, National Research Centre For Foreign Language Education

Li Li, University Of Exeter

Tao Feng, Foreign Language Teaching And Research Press

Luna Yang, China Agricultural University

Xiaomei Ma, Xi'an Jiaotong University

Changcheng Duan, Editor, Foreign Language Teaching And Research Press

Moderators

Changcheng Duan, Editor, Foreign Language Teaching And Research Press

Universities, institutions and tertiary foreign language (FL) teachers themselves have attached great importance to teacher professional development (PD). This symposium explores the practices & impacts of different types of in-service tertiary FL Teacher professional development programmes. The studies in this symposium try to answer the following questions: How to plan an FL teacher PD programme focusing on teaching methodology or research competence targeted to a specific group of in-service teachers? How to operate an on-line FL teacher PD community aiming to improve the teachers' teaching competence? And how about an on-line academic community with an objective of enhancing teachers' research competence? What are the effects of such tertiary teacher PD programmes? Both qualitative / quantitative methods are used during the analyses based on various data sources such as reflective journals, questionnaire and interview. Presentation 1 (Yue YANG): Effects of a Customized Tertiary EFL Teacher Training Programme in Central China: A Longitudinal Study Presentation 2 (Hong ZHANG): The Mechanism of an Inter-departmental Professional Learning Community of University Foreign Language Teachers Presentation 3 (Tao FENG): The Use and Impacts of Online Community in Teacher Training---A Case Study of College EFL Instructors in China Presentation 4 (Changcheng DUAN): Research Competence Development of EFL Teachers: An Exploratory Study of an Online Academic Community in China

The Mechanism of an Inter-departmental Professional Learning Community of University Foreign Language Teachers

08:30 AM - 12:00 Noon

Presenters :

Hong Zhang, National Research Centre For Foreign Language Education

The Development of the Operational Mechanism of an Online Academic Community of Foreign Language Teachers in China

08:30 AM - 12:00 Noon

Presenters :

Changcheng Duan, Editor, Foreign Language Teaching And Research Press

In-service Professional Development: Experiences from the Field

08:30 AM - 12:00 Noon

Presenters :

Li Li, University Of Exeter

Material development and teacher training

08:30 AM - 12:00 Noon

Presenters :

Tao Feng, Foreign Language Teaching And Research Press

Demystifying textual competence descriptors of organizational competence

08:30 AM - 12:00 Noon

Presenters :

Luna Yang, China Agricultural University

From Diagnostic Language Assessment to Tailored EFL Learning: The Effectiveness of Personalized Cognitive Diagnostic Score Report for College English Writing

08:30 AM - 12:00 Noon

Presenters :

Xiaomei Ma, Xi'an Jiaotong University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S161 1/3 | Study abroad as a multilingual, intercultural and transnational experience

Speakers

Josep M. Cots, University Of Lleida
 Ana Beaven, University Of Bologna
 Sanja Marinov, Faculty Of Economics, Business And Tourism, University Of Split
 Yulia Kharchenko, PhD Researcher, Supervised By Dr Phil Chappell And Prof Phil Benson, Macquarie University, Sydney, Australia
 Mireia Trenchs-Parera, Professor In Applied Linguistics And Multilingualism. University's Commissioner For Language Policy. , Pompeu Fabra University
 Sybille Heinzmann, Pedagogical University Of St. Gallen
 Sònia Mas-Alcolea, University Of Lleida
 June Eyckmans, Presenter, Ghent University
 Eiko Ujitani, Nagoya University Of Foreign Studies
 Zeynep Köylü, University Of Basel
 Noriko Iwasaki, Nanzan University
 Arwa Alsufyan, Assistant Professor, Imam Muhammad Ibn Saud Islamic University
 Jin Guo, University College London
 Anne Marie Devlin, University College Cork
 Annarita Magliacane, Lecturer In TESOL And Applied Linguistics, University Of Liverpool
 Ayako Suzuki, Tamagawa University
 Celeste Kinginger, Penn State University
 Griet Boone, Ghent University
 Judith Borràs, University Of Lleida
 Khaled Al Masaeed, Carnegie Mellon University
 Michele Back, University Of Connecticut
 Midori Shikano, Nanzan University
 Yoko Munezane, Rikkyo University
 Ozge Guney, University Of South Florida
 Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland
 Roswita Dressler, Associate Professor, University Of Calgary
 Rodrigo Rodriguez-Fuentes, Universidad Del Norte
 Rosamond Mitchell, University Of Southampton
 Saule Petroniene, Kaunas University Of Technology
 Kata Csizér, Eotvos Lorand University
 Yi Wang, Stony Brook University

Moderators

Rosamond Mitchell, University Of Southampton
 Kata Csizér, Eotvos Lorand University
 Ana Beaven, University Of Bologna
 June Eyckmans, Presenter, Ghent University
 Nicole Tracy-Ventura, West Virginia University
 Mark Van Huizen, AILA2021 Volunteer

Study abroad is a complex educational experience, with potential to support academic, linguistic, personal and intercultural development. Traditionally, applied linguistics research has concentrated on SA as an opportunity for second language acquisition by instructed learners, with a focus on single languages (English, Spanish, Arabic, Chinese etc). However in practice study abroad today takes place in multilingual and multicultural environments, and involves students from increasingly diverse transnational backgrounds. Much less is known about the likely impact of such complex experiences on student development (e.g. whether they experience multilingualism and/ or interculturality as a series of separate linguistic and cultural encounters, or as an integrated whole). This symposium therefore invites contributions from researchers interested in the impact of contemporary study abroad experiences

on: students' evolving multilingualism including development in individual languages plus interactions between home languages, local languages, English as a lingua franca students' beliefs, language attitudes and multilingual identity students' intercultural and transnational orientation students' personal development in terms of agency, self-regulation and autonomy. As well as reporting their empirical research, contributors will be asked to reflect on their theoretical contribution to the understanding of SA, and/or to the educational support frameworks which can maximise students' development in contemporary SA settings.

S161 **detailed** **programme,** **click** **here**
https://drive.google.com/file/d/1mvyCbu7brNc_rBrO02mzFAyVHV2WckN3/view?usp=sharing

Student mobility in Europe and its implications for plurilingual identity development

08:30 AM - 12:00 Noon

Presenters :

Josep M. Cots, University Of Lleida

Ana Beaven, University Of Bologna

Sanja Marinov, Faculty Of Economics, Business And Tourism, University Of Split

Learning English and more Down Under: Multilingual experiences and identity development of international English language students in Australia

08:30 AM - 12:00 Noon

Presenters :

Yulia Kharchenko, PhD Researcher, Supervised By Dr Phil Chappell And Prof Phil Benson, Macquarie University, Sydney, Australia

Cosmopolitanism and multilingualism in internationalized classrooms with full EMI: Exploring undergraduates' intercultural sensitivity, identity self-adscription and language practices in Catalonia

08:30 AM - 12:00 Noon

Presenters :

Mireia Trenchs-Parera, Professor In Applied Linguistics And Multilingualism. University's Commissioner For Language Policy. , Pompeu Fabra University

To be or not to be multilingual? Monolingual versus multilingual norms and language practices among study abroad students

08:30 AM - 12:00 Noon

Presenters :

Sybille Heinzmann, Pedagogical University Of St. Gallen

Robert Hilbe, St. Gallen University Of Teacher Education

Study abroad and (the lack of) linguistic gains: understanding the students' social networks abroad as a key factor

08:30 AM - 12:00 Noon

Presenters :

Sònia Mas-Alcolea, University Of Lleida

Helena Torres-Purroy, Associate Lecturer, University Of Lleida

Sense of agency and linguistic immersion during study abroad

08:30 AM - 12:00 Noon

Presenters :

June Eyckmans, Presenter, Ghent University

**Promoting intercultural learning without crossing a national border:
An exploratory study**

08:30 AM - 12:00 Noon

Presenters :

Eiko Ujitani, Nagoya University Of Foreign Studies

**Anglophone and Non-Anglophone ERASMUS for L2 English Learners:
Contextual Effects of Study Abroad on L2 Gains**

08:30 AM - 12:00 Noon

Presenters :

Zeynep Köylü, University Of Basel

**Plurilingual identities of Denisa, a Slovak student: Changes to her
linguistic repertoire at different stages of her life**

08:30 AM - 12:00 Noon

Presenters :

Noriko Iwasaki, Nanzan University

The Identity Development of Saudi L2 Learners of English in Ireland

08:30 AM - 12:00 Noon

Presenters :

Arwa Alsufyan, Assistant Professor, Imam Muhammad Ibn Saud Islamic University

**Negotiation of National Identity in Multilingual and Multicultural
Context: A Case Study of Chinese Postgraduate Students at a British
university**

08:30 AM - 12:00 Noon

Presenters :

Jin Guo, University College London

**Is this really immersion? Social networks, diversity and intensity of
language contact, and student attitudes during a short-term SA
experience**

08:30 AM - 12:00 Noon

Presenters :

Anne Marie Devlin, University College Cork

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S167 | Technology-mediated corrective feedback and instruction in language learning

Speakers

Victoria Kim, Ulsan National Institute Of Science And Technology

Eva Kartchava, Carleton University

Imelda Bangun, University Of South Florida

Maria Lourdes Lira Gonzales, Université Du Québec In Abitibi-Témiscamingue, Canada

Elu Tu, Southern Connecticut State University

Matthew Pattemore, University Of Barcelona

Moderators

Eva Kartchava, Carleton University

Although the use of technology in second/additional language (L2) education is on the rise, little is known about how it can best assist the process of language learning. This is especially true for corrective feedback- information provided to language learners about the accuracy of their output- which is considered by many to play a crucial role in the development of one's linguistic knowledge and as such, can be instrumental in helping learners notice, monitor, and improve their L2 output. This symposium aims to bring together cutting-edge investigations that address the topic of computer-mediated feedback and instruction, highlighting the latest findings in this area and examining their implications for L2 acquisition and instruction. With the growing use of technology in the L2 classroom and beyond, today, more than ever, understanding the role of technology is paramount in promoting interaction that is appropriate for the development of oral and/or written language skills. This symposium is a great opportunity to share information, identify key knowledge gaps, and promote discussion and collaboration among researchers and language educators who are interested in this area. We invite papers and posters that address recent advances in theory, research, and practice in this domain.

The effects of formative feedback delivered via a social Q&A platform in the English-medium instruction context

08:30 AM - 12:00 Noon

Presenters :

Victoria Kim, Ulsan National Institute Of Science And Technology

Task repetition and learner self-assessment in technology-mediated task performance

08:30 AM - 12:00 Noon

Presenters :

Eva Kartchava, Carleton University

Hossein Nassaji

Fostering Peer/Teacher Corrective Feedback in Online Collaboration Academic Writing Courses

08:30 AM - 12:00 Noon

Presenters :

Imelda Bangun, University Of South Florida

The impact of blog-mediated peer feedback and peer feedback training on the accuracy and quality of L2 writing

08:30 AM - 12:00 Noon

Presenters :

Maria Lourdes Lira Gonzales, Université Du Québec In Abitibi-Témiscamingue, Canada

**A Review on Screencast Feedback of Second Language Writing
Studies: form Standards' Perspectives**

08:30 AM - 12:00 Noon

Presenters :

Elu Tu, Southern Connecticut State University

Uptake of Elaborative Feedback in Serious Literacy Games

08:30 AM - 12:00 Noon

Presenters :

Matthew Pattemore, University Of Barcelona

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S188 1/2 | Understanding the dynamics of language teachers' professional development

Speakers

Imelda Bangun, University Of South Florida
 Andrea Lypka
 Siebrich De Vries, University Of Groningen
 Jeannette Sanchez-Naranjo, Amherst College
 Xiao Cheng, East China Normal University
 Gabriela Cusen, Transilvania University Of Brasov
 Kazuyoshi Sato, Nagoya University Of Foreign Studies
 Chitose Asaoka, Dokkyo University
 Atsuko Watanabe, Bunkyo University
 Mayumi Asaba, Kyoto Sangyo University
 Beatrice Dupuy, Professor Of French / Public And Applied Humanities, University Of Arizona
 Vasiliki Celia Antoniou, Lecturer / Senior Teaching Fellow, University College London / University Of The West Of Scotland
 Jenelle Reeves, University Of Nebraska-Lincoln
 Natheeporn Keawkhong, Thammasat University
 Kyoko Kasuya, Tokyo Gakugei University
 Lorena Salud Gadella Kamstra, AILA Solidarity Awardee, University Of Essex

Moderators

Inge Elferink, University Of Groningen
 Siebrich De Vries, University Of Groningen
 Seyit Omer Gok, AILA2021 Volunteer

Because most language learning takes place in educational contexts, from an ecological perspective, it is important to understand the dynamics of language teachers' professional development. This understanding is necessary for two reasons: (1) to exchange new research insights and practical experience in a sustainable manner and (2) to generate new insights regarding the dynamic processes of the professional development of individual teachers. Within complex systems thinking, these dynamic processes are an intrinsic part of social behavior and will vary for different people and even for the same person in different contexts (Opfer & Pedder, 2011). Pedagogical content knowledge research focuses on this dual purpose via, for example, teacher professional development programs centering around language teaching pedagogy. A challenge within this field of research, however, is taking the dynamic processes and the teaching contexts of individual teachers into consideration. This symposium brings together recent research that has faced this challenge thereby aiming to obtain a deeper understanding of the dynamics of language teachers' professional development.

Please click here
(<https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1629102216210815ProgrammeoverviewSymposiumS188PDF.pdf>) for the detailed program.

The dynamics of jointly constructing PCK through lesson study

08:30 AM - 12:00 Noon

Presenters :

Siebrich De Vries, University Of Groningen

Professional Development Matters in Ensuring Quality Language Teaching and Learning

08:30 AM - 12:00 Noon

Presenters :

Jeannette Sanchez-Naranjo, Amherst College

Teacher change and school change during the transition to competence-oriented education

08:30 AM - 12:00 Noon

Presenters :

Xiao Cheng, East China Normal University

XUNYI PAN

Investigating pre-service teachers' views of language teaching instruction

08:30 AM - 12:00 Noon

Presenters :

Gabriela Cusen, Transilvania University Of Brasov

From Preservice Teacher Preparation to Inservice Teacher Development: Teacher Learning in Context

08:30 AM - 12:00 Noon

Presenters :

Kazuyoshi Sato, Nagoya University Of Foreign Studies

Understanding the trajectory of pre-service EFL teachers' professional development in a community of practice

08:30 AM - 12:00 Noon

Presenters :

Chitose Asaoka, Dokkyo University

Atsuko Watanabe, Bunkyo University

Exploring L2 Teacher Development of Expertise

08:30 AM - 12:00 Noon

Presenters :

Mayumi Asaba, Kyoto Sangyo University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S191 1/2 | Visualising multilingualism as lived

Speakers

Åsta Haukås, University Of Bergen

Brigitta Busch, University Of Vienna | Stellenbosch University

Sofia Stratilaki-Klein, Maître De Conférences / Associate Professor, Sorbonne Nouvelle And University Of Luxembourg

So-Yeon Ahn, Korea Advanced Institute Of Science And Technology

Siv Björklund, Åbo Akademi University

Karita Mård-Miettinen, University Of Jyväskylä

Nayr Ibrahim, Associate Professor, Nord University

Moderators

Paula Kalaja, University Of Jyväskylä, Finland

Sílvia Melo-Pfeifer, University Of Hamburg

Jelle Brouwer, AILA2021 Volunteer, University Of Groningen

This symposium focuses on multilingualism as lived or as subjectively experienced- and accessed by visual means. More specifically, it addresses aspects of becoming or being multilingual subjects in different contexts, be they learners, teachers or users of more than one language: what sense do they themselves make of aspects of their lives or worlds where they find themselves in, including identities, emotions and future aspirations. These issues are studied by collecting visual data, e.g., by asking participants in studies to produce drawings (or self-portraits) or to take photos. The pools of visual data of various kinds may be complemented by other types data and are analysed for their form and/or content. The symposium is a response to the recently launched turn in applied language studies (i.e., the multilingual turn) and to the criticism against "lingualism" in addressing multilingualism as lived- and is different in its focus from an objective approach to multilingualism and from describing linguistic landscapes or schoolsapes. Invited speakers include Professors Brigitta Busch, University of Vienna, Austria, and Sílvia Melo-Pfeifer, University of Hamburg, Germany.

Click [here](https://drive.google.com/file/d/1uqqnUB1EdCmgWEmFpOonnhqNW3jPnjf/view?usp=sharing) (https://drive.google.com/file/d/1uqqnUB1EdCmgWEmFpOonnhqNW3jPnjf/view?usp=sharing) to find the detailed program

Visualising multilingual identity trajectories: the spatiotemporal potential of language maps

08:30 AM - 12:00 Noon

Presenters :

Nayr Ibrahim, Associate Professor, Nord University

"In this picture there is a Norwegian teammate, we speak Swedish or English". Immersion students as users of multiple languages

08:30 AM - 12:00 Noon

Presenters :

Karita Mård-Miettinen, University Of Jyväskylä

Siv Björklund, Åbo Akademi University

The Interplay of Fear and Desire in English Learner's Imagined Identities and Communities

08:30 AM - 12:00 Noon

Presenters :

So-Yeon Ahn, Korea Advanced Institute Of Science And Technology

Plurilingualism and school inclusion: crossing paths with spaces and languages

08:30 AM - 12:00 Noon

Presenters :

Sofia Stratilaki-Klein, Maître De Conférences / Associate Professor, Sorbonne Nouvelle And University Of Luxembourg

Becoming multilingual in school: Insights from pupils' drawings

08:30 AM - 12:00 Noon

Presenters :

Åsta Haukås, University Of Bergen

Language portraits revisited: highlighting some theoretical and methodological aspects of visual approaches in multilingualism research

08:30 AM - 12:00 Noon

Presenters :

Brigitta Busch, University Of Vienna | Stellenbosch University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S193 | What do we know and where do we go? : Emergent definitions of “materials” and “materials use” in language teaching and learning

Speakers

Suresh Canagarajah, Penn State University

Nigel Harwood, Sheffield University

Mel Engman, Lecturer (Education), Queen's University Belfast

Olivia Murphy Beggins

Nausica Marcos Miguel, Denison University

Minna Majjala, University Of Turku

Adon Berwick, PhD Candidate, Queensland University Of Technology

Claudia Fernández, Clinical Assistant Professor Of Spanish And Director Of The Spanish Basic Language Program, University Of Illinois-Chicago

Patrícia Costa, Member Of The English Language Team, Municipal Education Office Of Rio De Janeiro

Jéssica Carvalho, PhD Candidate, Tilburg University

Anne Marie Guerrettaz, Modertator, Washington State University

Moderators

Anne Marie Guerrettaz, Modertator, Washington State University

Nausica Marcos Miguel, Denison University

Mel Engman, Lecturer (Education), Queen's University Belfast

Scholars have recently highlighted the lack of research that examines how language learners and teachers actually use pedagogical materials (e.g., Guerrettaz & Johnston, 2013; Harwood, 2014, 2017; Jakonen, 2015; Matsumoto, 2019; Tarone, 2014). These and other studies (Canagarajah, 2018; Toohey et al., 2015) have emphasized the complexity of the materiality and polysemiotics of language teaching and learning environments. However, concepts at the heart of this area of inquiry-namely "materials" and "materials use"-have yet to be adequately conceptualized. Objects, environments, bodies, and texts function unpredictably across language learning contexts, in ways that often blur the boundaries among these. Therefore, simple definitions of "materials" and "materials use" are problematic. Nonetheless, the field needs shared terminology to unpack processes, relationships, and outcomes of materials in use. As such, the goal for this compilation of papers is to generate substantive and theoretical definitions of "materials" and "materials use." This symposium will consist of empirical studies of materials use across diverse language learning contexts as well as those that directly address conceptualization of the constructs in question (i.e., materials, materials use). Varied methodological approaches, including discourse analysis, multimodality, ethnography, corpus linguistics, and language development perspectives are needed, drawing from multiple sub-disciplines in applied linguistics. **Click here** (https://docs.google.com/document/d/1mdSE7TOYWEmAyr6i37vALWzLiVvjbz9_PRInbF-cnS0/edit?usp=sharing) **for the detailed program.**

Expanding perspectives on materials use

08:30 AM - 12:00 Noon

Presenters :

Suresh Canagarajah, Penn State University

‘I’m really frustrated, because I just have to plan the whole lesson from scratch’: a teacher uses a problematic textbook

08:30 AM - 12:00 Noon

Presenters :

Nigel Harwood, Sheffield University

Materiality and land-based learning in Indigenous language reclamation

08:30 AM - 12:00 Noon

Presenters :

Mel Engman, Lecturer (Education), Queen's University Belfast

Measuring student perception on the effectiveness of authentic audiovisual materials on Spanish L2 vocabulary acquisition

08:30 AM - 12:00 Noon

Presenters :

Olivia Murphy Beggins

Vocabulary learning in L2 Spanish content-based courses: Opportunities from and with classroom materials

08:30 AM - 12:00 Noon

Presenters :

Nausica Marcos Miguel, Denison University

Pre-service language teachers' reflections on and experiences in the use of textbooks during a one-year teacher education programme in Finland

08:30 AM - 12:00 Noon

Presenters :

Minna Majjala, University Of Turku

A sociological study of English as a Foreign Language (EFL) materials in use

08:30 AM - 12:00 Noon

Presenters :

Adon Berwick, PhD Candidate, Queensland University Of Technology

Perspectives of instructors using innovating language learning materials in collegiate US classrooms

08:30 AM - 12:00 Noon

Presenters :

Claudia Fernández, Clinical Assistant Professor Of Spanish And Director Of The Spanish Basic Language Program, University Of Illinois-Chicago

Problematizing understandings of "students' realities" in English teaching materials development for public municipal schools in Rio de Janeiro, Brazil.

08:30 AM - 12:00 Noon

Presenters :

Patrícia Costa, Member Of The English Language Team, Municipal Education Office Of Rio De Janeiro
Jéssica Carvalho, PhD Candidate, Tilburg University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S196 | Word of the Year initiatives: language as a mirror of dynamics in culture

Speakers

Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics
 Simona Klemencic, Znanstvenoraziskovalni Center SAZU
 Arkadiusz Bogucki, University Of Warsaw
 Iman Nick, Germanic Society For Forensic Linguistics
 Elsa Liste Lamas, Zurich University Of Applied Sciences
 Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences

Moderators

Elsa Liste Lamas, Zurich University Of Applied Sciences
 Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences

Word of the year initiatives can increase society's awareness of the role language plays in everyday life. By reflecting on the public discourse of the previous twelve months, words of the year can shed light on what issues have moved people the most and what makes a society tick. For Applied Linguists, the phenomenon is of twofold interest: First, empirically grounded selection processes of socially predominant words require sophisticated analytical tools from discourse and corpus analysis. Second, media coverage of every word of the year is an opportunity to raise both language awareness and the visibility of Applied Linguistics in society at large. The contributions in this panel define key concepts of word of the year initiatives; explain the evaluation processes for words of the year in specific-mostly national- contexts; analyze the interplay of stakeholders such as academic and non-academic institutions (e.g., publishers and media), communities (e.g., subscribed followers of initiatives), resources (e.g., linguistic databases), and processes (e.g., corpus-based evaluation methods) involved. We conclude the panel presentations by discussing the advantages and difficulties of transgressing disciplinary boundaries and combining (folk) linguistic epistemes in and beyond academia with popular word of the year initiatives.

Folk pragmatics. Combining Applied Linguistics and Word of the Year initiatives

08:30 AM - 12:00 Noon

Presenters :

Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics

Word of the Year in Switzerland

08:30 AM - 12:00 Noon

Presenters :

Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences

Beseda leta – Slovene Word of the Year

08:30 AM - 12:00 Noon

Presenters :

Simona Klemencic, Znanstvenoraziskovalni Center SAZU

Winning Names and Naming Winners: The American Name Society's Word-of-the-Year Academic Initiative and its Relationship to US American Popular Culture

08:30 AM - 12:00 Noon

Presenters :

Iman Nick, Germanic Society For Forensic Linguistics

**Form and function of attributes in light verb constructions in the
german sociopolitical press.**

08:30 AM - 12:00 Noon

Presenters :

Arkadiusz Bogucki, University Of Warsaw

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S201 | Language and linguistic inequality

Speakers

Işıl Erduyan, Asst. Prof., Bogaziçi University

Phoebe Siu, Lecturer, College Of Professional And Continuing Education, The Hong Kong Polytechnic University

Deise Castro, Student PhD, Pontifical Catholic University Of Rio De Janeiro

Moderators

Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen

Işıl Erduyan, Asst. Prof., Bogaziçi University

Lilly Göthe, Volunteer, University Of Groningen

This panel brings together papers that focus on various forms of linguistic inequality across various settings. The symposium starts with a panel session in which the following guiding questions with respect to the individual contexts are discussed:

1. How do we investigate inequality in language?
2. Why should we investigate inequality in relation to multilingualism or other context?
3. How could we promote social equity through reconceptualising language/ML?

-
- 08:30-09:30 | Panel Discussion
 - 09:30-10:00 | Isil Erduyan
 - 10:00-10:30 | BREAK
 - 10:30-11:30 | Phoebe Siu & Deise Castro
 - 11:30-12:00 | General Discussion

Multiple Faces of Linguistic Inequality: The German-Turkish Interface Reversed

08:30 AM - 12:00 Noon

Presenters :

Işıl Erduyan, Asst. Prof., Bogaziçi University

Re-negotiating Symbolic Power in Critical CLIL: The Multimodalities-Entextualisation Cycle (MEC) as heuristics for boundary-making/unmaking in Public Relations Writing

08:30 AM - 12:00 Noon

Presenters :

Phoebe Siu, Lecturer, College Of Professional And Continuing Education, The Hong Kong Polytechnic University

Entextualization in the textual trajectories of legal discourses in judicial processes of female offenders who seek house arrest in Brazil

08:30 AM - 12:00 Noon

Presenters :

Deise Castro, Student PhD, Pontifical Catholic University Of Rio De Janeiro

⌘ 12:00 Noon -
01:30 PM

New AILA honorary members reception in Gather.Town

Reception for new AILA honorary members **@Gathertown AULA1**

Tim McNamara, Bernd Ruschdoff, Clarie Kramsch, Marjolijn Verspoor.

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

⌘ 12:00 Noon -
01:30 PM

LUNCH

⌘ 12:15 PM -
01:00 PM

Body-Mind-Recharge in Gather.Town Activity Center

During all lunch times in between symposia, we can revitalize with Iryna, an international and multilingual yoga teacher with over 10 years of experience. She will guide the 45 minutes yoga & stretching break to help you recharge and rebuild your mental and physical resources.

Every session, she will start with breathing practice for a better focus, continue with yoga postures for shoulders, chest and lower back and finish with grounding meditation. This session is suitable and accessible for all levels and all you need is comfortable clothes for stretching, a mat, a towel or a chair to sit on.

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

I 01:30 PM -
02:30 PM

● **Room 1**

Keynote Carmen Munoz

Speakers

Marije Michel, Co-chair AILA & Mentor, Groningen University

Carmen Muñoz, University Of Barcelona

Moderators

Marije Michel, Co-chair AILA & Mentor, Groningen University

May Wu (AILA2021 Team)



Carmen Munoz

(University of Barcelona, Spain)

Carmen is a leading and well-respected figure in AL in the European context. Her research interests include the effects of age and context on second language acquisition, young learners in instructed settings, individual differences, and bilingual/multilingual education. Her topic will be out-of-school learning and the potential of multimodal input (i.e. captions and subtitles) for language learning.

Language learning through audiovisual input in and out of the classroom

01:30 PM - 02:30 PM

Presenters :

Carmen Muñoz, University Of Barcelona

X 02:30 PM -
06:00 PM

● Room 1

S001 2/2 | 'Spaces of otherwise'? South-North dialogues on languaging, race, (im)mobilities

Speakers

Caroline Kerfoot, Symposium Convenor And Presenter; Mentor, Stockholmsuniversitet
Mingdan Wu, AILA Solidarity Awardee, University College London
Necia Billingham, University Of South Australia
Mona Elsamaty, AILA Solidarity Awardee, University Of Toronto

Moderators

Caroline Kerfoot, Symposium Convenor And Presenter; Mentor, Stockholmsuniversitet
Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

In writing of the 'economies of abandonment' of neoliberal globalization, Povinelli (2011) also points to the potential for 'spaces of otherwise', those spaces of curiosity and risk, potentiality and exhaustion which open possibilities for more ethical becoming and the emergence of new forms of social life. This symposium brings into dialogue scholars of the global South and North concerned with the material consequences of language, race, and structurally induced (im)mobility. South and North are understood here as labile signifiers whose meaning is determined by everyday material and political processes. The interaction of perspectives from the North and the South creates the opportunity to revisit the limits of representation in mainstream social sciences, reconstituting and expanding dominant theory so that it may become more productive in analysing social and linguistic realities. The symposium seeks, for example, to critically interrogate the affordances of recent concepts such as translanguaging, linguistic citizenship, and raciolinguistics for their power to critique and replace destructive institutional structures, classifications, and the technologies that sustain them. It thus seeks to enlarge knowledges of agents, practices, and processes which could lay the basis for what Papadoupoulous (2011) calls 'alter-ontology' – new realities – and maximise the possibilities of hope.

Constructing cosmopolitanism from below: Spaces of otherwise in South African primary schools

02:30 PM - 06:00 PM

Presenters :

Caroline Kerfoot, Symposium Convenor And Presenter; Mentor, Stockholmsuniversitet

Doing solidarity: language and race in spaces of otherwise

02:30 PM - 06:00 PM

Presenters :

Mingdan Wu, AILA Solidarity Awardee, University College London

'We wear the mask': Examples of strategic language play in spaces of (im)mobility

02:30 PM - 06:00 PM

Presenters :

Necia Billingham, University Of South Australia

Language and identity of second-generation Arab immigrants in Montreal, Canada

02:30 PM - 06:00 PM

Presenters :

Mona Elsamaty, AILA Solidarity Awardee, University Of Toronto

X 02:30 PM -
06:00 PM

● Room 1

S007 | Age as a critical factor in L2 learning – at any age or none!

Speakers

David Birdsong, Featured Symposium Speaker, University Of Texas At Austin
 Annick De Houwer, Harmonious Bilingualism Network
 Karoliina Inha, University Of Jyväskylä
 Christine Pleines, Lecturer, The Open University
 Dorota Záborská, Waseda University
 Ramsés Ortín, University Of Texas Rio Grande Valley
 Gudrun Ziegler, President, Luxembourg Multi-LEARN Institute - [Http://multi-learn.org](http://multi-learn.org)
 Simone Pfenninger, University Of Salzburg

Moderators

David Singleton, Trinity College Dublin
 Simone Pfenninger, University Of Salzburg
 Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen

This symposium will focus on the question of the extent to which age and ageing influence the manner in which additional languages are learned and the level of L2 proficiency which can be attained on the basis of different starting ages. These questions will be addressed in an across-the-lifespan perspective, starting with presentations of research and insights relating to L2 acquisition in childhood, going on to deal with the controversy regarding the role and effects of the so-called "critical age" as well as of evidence emerging from early L2 instruction, examining findings with respect to L2 learning in young and mature adulthood, and concluding with a look at what has been coming out of the swathe of recent work on "third age" language learning. Our featured speaker will be David Birdsong, who has long professed scepticism with regard to the Critical Period Hypothesis, and whose view is that no L2 user can ever perform in his/her additional language exactly like a monolingual native speaker because of the effects of multi-competence.

Programme:

- 14:30 – 14:40 Welcome and introduction of featured speaker
- 14:40 – 15:10 Featured presentation David Birdsong
- 15:10 – 15:20 Q&A (David Birdsong's paper)
- 15:20 – 15:40 Annick De Houwer
- 15:40 – 16:00 Karoliina Inha
- 16:00 – 16:10 Q&A (De Houwer's and Inha's papers)
- 16:10 – 16:30 Coffee break
- 16:30 – 16:50 Christine Pleines
- 16:50 – 17:10 Dorota Matsumoto
- 17:10 – 17:20 Q&A (Pleines' and Matsumoto's papers)
- 17:20 – 17:30 Poster pitch 1: Ramses Ortin
- 17:30 – 17:40 Poster pitch 2: Natalia Durus
- 17:40 – 17:50 Mini break
- 17:50 – 18:15 Live session, General discussions and Q&A
- 18:15 – 19:00 Informal drinks and opportunity to connect

**Variable attainment among late L2 learners and native speakers:
Conditioning factors beyond individual differences**

02:30 PM - 06:00 PM

Presenters :

David Birdsong, Featured Symposium Speaker, University Of Texas At Austin

Language acquisition is not easy and smooth before the end of the supposed critical period.

02:30 PM - 06:00 PM

Presenters :

Annick De Houwer, Harmonious Bilingualism Network

Exploring beliefs regarding language learning and language use in early language teaching: methodological considerations for studying young learners

02:30 PM - 06:00 PM

Presenters :

Karoliina Inha, University Of Jyväskylä

My motivation is my strength

02:30 PM - 06:00 PM

Presenters :

Christine Pleines, Lecturer, The Open University

Learning Foreign Languages in the Third Age: The Wellbeing Perspective

02:30 PM - 06:00 PM

Presenters :

Dorota Záborská, Waseda University

The encoding of stress in early and late learners of Spanish

02:30 PM - 06:00 PM

Presenters :

Ramsés Ortín, University Of Texas Rio Grande Valley

Educational policies and choices on second language(s) at preschool level in the European context of Luxembourg

02:30 PM - 06:00 PM

Presenters :

Natalia Durus, Researcher, Luxembourg Multi-LEARN Institute Asbl

Gudrun Ziegler, President, Luxembourg Multi-LEARN Institute - [Http://multi-learn.org](http://multi-learn.org)

X 02:30 PM -
06:00 PM

● **Room 1**

S015 2/2 | CDST research in the Chinese context

Speakers

Pengyun Chang, Chongqing University
Yurong Zheng, Mentor, Harbin Engineering University
Saeed Karimi-Aghdam, Nord University
Beilei Wang, Tongji University
Lawrence Jun Zhang, The University Of Auckland
Ting Huang, AILA2021 Volunteer, Fudan University

Moderators

Yongyan Zheng, Fudan University
Ting Huang, AILA2021 Volunteer, Fudan University

For the past two decades, the Complex Dynamic Systems Theory (CDST) has burgeoned in applied linguistics, especially on second language (L2) development (e.g. complexity, accuracy, fluency) and individual differences (e.g. motivation, working memory, and self-regulatory strategies). The CDST perspective sees language development taking place as individual learners mobilize their linguistic, cognitive, and affective resources to co-adapt to the learning environment, which justifies a balanced view on language learners, learner language, as well as the learning context. In addition to contribution made by U.S.-based scholars and European scholars at the University of Groningen, CDST empirical studies have also thrived in the Chinese context, a context characterized by a large language-learning population in instructed learning environment. However, due to most research is reported in Chinese, little is known to the international academia. The proposed symposium aims to bring forth Chinese scholars' voices in this regard. It opens with a featured presentation on an overview of CDST studies conducted in the Chinese context (including mainland China, Hong Kong, and Macao), followed by two sub-strands, one focusing on Chinese learners' L2 written and oral language development, and the other focusing on the individual differences of Chinese learners engaged in foreign language learning.

Timeline S015

1/2

8:30-8:50 Welcome and introduction of our featured speaker

8:50-9:30 Yongyan Zheng

9:30-10:00 Jihua Dong, Yongyan Zheng

10:00-10:30 Lawrence Jun Zhang

10:30-11:00 Pengyun Chang

11:00-12:00 Discussion of the first block

2/2

14:30-15:00 Yurong Zheng

15:00-15:30 Saeed Karimi-Aghdam

15:30-16:00 Beilei Wang

16:00-17:00 Ting Huang and Discussion of the second block

The Dynamic Patterns of Syntactic Complexity in Chinese EFL Learners' Writing Based on a Longitudinal Learner Corpus

02:30 PM - 06:00 PM

Dialectical Dynamic Systems Theory: A Synthesis of Organicism and Contextualism Worldviews

02:30 PM - 06:00 PM

Presenters :

Saeed Karimi-Aghdam, Nord University

Preparing teachers for optional English courses in Chinese senior high schools

02:30 PM - 06:00 PM

Presenters :

Beilei Wang, Tongji University

The role of variability in L2 development

02:30 PM - 06:00 PM

Presenters :

Ting Huang , AILA2021 Volunteer, Fudan University

X 02:30 PM -
06:00 PM

● **Room 1**

S017 | Chinese languages as mother tongues: complexity in practice and ideologies

Speakers

Xuesong Gao, University Of New South Wales
Yufei Guo, Sun Yat-sen University
Jing Huang, South China Agricultural University
Yi Wang, Stony Brook University
Rong Ren, Arizona State University
Sihua Liang, Sun Yat-sen University
Yingjia Zhang, University Of Toronto

Moderators

Yufei Guo, Sun Yat-sen University

In proposing a sociolinguistics of complexity, Blommaert (2014:13) argues that "the task of analysis is not to reduce complexity...but to demonstrate complexity, to unfold the complex and multifilar features and their various different origins that are contained in synchronized moments of understanding". We take this as our theoretical and methodological point of departure in our discussion of the issue of mother tongue and related ideological complexity within the context of Chinese languages. Who defines 'mother tongue' and 'mother-tongue users' and (re)produces the mother-tongue vs. non-mother-tongue user hierarchy, ultimately, have to do with the regimentation of language use and associated values, and the dynamic interactions between groups of people, in any speech communities that have been historically constituted and imagined in contexts of linguistic, cultural and ideological change. What make this mother tongue issue more relevant today are significant increase in human mobility, the undergoing language shift and revitalization processes, and the questioning as well as reinforcement of categories such as language, old and new speakers, and ideologies of authority and authenticity. This panel aims to reveal how practices and ideologies associated with 'mother tongue' create a complex field that problematizes 'traditional' languages and their speakers and serve particular socio-political purposes.

To promote or not to promote the use of regional Chinese varieties

02:30 PM - 06:00 PM

Presenters :

Xuesong Gao, University Of New South Wales

Mapping Language Ideologies in Hong Kong today

02:30 PM - 06:00 PM

Presenters :

Yufei Guo, Sun Yat-sen University

Linguistic authority and authenticity in relation to immigrants' identities: what binaries cannot tell

02:30 PM - 06:00 PM

Presenters :

Jing Huang, South China Agricultural University

Speaking Mandarin or Dialect: A Socio-Cultural Account of Child Language Use in Mainland China

02:30 PM - 06:00 PM

Presenters :

Yi Wang, Stony Brook University

The innovation of online Chinese language: an empirical study on English words in an online community in China

02:30 PM - 06:00 PM

Presenters :

Rong Ren, Arizona State University

The conceptualization of 'mother tongue' in multilingual China: historical, ideological perspectives and identity practices

02:30 PM - 06:00 PM

Presenters :

Sihua Liang, Sun Yat-sen University

Rethinking the Complexity of 'Chinese Languages' and 'Mother Tongues' of Chinese Heritage Learners in Canada

02:30 PM - 06:00 PM

Presenters :

Yingjia Zhang, University Of Toronto

**X 02:30 PM -
06:00 PM**

● Room 1

S021 2/2 | Collaborative Research in Language Education: reciprocal benefits and challenges

Speakers

Batia Laufer, Professor (emerita), University Of Haifa
 Roswita Dressler, Associate Professor, University Of Calgary
 Suzanne Bogaerds-Hazenberg, Utrecht University
 Gabriele Pallotti, University Of Modena And Reggio Emilia
 Ingela Finndahl, PhD Student, University Of Gothenburg
 Alastair Henry, University West
 Marie Källkvist, Lund University
 Leah Shepard-Carey, Drake University, Iowa

Moderators

Camilla Bardel, Moderator S021, Stockholm University
 Gudrun Erickson, Moderator S021, University Of Gothenburg
 Marta Maggioni, AILA2021 Volunteer

Language Education (LE) at all levels benefits from research in a multitude of ways. Conversely, educational practices and experiences offer fertile ground for research into language learning, teaching and different forms of assessment of language development and use. Considering the two aspects of practice and research, and their interaction, it becomes obvious that research in LE is a reciprocal venture, with mutual benefits for all actors involved, where theory and practice meet and develop, jointly as well as individually. The proposed symposium aims to gather colleagues from different fields of LE with experiences from research that actively involves teachers, teacher educators and students of different ages and various backgrounds. We welcome proposals of presentations of results from research projects that aim at influencing theory and practice of learning, teaching and assessment in substantial and sustainable ways, as well as critical discussions of problematic aspects of collaborative research, for example research ethics. Furthermore, reflections at the conceptual and structural levels, focusing, for example, on theory development as well as on the influence of educational planning in relation to outcomes at local, national, and international levels are of great interest.

From research to a national curriculum: The case of a lexical syllabus

02:30 PM - 06:00 PM

Presenters :

Batia Laufer, Professor (emerita), University Of Haifa

Improving Second Language Education through Intensive German Weeks: An Action Research Collaboration between Teachers and Researchers

02:30 PM - 06:00 PM

Presenters :

Roswita Dressler, Associate Professor, University Of Calgary

Teachers as co-designers? Lessons learned from collaboration in a design-based research on reading comprehension instruction

02:30 PM - 06:00 PM

Presenters :

Suzanne Bogaerds-Hazenberg, Utrecht University

Developing effective language education practices in the multilingual classroom: a project combining research, teacher training and classroom activities

02:30 PM - 06:00 PM

Presenters :

Gabriele Pallotti, University Of Modena And Reggio Emilia

Claudia Borghetti, University Of Bologna

Young students' language choice in Swedish Compulsory school - expectations, learning and assessment

02:30 PM - 06:00 PM

Presenters :

Ingela Finndahl, PhD Student, University Of Gothenburg

Authenticity and emotions in language teaching: A collaborative investigation

02:30 PM - 06:00 PM

Presenters :

Alastair Henry, University West

Teachers, students and teacher educators as language-policy makers: A nexus analysis of research in multilingual schools and classrooms

02:30 PM - 06:00 PM

Presenters :

Marie Källkvist, Lund University

(Re)imagining the Future of Translanguaging Pedagogies in TESOL through Teacher-Researcher Collaborations

02:30 PM - 06:00 PM

Presenters :

Leah Shepard-Carey, Drake University, Iowa

Zhongfeng Tian, Assistant Professor, The University Of Texas At San Antonio

**X 02:30 PM -
06:00 PM**

● Room 1

S022 | Communicating emotion in a foreign language: advantages and disadvantages of the detachment effect

Speakers

Catherine Catherine Caldwell-Harris, Director, Psycholinguistics Laboratory, Boston University

Norbert Vanek, University Of Auckland

Li Zhou, Vrije Universiteit Brussel

Svitlana KLÖTZL, Associate Researcher, University Of Vienna

Brittany Blankinship, PhD Researcher, University Of Edinburgh

Pernelle Lorette, Postdoc, University Of Mannheim

Sally Rachel Cook, Associate Research Fellow , Birkbeck College

Louise Rolland, Associate Research Fellow, Birkbeck, University Of London

Alex Panicacci, British Academy Postdoctoral Fellow, Queen Mary University Of London & University Of Washington

Jean-Marc Dewaele, Birkbeck, University Of London

Moderators

Jean-Marc Dewaele, Birkbeck, University Of London

Louise Rolland, Associate Research Fellow, Birkbeck, University Of London

Sanne Van Eijdsden, AILA2021 Volunteer, University Of Groningen

The powerful associations formed between an L1 and early memories, sensations and emotions (Harris et al, 2006; Pavlenko, 2012) are often lacking in a foreign language (LX). Even 'balanced' multilinguals tend to report a preference for their first language (L1) when verbalising emotion and for emotional inner speech (Dewaele, 2015). Indeed, emotional expression appears to be a key driver for code-switching in multilinguals (Dewaele, 2013). Empirical research also shows that multilinguals have different physiological responses to emotional stimuli in different languages (Harris et al, 2003). However, the LX detachment effect can also help speakers to regulate uncomfortable emotions (Bond & Lai, 1986). The emotionality of an LX has implications for various domains where accuracy in expression and perception is crucial. These range from romantic relationships (Dewaele & Salomidou, 2017) to health care settings. In particular, emotional detachment of the LX can hinder or facilitate psychotherapeutic work depending on the situation (Buxbaum, 1949; Marcos, 1976; Rolland et al, 2017). The symposium will contrast the advantages (e.g. the disclosure of painful memories or the expression of feelings which are taboo in an L1) and disadvantages (muting the speaker's emotion and hindering authenticity) of the detachment effect in order to appreciate its complexities.

Click

here

(https://drive.google.com/file/d/1fiHE4_KPwoOyCi8Em0GbTI6_qWHDV2Zw/view?usp=sharing) **for detailed program**

Detachment and uncertainty effects in evaluating moral dilemmas in a native vs. foreign language

02:30 PM - 06:00 PM

Presenters :

Catherine Catherine Caldwell-Harris, Director, Psycholinguistics Laboratory, Boston University

Perception of emotional intensity by English first (L1) and foreign (LX) users in different communication modalities

02:30 PM - 06:00 PM

Presenters :

Pernelle Lorette, Postdoc, University Of Mannheim

**“Love has no Language BUT”: emotional de-(at)tachment of LX
English in romantic relationship**

02:30 PM - 06:00 PM

Presenters :

Svitlana KLÖTZL, Associate Researcher, University Of Vienna

**A sense of safety and personal freedom: the role a foreign language
plays in the rehabilitation of survivors of torture.**

02:30 PM - 06:00 PM

Presenters :

Sally Rachel Cook, Associate Research Fellow , Birkbeck College

**Comparing the language(s) of private thoughts and talking therapy:
how emotional is a foreign language?**

02:30 PM - 06:00 PM

Presenters :

Louise Rolland, Associate Research Fellow, Birkbeck, University Of London

**'Am I sincere about my feelings?': the gains and losses of expressing
emotions in a foreign language**

02:30 PM - 06:00 PM

Presenters :

Alex Panicacci, British Academy Postdoctoral Fellow, Queen Mary University Of London & University Of Washington

**The language of encoding, cueing, and recall influences emotional
intensity and valence of past autobiographical memories and
imagined future events**

02:30 PM - 06:00 PM

Presenters :

Brittany Blankinship, PhD Researcher, University Of Edinburgh

**The emotional weight of university-related vocabulary in Russian-
English bilinguals online and offline: A skin conductance response
and emotionality rating study**

02:30 PM - 06:00 PM

Presenters :

Norbert Vanek, University Of Auckland

**Foreign language peace of mind: A LX positive emotion drawn from
L1 culture**

02:30 PM - 06:00 PM

Presenters :

Li Zhou, Vrije Universiteit Brussel

⌘ 02:30 PM -
06:00 PM

● Room 1

S028 2/2 | Conversation Analysis and Language Teacher Education

Speakers

Goetz Schwab, Professor Of Applied Linguistics, Ludwigsburg University Of Education

Christine Jacknick, Borough Of Manhattan Community College

Marta García, University Of Göttingen

Carmen Konzett-Firth, University Of Innsbruck

Silvia Kunitz, Karlstad University

Moderators

Carmen Konzett-Firth, University Of Innsbruck

Ufuk Balaman, Hacettepe University

Mieke Breukelman, AILA2021 Volunteer

Since the late 1990s, Conversation Analysis (CA) has been used extensively to study second/foreign/additional (L2) classroom discourse, language learning in and through interaction and L2 interactional competence. In the last decade, some individual initiatives have emerged to make this body of research available for L2 teacher education, mainly from two perspectives: 1) teaching fundamental CA principles to L2 teachers so they can use this knowledge for L2 teaching (Wong & Waring 2010) and 2) analyzing teachers' interactional behavior in classrooms with a view to enhancing their "classroom interactional competence" (Walsh 2011; Sert 2015). The interest in the intersection of CA and language teacher education has recently been demonstrated by two new edited CA volumes on language teaching and learning (cf. Kunitz, Markee & Sert 2019; Salaberry & Kunitz 2019) and a special issue on language teacher education in Classroom Discourse (2019). This symposium invites scholars world-wide who have an interest in empirical CA research on L2 language learning and teaching in and beyond classrooms with transferrable outputs for language teacher education. It aims to discuss the needs and challenges of this relatively young field, to find convergences between the current approaches and suggest ways forward for the future.

Welcome to Part 2 of the panel, Conversation Analysis and Language Teacher Education co-organized by Carmen Konzett-Firth and Ufuk Balaman. Each contribution will primarily be available through the recorded talks which will be followed LIVE Q&A sessions (10 minutes each). Please see the schedule below and leave your questions to the Q&A area on the right hand side of the Dryfta page for a timely management of the Q&A session. Feel free to contact me via Chat box or simply e-mail me Carmen.Konzett@uibk.ac.at (mailto:Carmen.Konzett@uibk.ac.at)

S028/2 SCHEDULE (All given in Europe/Amsterdam time. Please use Dryfta for time conversion):

WATCH: 14:30 - 14:50 | Goetz Schwab: CA for VE – Online communication among future teachers of English in a Virtual Exchange project between Israel and Germany

LIVE: 14:50 - 15:00 | Q & A with Schwab

WATCH: 15:00 - 15:20 | Christine Jacknick: Multimodal Listening in ESL Classrooms: Implications for Language Teachers

LIVE: 15:20 - 15:30 | Q & A with Jacknick

15:30 - 16:00 -COFFEE BREAK

WATCH: 16:00 - 16:20 | Marta García: Seeing and noticing: L2 Teachers' first steps in developing classroom interactional competence

LIVE: 16:20 - 16:30 | Q & A with Garcia

WATCH: 16:30 - 16:50 | Carmen Konzett-Firth: Talk to each other! Practices of teaching L2 Interactional Competence and suggestions for improvement

LIVE: 16:50 - 17:00 | Q & A with Konzett-Firth

WATCH: 17:00 - 17:20 | Silvia Kunitz & Katharina Kley: Instructed Interactional

Competence: Designing CA-inspired materials with the support of a professional development experience

LIVE: 17:20 - 17:30 | Q & A with Kunitz & Kley

CA for VE – Online communication among future teachers of English in a Virtual Exchange project between Israel and Germany

02:30 PM - 06:00 PM

Presenters :

Goetz Schwab, Professor Of Applied Linguistics, Ludwigsburg University Of Education

Multimodal Listening in ESL Classrooms: Implications for Language Teachers

02:30 PM - 06:00 PM

Presenters :

Christine Jacknick, Borough Of Manhattan Community College

Seeing and noticing: L2 Teachers' first steps in developing classroom interactional competence

02:30 PM - 06:00 PM

Presenters :

Marta García, University Of Göttingen

Talk to each other! Practices of teaching L2 Interactional Competence and suggestions for improvement

02:30 PM - 06:00 PM

Presenters :

Carmen Konzett-Firth, University Of Innsbruck

Instructed Interactional Competence: Designing CA-inspired materials with the support of a professional development experience

02:30 PM - 06:00 PM

Presenters :

Silvia Kunitz, Karlstad University

X 02:30 PM -
06:00 PM

● Room 1

S029 1/2 | Critical Thinking and Language Integrated Teaching

Speakers

Youzhong Sun, Beijing Foreign Studies University
 Yuqin Hei, Xi'an International Studies University
 Yunian Xu, Presenter, Central South University
 Shengkai Yin, Shanghai Jiao Tong University
 Xiaoli Liu, Harbin Institute Of Technology
 Subrata Bhowmik, University Of Calgary
 Shuyuan Liu, Queen's University
 Suhair Al-Alami, Al Ghurair University
 Hyesun Cho, Associate Professor, University Of Kansas
 Yanning Dong, University Of British Columbia
 Michele Carilo, Coordinator For The Portuguese Language Programme/Lecturer, Ohio State University
 Yan Wang, Nanjing University
 Valia Spiliotopoulos, Assistant Professor Of Teaching, University Of British Columbia
 Yoshio Hoso, Waseda University Honjo Senior High School
 Hong Zhang, National Research Centre For Foreign Language Education
 Rui Yuan, Presenter, University Of Macau
 Dr. Yilin Sun, Director, Faculty Development, Seattle Colleges
 Limin Jin, Beijing Foreign Studies University
 Lian Zhang, Beijing Foreign Studies University
 Samar Almosa, Assistant Professor, Umm Al-Qura University
 Yang Liu, Beijing Institute Of Technology
 Youzhong Sun, Beijing Foreign Studies University
 Mansour Almalki
 Sahar Alzahrani, PI, Umm Alqura University

Moderators

Youzhong Sun, Beijing Foreign Studies University
 Hong Zhang, National Research Centre For Foreign Language Education
 Sara Razaghi, AILA2021 Volunteer, University Of Groningen

In EFL (English as a Foreign Language) countries, conventional ELT focused on language knowledge, skills and communicative competence. However, it has been recognized by many philosophers, psychologists, and applied linguists that language has a close relationship with thinking and cognition. As critical thinking is at the heart of tertiary education, developing critical thinking simultaneously in English language teaching (ELT) becomes vital for aspiring university students, and teachers around the world are encouraged to integrate critical thinking in ELT. Till now, little is known about teachers' and policy makers' conceptions, beliefs and practice about integrating critical thinking in ELT, and how critical thinking is conceived and realized in ELT, including curriculum, teaching methods and textbooks, varies considerably. This symposium addresses this issue by discussing the following questions: What is the relationship between language competence and critical thinking? Why is it necessary to integrate critical thinking in ELT? How can critical thinking pedagogy be realized in different ways in various contexts? Are there any educational reforms which attempt to engage critical thinking in ELT? Are there any challenges encountered in the reform? The discussions will offer valuable insights for developing both content and pedagogical knowledge of teaching critical thinking skills in ELT.

Critical Thinking in the 21st Century ELT Field – Research and Praxis
02:30 PM - 06:00 PM

Presenters :

Dr. Yilin Sun, Director, Faculty Development, Seattle Colleges

Contextualizing Cambridge Framework for Life Competencies in the EFL Context.

02:30 PM - 06:00 PM

Presenters :

Samar Almossa, Assistant Professor, Umm Al-Qura University

Mansour Almallki

Sahar Alzahrani , PI, Umm Alqura University

Critical and Intercultural Pedagogies: a proposal for theoretical update within Portuguese as an Additional Language contexts

02:30 PM - 06:00 PM

Presenters :

Michele Carilo, Coordinator For The Portuguese Language Programme/Lecturer, Ohio State University

Integrating Language Learning and Critical Thinking in Business Education

02:30 PM - 06:00 PM

Presenters :

Valia Spiliotopoulos, Assistant Professor Of Teaching, University Of British Columbia

Critical Thinking in Two Languages: A Comparative Study of Critical Thinking Performance in Chinese University Students' L1 and L2 Writing

02:30 PM - 06:00 PM

Presenters :

Yanning Dong, University Of British Columbia

Critical literacy in action: A case study of a Korean EFL high school classroom

02:30 PM - 06:00 PM

Presenters :

Hyesun Cho, Associate Professor , University Of Kansas

Integrating critical thinking with language education: Voices from pre-service language teachers

02:30 PM - 06:00 PM

Presenters :

Rui Yuan, Presenter , University Of Macau

Investigating University EFL teachers' perceptions of critical thinking and their teaching: Voices from China

02:30 PM - 06:00 PM

Presenters :

Hong Zhang, National Research Centre For Foreign Language Education

Science Fiction films and Critical Literacies in EFL Classrooms

02:30 PM - 06:00 PM

Presenters :

Shuyuan Liu, Queen's University

Culture of writing: A critical stance proposed by multilingual EAP students

02:30 PM - 06:00 PM

Presenters :

Subrata Bhowmik, University Of Calgary

Anita Chaudhuri, University Of British Columbia

Critical Thinking in the EAP Classroom: A Case Study of Chinese Instructors' Voice

02:30 PM - 06:00 PM

Presenters :

Xiaoli Liu, Harbin Institute Of Technology

**X 02:30 PM -
06:00 PM**

● Room 1

S049 2/2 | English medium education in multilingual university settings: from research to policies

Speakers

Christa Van Der Walt, Presenter, Stellenbosch University
 Caroline Clark, President University Language Centre, University Of Padova
 Pat Moore, Pablo De Olavide University
 Kyria Finardi, Professor- Researcher, Federal University Of Espirito Santo - UFES
 Camilla Falk Rønne Nissen, University Of Copenhagen
 Nils Olov Fors, Kanda University Of International Studies
 David Rusaw, Jönköping University
 Antonio Jimenez-Munoz, Lecturer In English, University Of Oviedo
 Dogan Yuksel, Associate Professor, Kocaeli University

Moderators

Emma Dafouz, Symposium Co-chair, Complutense University
 Ute Smit, Professor, University Of Vienna
 Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

With the internationalisation of higher education (HE) in full swing, a large number of HE institutions world-wide offer localised forms of English-medium education (EME) for parts of their study programmes. Given the diversity of these multilingual educational settings, such language policies are complex in themselves. Following Spolsky (2004), policies combine (a) regulations taken explicitly or implicitly at various levels from supra-national bodies to university departments, (b) language practices enacted, for instance, in classrooms or institutional meetings, and (c) the beliefs stakeholders hold about English and other relevant languages used for diverse communicational purposes. Concurrently, these multilingual educational realities have attracted a considerable amount of applied linguistic research, investigating, for instance, teaching and learning practices, participant ideas and wider institutional developments. What is still largely missing, however, is that research directly inform policy development and implementation. Despite ample studies, English-medium education policies are often still developed without benefitting to the full from situated and evidence-based findings. It is the aim of this symposium to foreground the potential that research holds for EME policy development and to place centre-stage cases where EME research has had an impact on relevant policies, whether regulation, belief or practice at a macro, meso or micro level.

S049 **detailed** **programme,** **click** **here**
 (<https://drive.google.com/file/d/1fu9mn3lkig6LcDb6xpL3VJQD5H9eO0mt/view?usp=sharing>)

Translanguaging: A bridge too far in higher education?

02:30 PM - 06:00 PM

Presenters :

Christa Van Der Walt, Presenter, Stellenbosch University

Language Policy as a result of EME - how linguistic research can influence governance

02:30 PM - 06:00 PM

Presenters :

Caroline Clark, President University Language Centre, University Of Padova

The Footprints of Research in University Language Policies

02:30 PM - 06:00 PM

Presenters :

Pat Moore, Pablo De Olavide University

Kyria Finardi, Professor- Researcher, Federal University Of Espirito Santo - UFES

Blind spots of internationalization of higher education

02:30 PM - 06:00 PM

Presenters :

Camilla Falk Rønne Nissen, University Of Copenhagen

Language-conscious practices: Developing training and support for students and faculty in an English-taught program at a Swedish university

02:30 PM - 06:00 PM

Presenters :

Nils Olov Fors, Kanda University Of International Studies

David Rusaw, Jönköping University

Dissecting EMEMUS outcomes: University-wide evidence of the impact of beliefs and practices on student achievement

02:30 PM - 06:00 PM

Presenters :

Antonio Jimenez-Munoz, Lecturer In English, University Of Oviedo

Comparing motivations and satisfaction levels of international and home students in an EMI context

02:30 PM - 06:00 PM

Presenters :

Dogan Yuksel, Associate Professor, Kocaeli University

⌘ 02:30 PM -
06:00 PM

● Room 1

S050 | Enhancing child first and second language development: Implications and applications of usage-based research for language teaching, training, and assessment

Speakers

Danielle Matthews, Reader In Cognitive Development, University Of Sheffield

Thorsten Piske, Full Professor, University Of Erlangen-Nuremberg

Boo Kyung Jung, University Of Pittsburgh

Jessica Heintges, TU Dortmund University

Alexa Okrainec, Associate Professor , Brandon University

Sirkku Lesonen, University Of Jyväskylä

Karin Madlener-Charpentier, University Of Basel, Zurich University Of Applied Sciences

Moderators

Karin Madlener-Charpentier, University Of Basel, Zurich University Of Applied Sciences

Heike Behrens, University Of Basel

Lilly Göthe, Volunteer, University Of Groningen

Usage-based approaches to language have changed the way we think about learning processes: Rather than thinking of input as trigger for pre-specified linguistic representations, the current consensus is that language structure emerges gradually as an abstraction over the input, with essential roles, e.g., for formulaic language and negotiation. Research indicates huge individual differences in learning outcomes, largely depending on amounts of exposure and interaction, both in first and second languages. Moreover, the cues learners need for generalization change in the course of language development, with younger learners needing more contextualized and situated interaction than older learners. Which implications and applications do basic research insights have for options and programs of language teaching, language assessment, and special language training? For instance, how can we maximize learning opportunities and enhance learning conditions for different age groups (focusing on preschoolers/primary school) in different contexts (e.g., early foreign language learning)? What are consequences for language learning in multilingual settings (e.g., minority language students, basic/academic language and content learning in multilingual classrooms)? What are commonalities and possible synergies between usage-based research in first language acquisition and second/foreign language learning/teaching?

Schedule

This panel is planned as a live session. All talks will be given live. Please join by clicking on the „Join" button top right.

The program is as follows:

2.30 pm Welcome & Intro

2.35 pm Featured talk (and discussion), L1 perspective, by Danielle Matthews

3.15 pm Featured talk (and discussion), L2 perspective, by Thorsten Piske

4 pm coffee break

4.30 pm Short inputs & discussions:

4.30 pm Alexa Okainec

4.45 pm Sirkku Lesonen

5.00 pm Jessica Heintges

5.15 pm Boo Kyung Jung & Gyu-Ho Shin

5.30 pm final discussion

The role of the caregiving environment in language learning during infancy: implications for intervention.

02:30 PM - 07:00 PM

Presenters :

Danielle Matthews, Reader In Cognitive Development, University Of Sheffield

Implications of second language research for the foreign language classroom

02:30 PM - 07:00 PM

Presenters :

Thorsten Piske, Full Professor, University Of Erlangen-Nuremberg

Revealing input-output relation in second language development: Textbook and learner writing for L2 beginners of Korean

02:30 PM - 07:00 PM

Presenters :

Boo Kyung Jung, University Of Pittsburgh

Gyu-Ho Shin, Assistant Professor, Palacky University Olomouc

Deriving bases for a revision of L2 didacticization of the German lexeme so from children's L1 acquisition and application process

02:30 PM - 07:00 PM

Presenters :

Jessica Heintges, TU Dortmund University

Conflict Talk Exchanges and Their Role in Language Acquisition

02:30 PM - 07:00 PM

Presenters :

Alexa Okrainec, Associate Professor , Brandon University

Developing L2 Finnish constructions in an instructional setting: a dynamic usage-based approach

02:30 PM - 07:00 PM

Presenters :

Sirkku Lesonen, University Of Jyväskylä

X 02:30 PM -
06:00 PM

● Room 1

S066 2/2 | International perspectives on educational models for newly immigrated (refugee) children, adolescents, and young adults: Options, challenges & best practices

Speakers

Martha Bigelow, University Of Minnesota

Stefanie Bredthauer, University Of Cologne

Nora Von Dewitz, University Of Cologne

Fíodhna Gardiner-Hyland, Presenter, Mary Immaculate College | Univeristy Of Limerick, Ireland

Leslie Moore, Presenter, Ohio State University

Rahat Zaidi, Professor & Chair Language & Literacy, University Of Calgary

Moderators

Karin Madlener-Charpentier, University Of Basel, Zurich University Of Applied Sciences

Nicole Schumacher, Mentor, Humboldt University Of Berlin

Andrea Ender, University Of Salzburg

Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

Educational systems all over the world face the challenges of migration, diversity, and multilingualism. How can educational needs of refugees as well as newly immigrated children, adolescents, and young adults in general be met in order to provide longer-term opportunities of integration and participation? Which types of educational models have been devised for different age groups and for newcomers with varying pre-migration schooling experiences, and how successfully? Which are the major challenges for language acquisition and content teaching? For instance, how can the teaching of subject matters be introduced such that content teaching provides opportunities for language learning even at low proficiency/literacy levels, and how can multilingualism be used as a learning/teaching resource? How can transitions to regular educational programs be scaffolded and continuous language training be ensured? This symposium brings together experts in refugee education, second language learning/teaching research, and multilingualism, focusing on educational options, challenges, best practices, and implications for linguistically diverse classrooms more generally. Strand (1): educational models and challenges, pre-migration schooling, and managing transitions (featured speaker: Prof. Martha Bigelow); strand (2): literacy, academic language proficiency, content and language learning, and heterogeneous classrooms (featured speaker: Prof. Nicole Marx).

S066 detailed programme, click here.
(<https://drive.google.com/file/d/1g6TU2TBqgek1y32ZxepUhy6JAYg8IDsg/view?usp=sharing>)

Multilingual pedagogical approaches in classes for newcomer students in Germany

02:30 PM - 06:00 PM

Presenters :

Stefanie Bredthauer, University Of Cologne

Nora Von Dewitz, University Of Cologne

What's Additional? Four Issues for Teachers of EAL Learners in Changing Irish Primary Schools.

02:30 PM - 06:00 PM

Presenters :

Fíodhna Gardiner-Hyland, Presenter, Mary Immaculate College | Univeristy Of Limerick, Ireland

Informal science education for preschool dual language learners

02:30 PM - 06:00 PM

Presenters :

Leslie Moore, Presenter, Ohio State University

A Canadian perspective on the educational systems/curriculum designed to support refugees: Ways to optimize parent-teacher collaborations

02:30 PM - 06:00 PM

Presenters :

Rahat Zaidi, Professor & Chair Language & Literacy, University Of Calgary

Learning in English in a Djiboutian refugee camp for an uncertain English speaking future

02:30 PM - 06:00 PM

Presenters :

Martha Bigelow, University Of Minnesota

X 02:30 PM -
06:00 PM

● Room 1

S068 | Internationalization, digitization and the changing language and literacy landscapes of universities

Speakers

Karin Tusting, Lancaster University
 Luke Holmes, Doctoral Student, Stockholm University
 Audra Skukauskaite, Klaipeda University And University Of Central Florida
 Andrea Mattos, Associate Professor, Universidade Federal De Minas Gerais
 Izabel Magalhães, Federal University Of Goiás | University Of Brasilia
 Cloris Porto Torquato, State University Of Ponta Grossa
 Marilyn Martin-Jones, Moderator, University Of Birmingham

Moderators

Marilyn Martin-Jones, Moderator, University Of Birmingham

Far-reaching changes are taking place in the language and literacy landscapes of universities, along with the current policy shifts towards internationalization of higher education and greater digitization. There is now a growing body of research into the ways in which these policy shifts are taking place in university settings beyond the anglophone world of higher education. The aim of this symposium is to take stock of the insights that have been gleaned from studies that have been conducted in different universities, in the global north and south, where languages other than English have traditionally been the main media of instruction. In particular, we will be addressing the issues raised by the increasing use and production of texts in English, online and offline, in different areas of university life: in research and knowledge-building and in teaching and learning (in different disciplines). The focus of the symposium will be on research of a critical, ethnographic nature. The first part will deal with changes in language and literacy practices and uses of texts in teaching and learning; and the second part will deal with changes related to research and knowledge-building.

Navigating the changing literacy demands of the contemporary university

02:30 PM - 06:00 PM

Presenters :

Karin Tusting, Lancaster University

Administration, Internationalisation, and Ethics: Moving towards multilingual language policy with 'on the ground' acts of hospitality

02:30 PM - 06:00 PM

Presenters :

Luke Holmes, Doctoral Student, Stockholm University

Internationalization and the changing research literacy landscape in Lithuania

02:30 PM - 06:00 PM

Presenters :

Audra Skukauskaite, Klaipeda University And University Of Central Florida
 Liudmila Rupsiene, Professor, Klaipeda University
 Judith Green, Featured Speaker And Presenter , Klaipeda University And University Of California Santa Barbara

Literacy and Techno-Linguistic Biographies of Academics in a Brazilian University

02:30 PM - 06:00 PM

Presenters :

Izabel Magalhães, Federal University Of Goiás | University Of Brasilia

The linguistic landscape of two universities in the Global South in the context of internationalization

02:30 PM - 06:00 PM

Presenters :

Cloris Porto Torquato, State University Of Ponta Grossa

**X 02:30 PM -
06:00 PM**

● Room 1

S069 | Investigating complexity in L2 phraseology: methods and applications

Speakers

Magali Paquot, FNRS | UCLouvain
 Gabriela Bruhová, Charles University
 Sugene Kim, Nagoya University Of Commerce & Business
 Nathan Vandeweerd, PhD Student, UCLouvain | Vrije Universiteit Brussel
 Luciana Forti, Researcher And Lecturer, University For Foreigners Of Perugia
 Irene Fioravanti, Post-doctoral Fellowship, University For Foreigners Of Perugia
 Maria Roccaforte, Assistant Professor, Università Sapienza Of Rome
 Marco S. G. Senaldi, Postdoctoral Researcher, McGill University
 Suhad Sonbul, Assistant Professor , Umm Al-Qura University

Moderators

Irene Fioravanti, Post-doctoral Fellowship, University For Foreigners Of Perugia
 Luciana Forti, Researcher And Lecturer, University For Foreigners Of Perugia
 Maria Roccaforte, Assistant Professor, Università Sapienza Of Rome
 Rosmawati ., Postdoctoral Researcher, The University Of Sydney

Over the past few decades, numerous studies have shed light on the key role that phraseological units play in the development of second language competence. In this respect, phraseological units have been considered not only in relation to their structural and semantic features, but also in relation to their degree of sophistication, which is commonly associated to the notion of complexity. The available empirical evidence on L2 phraseological complexity, however, stems from either learner corpus research (LCR) or psycholinguistics, with only very rare overlaps in terms of the specific phraseological unit being considered. This symposium aims to bring together specialists from number of different subfields within the discipline of Applied Linguistics, in order to reflect on the different kinds of methods that can be mixed in order to obtain a unified picture of phraseological complexity in second language learning. Specialists in LCR and psycholinguistics are particularly welcome. The symposium will be relevant not only to scholars interested in investigating phraseological complexity in the development of second language competence, but also to those working on bridging the gap between linguistic research and its application to syllabus design and test development.

Measures of phraseological complexity: reliability and validity

02:30 PM - 06:00 PM

Presenters :

Magali Paquot, FNRS | UCLouvain

Investigating frequent lexical bundles in academic writing: the onomasiological approach

02:30 PM - 06:00 PM

Presenters :

Gabriela Bruhová, Charles University

The phraseology of the linking adverbial 'besides'

02:30 PM - 06:00 PM

Presenters :

Sugene Kim, Nagoya University Of Commerce & Business

The longitudinal development of phraseological complexity in oral and written L2 French

02:30 PM - 06:00 PM

Presenters :

Nathan Vandeweerd, PhD Student, UCLouvain | Vrije Universiteit Brussel

Mixing data in developing phraseological complexity measures for Italian L2: from integration to application

02:30 PM - 06:00 PM

Presenters :

Luciana Forti, Researcher And Lecturer, University For Foreigners Of Perugia

Maria Roccaforte, Assistant Professor, Università Sapienza Of Rome

Irene Fioravanti, Post-doctoral Fellowship, University For Foreigners Of Perugia

Eye-tracking in the study of L2 phraseology: a state-of-the-art review of the method and findings

02:30 PM - 06:00 PM

Presenters :

Irene Fioravanti, Post-doctoral Fellowship, University For Foreigners Of Perugia

Maria Roccaforte, Assistant Professor, Università Sapienza Of Rome

Lexical fixedness and compositionality in L1 and L2 speakers' intuitions about Italian word combinations: A psycholinguistic and computational study

02:30 PM - 06:00 PM

Presenters :

Marco S. G. Senaldi, Postdoctoral Researcher, McGill University

How fat is a 'fat cat'? The processing and learning of duplex collocations

02:30 PM - 06:00 PM

Presenters :

Suhad Sonbul, Assistant Professor , Umm Al-Qura University

Is "keep a promise" the same as "retain a promise"? The role of lexical fixedness in word combination processing

02:30 PM - 06:00 PM

Presenters :

Irene Fioravanti, Post-doctoral Fellowship, University For Foreigners Of Perugia

X 02:30 PM -
06:00 PM

● Room 1

S080 | Language learning through language content: Rediscovering our subject

Speakers

Wander Lowie, University Of Groningen
Ingo Feldhausen, ATILF-CNRS & Université De Lorraine (France)
Liz Dale, Senior Lecturer, Researcher And Teacher Educator, Amsterdam University Of Applied Sciences
Kevin Sprague, Duke Kunshan University
Ruth Koro, Assistant Professor In Modern Languages Education, University Of Nottingham
Tomokazu Ishikawa, Assistant Professor, Tamagawa University
Robert Walldén, Associate Professor In Language Arts Education, Malmö University
Tessa Mearns, Leiden University
Do Coyle, Chair In Language Education And Classroom Pedagogies, University Of Edinburgh

Moderators

Bert Le Bruyn, Utrecht University
Tessa Mearns, Leiden University
Niklas Abel, AILA 2021 Volunteer, University Of Groningen

In an era in which we are increasingly aware of the value of encouraging near-authentic communication in the language classroom (Lowie, 2018), we are surrounded by approaches, models and principles that propose ways in which content-driven teaching can enhance language learning. In content and language integrated learning (CLIL) and immersion approaches, teachers of other curriculum subjects take on responsibility for also supporting language acquisition, with or without the help of language teachers. In content-based language teaching (CBLT), task-based and 'soft-CLIL' approaches (Bentley, 2010), language teachers employ content as a vehicle to language learning. What the latter models do not address, however, is the question of which content this might be. Language as an academic discipline is concerned not only with communicative skills but also with the mastery of relevant language-specific content, for example in the form of literature, media, linguistics or (inter)cultural issues. This symposium will bring together research and practice in which content-driven language education focuses not on content from other disciplines, but on the content of language. It will address the questions of what that content might be, how it can be integrated with language learning and the potential impact of content-rich language education within the curriculum.

Content-driven language education: proposals for a new curriculum

02:30 PM - 06:00 PM

Presenters :

Wander Lowie, University Of Groningen

Teaching of the Spanish subjunctive in Germany

02:30 PM - 06:00 PM

Presenters :

Ingo Feldhausen, ATILF-CNRS & Université De Lorraine (France)

Why literature? Language teachers' subject-specific beliefs and practices in a CLIL context

02:30 PM - 06:00 PM

Presenters :

Liz Dale, Senior Lecturer, Researcher And Teacher Educator, Amsterdam University Of Applied Sciences

'Motivated' content integration: Reflections on developing a CLIL course with language learning motivation as the content

02:30 PM - 06:00 PM

Presenters :

Kevin Sprague, Duke Kunshan University

There is content in language already! Redefining content and language integration through the (inter)cultural lens.

02:30 PM - 06:00 PM

Presenters :

Ruth Koro, Assistant Professor In Modern Languages Education, University Of Nottingham

Disciplinary Literacies: Rethinking the role of the language teacher as a disciplinary expert and middle school learners as literary writers

02:30 PM - 06:00 PM

Presenters :

Do Coyle, Chair In Language Education And Classroom Pedagogies, University Of Edinburgh

English as a Lingua Franca research in Japan as a ground for English Medium Instruction

02:30 PM - 06:00 PM

Presenters :

Tomokazu Ishikawa, Assistant Professor, Tamagawa University

Negotiating metaphors, narrative structure and linguistic style: classroom work with literature in adult second language instruction

02:30 PM - 06:00 PM

Presenters :

Robert Walldén, Associate Professor In Language Arts Education, Malmö University

Exploring teacher support for a content and language integrated modern languages curriculum

02:30 PM - 06:00 PM

Presenters :

Tessa Mearns, Leiden University

x 02:30 PM -
06:00 PM

● Room 1

S091 2/4 | Learning through leisure: Informal Second Language Learning in the 21st century

Speakers

Mark Dressman, Khalifa University
Alexandra Schurz, University Of Vienna
Marcus Warnby, Stockholm University
Marlene Schwarz, University Of Vienna
Andrew Moffat, University Of Nottingham
Stefanie Cajka, University Of Vienna
Pia Sundqvist, University Of Oslo

Moderators

Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse
Henriette Arndt, Postdoctoral Research Fellow, Lund University
Marlene Schwarz, University Of Vienna
Meryl Kusyk, Karlsruhe University Of Education
Luisa Velásquez, AILA2021 Volunteer

The last 10 years have seen the birth of a new field within applied linguistics, embracing all sorts of language acquisition outside the classroom. With the rapid development and spread of new technologies, informal language contact has become commonplace for many L2 learners. While this can take many different forms, online contexts are a major driving force because they present L2 learners with unprecedented opportunities for exposure to and use of target language(s) regardless of their physical location. Research on this topic has emerged concurrently from diverse contexts. As a result, a variety of terms have been used to describe it (including Extramural English, Informal Digital Learning of English or Online Informal Learning of English), each of which emphasises particular aspects of the informal practices studied. Early research tended to focus on English as a target language, but more recently research on other languages is becoming more prominent. The purpose of this symposium, organized by Denyze Toffoli and colleagues, is to bring together researchers working on informal L2 practices to engage in critical dialogue about the scope of this field and to share their diverse theoretical perspectives, methodological approaches and findings. Our featured speakers are Geoffrey Sockett, Mark Dressman and Phil Benson.

After TESOL: Models of Language Education for an IDLE Generation

02:30 PM - 06:00 PM

Presenters :

Mark Dressman, Khalifa University

Instructed and out-of-class English and the impact on implicit and explicit knowledge: The case of Austrian and Swedish ESL learners

02:30 PM - 06:00 PM

Presenters :

Alexandra Schurz, University Of Vienna

Do leisure activities promote upper secondary students' acquisition of academic vocabulary?

02:30 PM - 06:00 PM

Presenters :

Marcus Warnby, Stockholm University

Students' perspectives on extramural English and its relationship to English language teaching

02:30 PM - 06:00 PM

Presenters :

Marlene Schwarz, University Of Vienna

On 'not spoiling the fun': integrating online L2 English use in classroom learning.

02:30 PM - 06:00 PM

Presenters :

Andrew Moffat, University Of Nottingham

Linguistic Risk-Taking and Informal Language Learning: From Canada to Austria

02:30 PM - 06:00 PM

Presenters :

Stefanie Cajka, University Of Vienna

X 02:30 PM -
06:00 PM

● Room 1

S099 2/3 | Multilingual education or how to learn to teach multilingual learning

Speakers

James Cummins, Presenter, University Of Toronto
 Julie Kerekes, University Of Toronto
 Shakina Rajendram, Co-Author, OISE/University Of Toronto
 Mama Adjete-Nii Owoo, Co-Author, OISE/University Of Toronto
 Yiran Zhang, Co-Author, OISE/University Of Toronto
 Lukas Bleichenbacher, St.Gallen University Of Teacher Education
 Wilfrid Kuster, Director Of The Institute For Language Teacher Education , St.Gallen University Of Teacher Education
 Meike Wernicke, Assistant Professor, University Of British Columbia
 Gabrijela Aleksic, University Of Luxembourg
 Susan Ballinger, McGill University
 Euline Cutrim Schmid, Professor, University Of Education Schwäbisch Gmünd
 Diane Potts, Lancaster University
 Lavinia Hirsu, University Of Glasgow
 Sílvia Melo-Pfeifer, University Of Hamburg
 Sviatlana Karpava, University Of Cyprus

Moderators

Eva Vetter, Mentor, University Of Vienna
 Nikolay Slavkov, University Of Ottawa
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

Around the world multilingual learning arrangements have evolved over several decades with the aim of enhancing equity in education. More recently a growing body of research has not only produced a myriad of concepts (plurilingualism, translanguaging, metro-, poly- and other -lingualisms) but also valuable insights into the complexities of multilingual learning and teaching, coupled with calls for continuous pedagogical, institutional, and technological innovation to address these complexities. The significant contributions, changing roles, and professional development of teachers have also recently come to the forefront. At the same time, statistics indicate that plurilingual learners face more obstacles for their academic success than those who are categorized as monolingual students (OECD, 2018). This symposium addresses multilingual teaching, learning and innovation as relevant challenges for Applied Linguistics connecting research from different fields within the discipline. Two sub-themes are proposed: 1) teaching and learning for/in multilingual contexts; and 2) teacher education. Sub-theme one raises questions about facets of multilingual learning and teaching and addresses e.g. biographical, discursive and contextual aspects. Sub-theme two focuses upon teaching competence and its development and asks how teacher beliefs, perceptions and attitudes influence learning to teach in and for multilingual contexts.

S099 detailed programme, click here
 (<https://drive.google.com/file/d/1vqFPbRc4nRhvKArdUnCg3HtS-Zjco6V/view?usp=sharing>)

**Evaluating Theoretical Constructs in Multilingual Education:
 Empirical Credibility, Logical Coherence, and Consequential Validity
 02:30 PM - 06:00 PM**

Presenters :

James Cummins, Presenter, University Of Toronto

Learning to Support English Learners in Ontario: A Comparative Analysis of Teacher-Education Programs

02:30 PM - 06:00 PM

Presenters :

Julie Kerekes, University Of Toronto

Shakina Rajendram, Co-Author, OISE/University Of Toronto

Mama Adjetey-Nii Owoo, Co-Author, OISE/University Of Toronto

Yiran Zhang, Co-Author, OISE/University Of Toronto

Plurilingual professionalization: Insights from the implementation of an intensively plurilingual teacher education curriculum

02:30 PM - 06:00 PM

Presenters :

Lukas Bleichenbacher, St.Gallen University Of Teacher Education

Wilfrid Kuster, Director Of The Institute For Language Teacher Education , St.Gallen University Of Teacher Education

Teaching for multilingualism: Teacher identity, language ideology, and current conceptions in second language teacher education

02:30 PM - 06:00 PM

Presenters :

Meike Wernicke, Assistant Professor, University Of British Columbia

A professional development course in translanguaging: Teachers' beliefs and attitudes

02:30 PM - 06:00 PM

Presenters :

Gabrijela Aleksic, University Of Luxembourg

University course instructors' perspectives and practices in working with international multilingual students

02:30 PM - 06:00 PM

Presenters :

Susan Ballinger, McGill University

Projects, tasks and ideological change: Plurilingual practice in language teacher education

02:30 PM - 06:00 PM

Presenters :

Diane Potts, Lancaster University

Euline Cutrim Schmid, Professor, University Of Education Schwäbisch Gmünd

Supporting language student-teachers to move towards a translingual approach

02:30 PM - 06:00 PM

Presenters :

Lavinia Hirsu, University Of Glasgow

Who's Afraid of the Big Bad Plurilingual Wolf? Teaching anxiety among foreign language student-teachers with and without migrant background

02:30 PM - 06:00 PM

Presenters :

Sílvia Melo-Pfeifer, University Of Hamburg

Development of translanguaging pedagogical practice in Cyprus

02:30 PM - 06:00 PM

Presenters :

Sviatlana Karpava, University Of Cyprus

**X 02:30 PM -
06:00 PM**

● Room 1

S120 | Promoting Less Commonly Taught Languages (LCTLs) in Higher Education through collaboration and innovation

Speakers

Stephane Charitos, Director Of The Language Resource Center, Columbia University
 Angelika Kraemer, Cornell University
 Christopher Kaiser, Columbia University
 Shaheen Parveen, Main Presenter , Rutgers University
 Catherine Baumann, Director, Chicago Language Center, University Of Chicago
 Dianna Murphy, University Of Wisconsin-Madison
 Emily Heidrich Uebel, Michigan State University
 Koen Van Gorp, Michigan State University

Moderators

Emily Heidrich Uebel, Michigan State University
 Felix Kronenberg, Associate Professor And Director Of The Center For Language Teaching Advancement, Michigan State University
 Koen Van Gorp, Michigan State University

Both in the United States and Europe, language programs in higher education are losing students. This decline in enrollments has been especially noticeable in Less Commonly Taught Languages (LCTL) programs. An individual institution or action cannot remedy the vulnerable position of LCTLs. Actions on multiple fronts are needed to counter the falling student numbers and to create a systemic improvement for all languages. This symposium focuses on two fronts: inter-institutional collaboration and pedagogic innovation. The first action focuses on how institutions, programs, and LCTL instructors can work together rather than compete for students. By collaborating and thinking across institutional boundaries, innovative solutions for offering a wide range of languages to all students can be explored. The second action focuses on how through innovating or reforming language programs and courses in LCTLs can become more attractive to students. Creating advanced proficiency-based courses, Language for Specific Purposes courses, project-based language learning, online and distance learning, and open educational resources could be a way to address needs of students that in "traditional" language programs might be overlooked. We invite papers that address one or both actions to secure and advance the future of LCTLs across institutions of higher education.

Collaboration in support of language education

02:30 PM - 06:00 PM

Presenters :

Stephane Charitos, Director Of The Language Resource Center, Columbia University

The Shared Course Initiative: Sustaining and strengthening LCTLs across institutional boundaries

02:30 PM - 06:00 PM

Presenters :

Angelika Kraemer, Cornell University
 Christopher Kaiser, Columbia University

Collaborative Innovations in Less Commonly Taught Languages: The Case of Hindi

02:30 PM - 06:00 PM

Presenters :

Shaheen Parveen, Main Presenter , Rutgers University

Mithilesh Mishra, Co-author, UIUC

Syed Ali, South Asian Language Program Director , University Of Michigan

Sarah Beckham, Cp-presenter, University Of Wisconsin, Madisaon

Fostering Innovation and Agency: Impactful Curricular Realignment through Reverse Design and Proficiency Assessment**02:30 PM - 06:00 PM****Presenters :**

Catherine Baumann, Director, Chicago Language Center, University Of Chicago

Why university students do and don't study languages. An inter-institutional study to inform responses to declining enrollments in LCTLs**02:30 PM - 06:00 PM****Presenters :**

Dianna Murphy, University Of Wisconsin-Madison

Collaborating and innovating across institutions of higher education in the US: Lessons from the Less Commonly Taught Languages Partnership**02:30 PM - 06:00 PM****Presenters :**

Emily Heidrich Uebel, Michigan State University

Luca Giupponi, Michigan State University

x 02:30 PM -
06:00 PM

● Room 1

S125 | Reading in Japanese as a Foreign Language: Bridging the literary and non-literary

Speakers

Vicky A. Richings, Kobe Shoin Women's University
Satoru Nakagawa, University Of Manitoba

Moderators

Vicky A. Richings, Kobe Shoin Women's University

In this symposium, we seek to explore the dynamic relations between literary and non-literary texts in Japanese as a Foreign Language (JFL) reading instruction. Specifically, the primary goal is to bridge the gap between fiction and non-fiction in the language classroom by exploring effective reading strategies and approaches that can contribute to Japanese language acquisition. Far from being restricted to their respective definitions as a genre, both fiction and non-fiction have proved to be valuable learning tools. Whether popular novels or manga, magazine or newspaper articles, a multitude of text genres are present in everyday life, thus demonstrating the potential to be an apposite vehicle for foreign language reading instruction. The general aim of this symposium proposal is to call for innovative ideas and practices that can offer alternative approaches to traditional reading instruction in JFL - with the specific purpose of enhancing not only learners' reading comprehension, but also their language skills in general. We especially encourage submissions introducing interdisciplinary approaches using fiction and non-fiction, bringing forth cutting edge research outcomes in the sphere of reading in a foreign language that expands beyond JFL to L2 reading in general.

Japanese as a Foreign Language Education (JFL) from the perspective of literature as a learning resource

02:30 PM - 06:00 PM

Presenters :

Vicky A. Richings, Kobe Shoin Women's University

Teaching JFL in the Canadian Classroom: Oral language and written (literary) texts

02:30 PM - 06:00 PM

Presenters :

Satoru Nakagawa, University Of Manitoba

X 02:30 PM -
06:00 PM

● **Room 1**

S136 | ReN: Intersectional Perspectives on the Dynamics of Language, Communication and Culture: How Language Shapes Our Ideas about Race, Gender, and Sexuality in a Changing World

Speakers

Naomi Orton, PUC-Rio

Joana Plaza Pinto, Federal University Of Goiás

SILVIA MOLINA, Presenter, Polytechnic University Of Madrid

Dina Maria Martins Ferreira, Reseacher, Professor, Ceará State University

Aurora Tsai, University Of Tokyo

Colin Marisela, Profesor Titular , Universidad Nacional Autónoma De México

Damon Brewster, J. F. Oberlin University

Glenda Cristina Valim De Melo, Universidade Federal Do Estado Do Rio De Janeiro

Ayanna Brown, Elmhurst College

Thais Borges, Pontifical Catholic University Of Rio De Janeiro

Etyelle Pinheiro De Araujo, Pontifical Catholic University Of Rio De Janeiro

Moderators

Glenda Cristina Valim De Melo, Federal University Of Rio De Janeiro

Anne-Marie Van Boeckel, AILA2021 Volunteer, Rijksuniversiteit Groningen

In Late Modernity we have the possibility to evidence and contest the silence or dehumanized discourses about BIPOC (Black and Indigenous People of Color), women, LBTTQI and non-binary bodies. Within the last decade, there have been a critical mass of scholars in the growing field of raciolinguistics and gender and sexuality studies (Alim & Smitherman, 2013; Alim, Rickford, Ball, 2016; Ferreira, 2014; Flores; Rosa, 2015; Moita Lopes, 2012; Richardson, 2007) who are committed to revealing the central role that language plays in shaping our ideas about race, gender, and sexuality. We perceive an emergency in investigating these issues, especially in the social and historical west context, where hegemonic discourses about these social marks define performances and lives. Intersectional analyses of the interplay between race, gender, and sexuality are understood here as an invention that can help us to understand the social practices in the field of applied linguistics. In this symposium, we invite papers that discuss investigations that deal with language, race, gender, sexuality and its intersectionalities in a variety of contexts that help us bring together diverse theoretical frames and investigations that can contribute to the understanding of racial discourses intersected or not by other markers in Applied Linguistics.

Contemporary social movements and the discursive navigation of power dynamics: when the contestation of gendered norms begins at home

08:30 AM - 06:00 PM

Presenters :

Naomi Orton, PUC-Rio

Metadiscursive battles at linguistic resources borders: race, class, and colonial metaphors

08:30 AM - 06:00 PM

Presenters :

Joana Plaza Pinto, Federal University Of Goiás

Race, gender and sexual diversity in corporate websites: a critical multimodal discourse analysis**08:30 AM - 06:00 PM****Presenters :**

SILVIA MOLINA, Presenter, Polytechnic University Of Madrid

Transtophobia and transgender subject: a lexicon discursive analysis in the Brazilian funk bixa travesti**08:30 AM - 06:00 PM****Presenters :**

Dina Maria Martins Ferreira, Reseacher, Professor, Ceará State University

Racial imposter syndrome and light-skinned privilege: Mixed heritage individuals' struggle to negotiate identity and belonging**08:30 AM - 06:00 PM****Presenters :**

Aurora Tsai, University Of Tokyo

Drawing on photographs in fashion magazines to study discrimination and racism from multimodal discourse analysis**08:30 AM - 06:00 PM****Presenters :**

Colin Marisela, Profesor Titular , Universidad Nacional Autónoma De México

Covert racial stereotyping in the language of football: A Critical Discourse Analysis of online reporting**08:30 AM - 06:00 PM****Presenters :**

Damon Brewster, J. F. Oberlin University

Damian Fitzpatrick, University Of The Arts, London

Race and Gender Performativity in the Advertising Campaign SUS sem Racismo**08:30 AM - 06:00 PM****Presenters :**

Glenda Cristina Valim De Melo, Universidade Federal Do Estado Do Rio De Janeiro

Toward racially literate thinking: Investigating process within languaging race for white teacher candidates in the United States.**08:30 AM - 06:00 PM****Presenters :**

Ayanna Brown, Elmhurst College

Intersectionality, whiteness and critical feeling: reflecting upon performative affective practices of critical white scholars in the academic context under a decolonial gaze**08:30 AM - 06:00 PM****Presenters :**

Thais Borges, Pontifical Catholic University Of Rio De Janeiro

Narrating police violence and death: black Brazilian mothers and their struggle for justice

08:30 AM - 06:00 PM

Presenters :

Etyelle Pinheiro De Araujo, Pontifical Catholic University Of Rio De Janeiro

**x 02:30 PM -
06:00 PM**

● Room 1

S150 2/3 | ReN: on Early Language Learning

Speakers

Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education
 Renata Šamo, Vice-Dean For Research And International Cooperation; Head Of The English Department, Juraj Dobrila University Of Pula, Faculty Of Humanities
 Jana Roos, University Of Potsdam
 Kaisa Hahl, University Of Helsinki
 Nils Jaekel, University Of Oulu
 Laura De Ruiter, Tufts University | PACE Research Institute
 Marie-Pierre Jouannaud, University Of Grenoble
 Anne-Marie Morgan, University Of New England
 John Hajek, University Of Melbourne
 Claudia Seele, Project Manager, RAA Mecklenburg-Vorpommern
 Gabrijela Aleksic, University Of Luxembourg
 Claudine Kirsch, Researcher, Lecturer, University Of Luxembourg
 Tanja Samulin, University Of Helsinki

Moderators

Heather Hilton, Convenor, Symposium 150 On Early Language Learning (AILA REN), Lumière University Lyon 2
 Eva Wilden, University Of Duisburg-Essen
 Andre Korporaal, AILA2021 Volunteer

The Early Language Learning Research Network has organized a Symposium at the past two AILA Congresses (Brisbane in 2014, Rio de Janeiro in 2017), a sign of increasing scientific and political interest in language learning in the primary and preschool years. In such a context, a forum for the scientific consideration of the specificities of early language learning (ELL) is vital for teachers, materials designers and policy makers worldwide, and the objective of our AILA Symposia has always been to bring together speakers who can synthesize important work being carried out at regional and national levels, in order to inform policy and practice. The current ELL ReN has identified eight particularly important research strands, which provide the structure for our Symposium proposal: classroom practices for ELL, training teachers for ELL, ELL by multilingual and migrant learners, digital media for ELL, assessment in ELL, learning to read and write in ELL, "early years" instructed language learning (under the age of 6). The ReN strand coordinators have proposed featured speakers who will be presenting high-level studies on these themes, and the ELL Network invites similarly high-level papers to complete these perspectives.

Language-conducive strategies and young language learners

02:30 PM - 06:00 PM

Presenters :

Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education

EFL reading strategies in the Croatian teaching context

02:30 PM - 06:00 PM

Presenters :

Renata Šamo, Vice-Dean For Research And International Cooperation; Head Of The English Department, Juraj Dobrila University Of Pula, Faculty Of Humanities
 Marija Smuda Duric, Consultant, Internationale Forschungsstelle Für Mehrsprachigkeit, LMU

Metalinguistic discovery through working with linguistic landscapes

02:30 PM - 06:00 PM

Presenters :

Jana Roos, University Of Potsdam

Howard Nicholas, Adjunct Professor, La Trobe University

Class teachers, subject teachers and double qualified: Conceptions of teachers' skills in early foreign language teaching in Finland**02:30 PM - 06:00 PM****Presenters :**

Kaisa Hahl, University Of Helsinki

Bridging the gap: How self-concepts impact students' perceptions of the transition from elementary to secondary education and their language proficiency**02:30 PM - 06:00 PM****Presenters :**

Nils Jaekel, University Of Oulu

ACCE - a culturally appropriate vocabulary assessment for young Chinese learners of English**02:30 PM - 06:00 PM****Presenters :**

Laura De Ruiter, Tufts University | PACE Research Institute

Piloting a serious game to teach aural vocabulary in context to young L2 learners**02:30 PM - 06:00 PM****Presenters :**

Marie-Pierre Jouannaud, University Of Grenoble

Starting Young: Early Years Language Learning in Australia**02:30 PM - 06:00 PM****Presenters :**

Anne-Marie Morgan, University Of New England

John Hajek, University Of Melbourne

From language policy to educational practices: early multilingual education in Luxembourg**02:30 PM - 06:00 PM****Presenters :**

Claudia Seele, Project Manager, RAA Mecklenburg-Vorpommern

Developing multiliteracies in early years education in Luxembourg**02:30 PM - 06:00 PM****Presenters :**

Claudine Kirsch, Researcher, Lecturer, University Of Luxembourg

Gabrijela Aleksic, University Of Luxembourg

Teachers' conceptions and practices in teaching oral language skills in early teaching of foreign languages**02:30 PM - 06:00 PM**

Presenters :

Tanja Samulin, University Of Helsinki

**x 02:30 PM -
06:00 PM**

● Room 1

S151 2/2 | ReN: Whose taste matters? Authority, meaning, and culture in the linguistics of food

Speakers

Stefan Diemer, Trier University Of Applied Sciences
 Jonathon Coltz, Saarland University
 Polly Szatrowski, Professor Of Linguistics, University Of Minnesota
 Cynthia Gordon, Georgetown University
 Gwynne Mapes, University Of Bern
 Alla Tovares, Howard University
 Kelsi Matwick, University Of Florida
 Weiwei Guo, Lumière University Lyon 2

Moderators

Cornelia Gerhardt, Saarland University
 Sally Wiggins, Associate Professor, Linköping University
 Mariam Jamureli , AILA2021 Volunteer, University Of Groningen

This symposium addresses global and cultural challenges within the linguistics of food, focusing on how taste (and other senses) is not simply a property of individuals or of foods, but rather becomes a contested and negotiated concept through lexical and embodied linguistic practices. In short, 'taste' is a fluid concept and has implications not only for the field of linguistics, but also across the sensory and social sciences. The symposium will bring together researchers working in four key areas within the linguistics of food: interactional food assessments, the semantics of taste, consuming identities and global food media. For instance, how might one individual's assessment of food be shared or treated as having greater authority or expertise over another? How are the sensory semantics of taste produced in different contexts: how do linguistic practices overlap with sensory practices? How do producers and consumers negotiate taste as an individual or shared, food-based or culturally-based concept? How do linguistic practices in various forms of digital and print food media become sites in which taste is contested in a globally shifting world? The symposium aims to engage researchers from broad cultural and international backgrounds while focusing on central concepts within the linguistics of food.

Please note that we will continue to use an external Zoom room for the afternoon session: Meeting ID: 668 9740 6244 Passcode 401539.

S151 detailed programme, click here
 (https://drive.google.com/file/d/1JPIPFmJmSnUoK_2fEMg3WotDzylkQ9hy/view?usp=sharing)

The interactive assessment of food as embodied performance

02:30 PM - 06:00 PM

Presenters :

Stefan Diemer, Trier University Of Applied Sciences

Embodied, interactive evaluation in focus groups on food

02:30 PM - 06:00 PM

Presenters :

Jonathon Coltz, Saarland University

Everyone's Taste Matters!: Negotiating Japanese Food Assessments with Language and the Body

02:30 PM - 06:00 PM

Presenters :

Polly Szatrowski, Professor Of Linguistics, University Of Minnesota

Ratatouille with “East Indian flavors”: Constructing fusion food as “authentic” on a documentary-style reality TV cooking show

02:30 PM - 06:00 PM

Presenters :

Cynthia Gordon, Georgetown University

Brooklyn foodie “insiders”: (Dis)avowing distinction over dinner

02:30 PM - 06:00 PM

Presenters :

Gwynne Mapes, University Of Bern

“Imitations of Italian Parmigiano taste like sawdust to me”: Authenticity, distinction, and (dis)alignment in online newspaper comments

02:30 PM - 06:00 PM

Presenters :

Alla Tovares, Howard University

The construction of friendly authenticity on menus in Stellenbosch, South Africa

02:30 PM - 06:00 PM

Presenters :

Kelsi Matwick, University Of Florida

Sweet and bitter: a contrastive study of tea tasting notes in Chinese and French

02:30 PM - 06:00 PM

Presenters :

Weiwei Guo, Lumière University Lyon 2

X 02:30 PM -
06:00 PM

● **Room 1**

S161 2/3 | Study abroad as a multilingual, intercultural and transnational experience

Speakers

Celeste Kinginger, Penn State University
 Clare Wright, University Of Leeds
 Meagan Driver, Michigan State University
 Yi Wang, Stony Brook University
 Michele Back, University Of Connecticut
 Yi Wang, Stony Brook University
 Rodrigo Rodriguez-Fuentes, Universidad Del Norte
 Roswita Dressler, Associate Professor, University Of Calgary
 Ozge Guney, University Of South Florida
 Khaled Al Masaeed, Carnegie Mellon University

Moderators

Rosamond Mitchell, University Of Southampton
 Kata Csizér, Eotvos Lorand University
 Ana Beaven, University Of Bologna
 June Eyckmans, Presenter, Ghent University
 Nicole Tracy-Ventura, West Virginia University
 Mark Van Huizen, AILA2021 Volunteer

Study abroad is a complex educational experience, with potential to support academic, linguistic, personal and intercultural development. Traditionally, applied linguistics research has concentrated on SA as an opportunity for second language acquisition by instructed learners, with a focus on single languages (English, Spanish, Arabic, Chinese etc). However in practice study abroad today takes place in multilingual and multicultural environments, and involves students from increasingly diverse transnational backgrounds. Much less is known about the likely impact of such complex experiences on student development (e.g. whether they experience multilingualism and/ or interculturality as a series of separate linguistic and cultural encounters, or as an integrated whole). This symposium therefore invites contributions from researchers interested in the impact of contemporary study abroad experiences on: students' evolving multilingualism including development in individual languages plus interactions between home languages, local languages, English as a lingua franca students' beliefs, language attitudes and multilingual identity students' intercultural and transnational orientation students' personal development in terms of agency, self-regulation and autonomy. As well as reporting their empirical research, contributors will be asked to reflect on their theoretical contribution to the understanding of SA, and/or to the educational support frameworks which can maximise students' development in contemporary SA settings.

S161 **detailed** **programme,** **click** **here**
 (https://drive.google.com/file/d/1mvyCbu7brNc_rBrO02mzFAyVHV2WckN3/view?usp=sharing)

Where are they now? A comprehensive study of career pathways for U.S.-based language study abroad alumni

02:30 PM - 06:00 PM

Presenters :

Celeste Kinginger, Penn State University

The student Expectation Journey from SA back home

02:30 PM - 06:00 PM

Presenters :

Clare Wright, University Of Leeds

The development of the multilingual self during study abroad

02:30 PM - 06:00 PM

Presenters :

Meagan Driver, Michigan State University

'My whiteness is very prominent in Cusco:' Cultural excavation among teacher candidates studying abroad in Peru

02:30 PM - 06:00 PM

Presenters :

Michele Back, University Of Connecticut

Multiracial Chinese American Women Studying Abroad in China: Negotiating Race and Gender in Mandarin

02:30 PM - 06:00 PM

Presenters :

Yi Wang, Stony Brook University

Linguistic and Cultural Factors in Graduate School Admissions: An Examination of Latin American Students in the U.S.A.

02:30 PM - 06:00 PM

Presenters :

Rodrigo Rodriguez-Fuentes, Universidad Del Norte

Personal and Professional Learning through Reflection on a Pre-service Teacher Study Abroad Sojourn: A Longitudinal Study of Teachers

02:30 PM - 06:00 PM

Presenters :

Roswita Dressler, Associate Professor, University Of Calgary

Residence abroad as social investment: Challenges and gains revealed through a longitudinal study

02:30 PM - 06:00 PM

Presenters :

Ozge Guney, University Of South Florida

Multidialectal and Multilingual Practices in L2 Arabic Study Abroad Contexts

02:30 PM - 06:00 PM

Presenters :

Khaled Al Masaeed, Carnegie Mellon University

X 02:30 PM -
06:00 PM

● Room 1

S188 2/2 | Understanding the dynamics of language teachers' professional development

Speakers

Kyoko Kasuya, Tokyo Gakugei University

Vasiliki Celia Antoniou, Lecturer / Senior Teaching Fellow, University College London / University Of The West Of Scotland

Nattheeporn Keawkhong, Thammasat University

Lorena Salud Gadella Kamstra, AILA Solidarity Awardee, University Of Essex

Jenelle Reeves, University Of Nebraska-Lincoln

Beatrice Dupuy, Professor Of French / Public And Applied Humanities, University Of Arizona

Kristen Michelson, Co-Author, Presenter, Texas Tech University

Emma Riordan, University Language Teacher, University College Cork

Imelda Bangun, University Of South Florida

Andrea Lypka

Christoph Merkelbach

Moderators

Inge Elferink, University Of Groningen

Siebrich De Vries, University Of Groningen

Seyit Omer Gok, AILA2021 Volunteer

Because most language learning takes place in educational contexts, from an ecological perspective, it is important to understand the dynamics of language teachers' professional development. This understanding is necessary for two reasons: (1) to exchange new research insights and practical experience in a sustainable manner and (2) to generate new insights regarding the dynamic processes of the professional development of individual teachers. Within complex systems thinking, these dynamic processes are an intrinsic part of social behavior and will vary for different people and even for the same person in different contexts (Opfer & Pedder, 2011). Pedagogical content knowledge research focuses on this dual purpose via, for example, teacher professional development programs centering around language teaching pedagogy. A challenge within this field of research, however, is taking the dynamic processes and the teaching contexts of individual teachers into consideration. This symposium brings together recent research that has faced this challenge thereby aiming to obtain a deeper understanding of the dynamics of language teachers' professional development.

Please click here
(<https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1629102319210815ProgrammeoverviewSymposiumS188PDF.pdf>) for the detailed program.

Higher Education Language Educator Competences (HELECs): A national project for the continuing professional development of language educators in HE

02:30 PM - 06:00 PM

Presenters :

Emma Riordan, University Language Teacher, University College Cork

The Newly Introduced National Core Curriculum for Pre-Service English Teacher Education in Japan: Developing Comprehensive Model Programs

02:30 PM - 06:00 PM

Presenters :

Kyoko Kasuya, Tokyo Gakugei University

A pathway to enhancing online conceptual development for trainee teachers in an L2 academic context

02:30 PM - 06:00 PM

Presenters :

Vasiliki Celia Antoniou, Lecturer / Senior Teaching Fellow, University College London / University Of The West Of Scotland

Factors Influencing Teaching Profession: Listening to Teachers' Voices

02:30 PM - 06:00 PM

Presenters :

Natheeporn Keawkhong, Thammasat University

Enriching EFL Teachers' Professional Experiences and Motivation: An Ecological Perspective

02:30 PM - 06:00 PM

Presenters :

Lorena Salud Gadella Kamstra, AILA Solidarity Awardee, University Of Essex

Teacher, Immigrant, Teacher: A Yazidi-American English Teacher's Identity Journey from Iraq to the United States

02:30 PM - 06:00 PM

Presenters :

Jenelle Reeves, University Of Nebraska-Lincoln

Under construction: A longitudinal investigation of novice collegiate foreign language teachers' professional identity development in learning multiliteracies pedagogies

02:30 PM - 06:00 PM

Presenters :

Beatrice Dupuy, Professor Of French / Public And Applied Humanities, University Of Arizona
Kristen Michelson, Co-Author, Presenter, Texas Tech University

Uncovering Transnational Practitioner-Researchers' Identity and Equity-oriented Practices: A Critical Lens

02:30 PM - 06:00 PM

Presenters :

Andrea Lypka
Imelda Bangun, University Of South Florida

**X 02:30 PM -
06:00 PM**

● Room 1

S191 2/2 | Visualising multilingualism as lived

Speakers

Heidi Niemelä, University Teacher / PhD Researcher, University Of Oulu

Ana Carolina Laurentiis Brandao, State University Of Mato Grosso - UNEMAT

Paula Kalaja, University Of Jyväskylä, Finland

Mireia Perez-Peitz, Faculty Of Education

Maria Ruohotie-Lyhty, University Of Jyväskylä

Sílvia Melo-Pfeifer, University Of Hamburg

Moderators

Paula Kalaja, University Of Jyväskylä, Finland

Sílvia Melo-Pfeifer, University Of Hamburg

Joanna Porkert , AILA2021 Volunteer, University Of Groningen

This symposium focuses on multilingualism as lived or as subjectively experienced- and accessed by visual means. More specifically, it addresses aspects of becoming or being multilingual subjects in different contexts, be they learners, teachers or users of more than one language: what sense do they themselves make of aspects of their lives or worlds where they find themselves in, including identities, emotions and future aspirations. These issues are studied by collecting visual data, e.g., by asking participants in studies to produce drawings (or self-portraits) or to take photos. The pools of visual data of various kinds may be complemented by other types data and are analysed for their form and/or content. The symposium is a response to the recently launched turn in applied language studies (i.e., the multilingual turn) and to the criticism against "lingualism" in addressing multilingualism as lived- and is different in its focus from an objective approach to multilingualism and from describing linguistic landscapes or schoolsapes. Invited speakers include Professors Brigitta Busch, University of Vienna, Austria, and Sílvia Melo-Pfeifer, University of Hamburg, Germany.

Click [here](https://drive.google.com/file/d/1u-qqnUB1EdCmgWEmFpOonnhqNW3jPnjf/view?usp=sharing) (https://drive.google.com/file/d/1u-qqnUB1EdCmgWEmFpOonnhqNW3jPnjf/view?usp=sharing) to find the detailed program

Language ideologies in primary school pupils' and teacher trainees' drawings on 'Finnish language' – Multilingualism's influence on visual representations.

02:30 PM - 06:00 PM

Presenters :

Heidi Niemelä, University Teacher / PhD Researcher, University Of Oulu

The shaping of a second language teacher identity in drawings

02:30 PM - 06:00 PM

Presenters :

Ana Carolina Laurentiis Brandao, State University Of Mato Grosso - UNEMAT

Multilingualism in the L2 classes as envisioned by student teachers

02:30 PM - 06:00 PM

Presenters :

Paula Kalaja, University Of Jyväskylä, Finland

Visualising interaction in multilingual situations: what do pre service teachers think?

02:30 PM - 06:00 PM

Presenters :

Mireia Perez-Peitz, Faculty Of Education

Student teachers in Brazil and in Finland envisioning themselves as multilingual professionals

02:30 PM - 06:00 PM

Presenters :

Maria Ruohotie-Lyhty, University Of Jyväskylä

Visual methods in teacher education: uncovering student-teachers' representations of foreign language teaching and learning

02:30 PM - 06:00 PM

Presenters :

Sílvia Melo-Pfeifer, University Of Hamburg

**X 02:30 PM -
06:00 PM**

● Room 1

S200 | Introducing AIALA: AILA's Ibero-American Association of Applied Linguistics

Speakers

Nukácia Meyre Araújo, Profa. Associada, Universidade Estadual Do Ceará
 Francisco José Cortés Rodríguez, AESLA
 Fabiola Ehlers-Zavala, Professor, Colorado State University
 Karina Fascinetto Zago, Associate Professor, Benemérita Universidad Autónoma De Puebla (BUAP)
 Laura Gurzynski-Weiss, Indiana University
 Kyria Finardi, Professor- Researcher, Federal University Of Espirito Santo - UFES

Moderators

Kyria Finardi, Professor- Researcher, Federal University Of Espirito Santo - UFES
 Laura Gurzynski-Weiss, Indiana University
 Mohamed Salama, PhD Student (Moderator), University Of Groningen

The Ibero-American Association of Applied Linguists (AIALA, by its abbreviations in both Spanish and Portuguese) was created in August of 2020 to better reflect the rich linguistic diversity in the world within the global organization of AILA. In creating AIALA, we have reconceptualized the "regional" membership of AILA beyond physical residence/geographical location, focusing instead on the Spanish, Portuguese, and affiliated minority language(s) spoken and researched by applied linguists. AIALA is a collaboration between AMLA (Mexico), ALAB (Brazil), AESLA (Spain), and AAAL (North America), with additional opportunity for membership by AILA members-at-large where there are no national affiliates (yet), including but not limited to Portugal, Chile, Colombia, and Argentina.

In our symposium, we begin by presenting AIALA's overarching goals and plans for short- and long-term collaboration within and beyond academia. We highlight the unique capacity for AIALA to unite research scholars around the world and provide a multilingual lens through which we can conduct research via more inclusive and just engagement and resulting impact. Following our discussion of AIALA as a whole, a representative from each founding national organization (AMLA, ALAB, AESLA, and AAAL) will share their organization's connection to the goals of AIALA demonstrating how, in collaborating via multinational membership, we are much greater than the sum of our parts. We conclude the symposium with specific opportunities to join us in supporting and amplifying Spanish, Portuguese, and affiliated minority languages, both in terms of applied linguistics research foci and in terms of supporting applied linguists who speak these languages worldwide.

Brazilian Applied Linguistics: 50 years of tradition

08:30 AM - 12:00 Noon

Presenters :

Nukácia Meyre Araújo, Profa. Associada, Universidade Estadual Do Ceará

AESLA (Asociación Española de Lingüística Aplicada): Overview and Future Prospects

08:30 AM - 12:00 Noon

Presenters :

Francisco José Cortés Rodríguez, AESLA

What's happening at the American Association for Applied Linguistics (AAAL)?

08:30 AM - 12:00 Noon

Presenters :

Fabiola Ehlers-Zavala, Professor, Colorado State University

Asociación Mexicana de Lingüística Aplicada (AMLA): development and relevance of some research projects

08:30 AM - 12:00 Noon

Presenters :

Karina Fascinetto Zago, Associate Professor, Benemérita Universidad Autónoma De Puebla (BUAP)

I 02:30 PM -
06:00 PM

● **Room 1**

S202 | Multimodality: Evaluation and Application

Speakers

Jo Taylor, RMIT University
Adrian Yip, Queen Mary University Of London
Konatsu Tokugi, Tamagawa University | NDS Co.,Ltd.
Stephanie Schwartz, Millersville University
Richard Burns, West Chester University Of Pennsylvania
Karim Sadeghi, AILA Solidarity Awardee, Urmia University
Marijke Schipper
Suha Alansari, King Abdulaziz University

Moderators

Audrey Rousse-Malpat, Chair Of Social Program, Rijksuniversiteit Groningen
Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen
Nelleke Jansen, AILA2021 Volunteer, University Of Groningen

Polarisation of opinions on religious belief in YouTube comments threads on American ex-Christian deconversion narrative videos.

02:30 PM - 06:00 PM

Presenters :

Jo Taylor, RMIT University

Gender representations of tennis players in the new media: A corpus-assisted critical discourse analytic study

02:30 PM - 06:00 PM

Presenters :

Adrian Yip, Queen Mary University Of London

A Critical Analysis of Language Teaching with Multimodal and Multiliteracies

02:30 PM - 06:00 PM

Presenters :

Konatsu Tokugi, Tamagawa University | NDS Co.,Ltd.

Towards Understanding the Role of Information Graphics in Multimodal Documents

02:30 PM - 06:00 PM

Presenters :

Stephanie Schwartz, Millersville University
Richard Burns, West Chester University Of Pennsylvania

x 06:30 PM -
07:30 PM

Cooking together in Gather.Town Activity Center | Kitchens

Do you have a (traditional) dish or drink which you would like to prepare live for and with other AILA delegates? During lunch and dinner times we have arranged some time slots, when others can join you in the virtual kitchen. We hope to have dishes/drinks from different parts of our AILA world! Do you want to host such a cooking session? Please sign up here (https://rug.eu.qualtrics.com/jfe/form/SV_bOVx9ytR1QeRMEu) and let us know what dish you wish to make.

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

x 07:00 PM -
08:00 PM

PubQuiz @ Gather.Town

Save the date on Monday evening at 7.00 PM (CET), 16 August for the PubQuiz when we close the first AILA day in the most informal but competitive way (Audrey and Marije are the hostesses!). Ready for one hour full of sharing fun and linguistic-related (and not only) knowledge?

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

Tuesday, August 17, 2021

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S008 1/3 | AILA-Europe Junior Research Meeting in Applied Linguistics

Speakers

Daniela Modrescu, Trinity College Dublin
 Rosana Villares, University Of Zaragoza
 Jaqueline Mora, PhD Student , University Of La Rioja
 Mariangel Carreño, Teacher Education Council, Uruguay
 Madeleine Strobel, University Of Glasgow
 Anssi Roiha, University Of Turku
 Eirini Kelmali, CITY College, University Of York European Campus
 Eva Malessa, Junior Researcher, University Of Jyväskylä
 Aleksandra Gnach, ZHAW Zurich University Of Applied Sciences
 Leila Impola, University Of Jyväskylä
 Laurene Glimois, Assistant Professor Of French (starting Jan. 2022), Georgia Institute Of Technology
 Nuhi Bllaca, University Of Vienna
 Sabina Zorčič, Researcher, Institute For Ethnic Studies
 Sarah Olthoff, University Of Oldenburg
 Sarah Muller, Research Associate, University Of Sheffield
 Tanja Seppälä, Doctoral Researcher (PhD Student), University Of Jyväskylä
 Verena Platzgummer, Eurac Research - University Of Vienna
 Veronika Hamann, PhD-Student, University Of Agder

Moderators

Aleksandra Gnach, ZHAW Zurich University Of Applied Sciences
 Junping Hou, AILA2020 Committee Member, Xi'an University; University Of Groningen
 Valery Wyss, ZHAW Zurich University Of Applied Sciences
 Janine Strandberg, PhD Candidate, University Of Groningen
 Audrey Rousse-Malpat, Chair Of Social Program, Rijksuniversiteit Groningen

In January 2007, the first AILA Europe Junior Researchers Meeting (JMR) took place at the University of Groningen. Since then, the JRM has been held in various European countries, amongst them Ireland, Finland, Germany, and Switzerland and at this symposium we would like to integrate the JRM into the larger AILA conference. The aim of JRMs is to promote young researchers in Applied Linguistics from all over Europe by providing a platform in which they can present and discuss their research findings, ongoing studies and projects in an interactive and informal international environment. Junior Researchers include those working on their Master's and PhD theses, as well as those who have graduated within the last three years. In this symposium (two slots), we would like for junior researchers to present their papers on any topic within applied linguistics, but preferably on the conference theme "The dynamics of language, communication and culture in a changing world". Presenters will be asked about the kind of feedback or help they need and the organizers will invite designated senior researchers as commentators to foster questions and discussion.

Exploring the International Students' Perceptions of the English Language Learning Ecology in an Irish Higher Education

08:30 AM - 12:00 Noon

Presenters :

Daniela Modrescu, Trinity College Dublin

Is English really the key language of institutional internationalisation processes? A case study of Spanish-based multilingual campuses

08:30 AM - 12:00 Noon

Presenters :

Rosana Villares, University Of Zaragoza

Prototypical associations in the production of words in English as a foreign language by L2 learners

08:30 AM - 12:00 Noon

Presenters :

Jaqueline Mora, PhD Student , University Of La Rioja

Students' voices about English language learning in school and beyond

08:30 AM - 12:00 Noon

Presenters :

Mariangel Carreño, Teacher Education Council, Uruguay

Reading circles: Language and meaning co-construction with learners of English as a Second Language

08:30 AM - 12:00 Noon

Presenters :

Madeleine Strobel, University Of Glasgow

The long-term effects of CLIL on individuals' life courses: Retrospective narratives of 24 former pupils

08:30 AM - 12:00 Noon

Presenters :

Anssi Roiha, University Of Turku

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S010 1/2 | Applied linguistics in the professions: The value of transdisciplinarity in a changing world

Speakers

Henrik Rahm, Lund University
Séverine Wozniak, University Of Grenoble
Paola Konrad, Unisinos University
Steven Breunig, University Of Southern Denmark
Gianni De Nardi, Research Associate, ZHAW Zurich University Of Applied Sciences
Misa Fujio, Toyo University

Moderators

Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences
Lilly Göthe, Volunteer, University Of Groningen

The relation and collaboration between researchers and practitioners has long been discussed within and across applied sciences and theoretical disciplines (see AILA Review 2018, 31, for a recent overview). However, research approaches claiming to combine theoretical and practical needs and expectations often lack either solid grounding in empirical data or thorough reflection from theoretical perspectives. This symposium aims to take the discussion further by rethinking transdisciplinarity systematically from theoretical and practical angles, inviting contributions both from cooperation with other disciplines as well as with practitioners. From theoretical angles, the contributions explain how and why transdisciplinary research contributes to further developing empirically grounded theories of language use in context in an increasingly digitized and glocalized professional world. From practical angles, the contributions elaborate on potential pitfalls and benefits practitioners can expect from collaborating with researchers from various disciplines. For example, how practitioners can engage in – and benefit from – research projects by co-creating knowledge together with academic researchers. Phases of such activity include identifying wicked problems, formulating pertinent research questions, developing shared languages, engaging in ongoing dialogue, finding results and conclusions based on mutual learning, as well as developing and implementing tools that foster sustainable solutions.

Code switching at the coffee break? On usage of English and Scandinavian languages in Danish professional contexts

08:30 AM - 12:00 Noon

Presenters :

Henrik Rahm, Lund University

Transdisciplinary Views on Professions: A Contribution by ESP Researchers

08:30 AM - 12:00 Noon

Presenters :

Séverine Wozniak, University Of Grenoble

Police interrogation under scrutiny: Insights from a fine-grained interactional analysis to police interrogation practices

08:30 AM - 12:00 Noon

Presenters :

Paola Konrad, Unisinos University

The learning needs of a 'DINFOS killer': The transdisciplinary practice of teaching strategic communication to US military members and Allies

08:30 AM - 12:00 Noon

Presenters :

Steven Breunig, University Of Southern Denmark

Analysing and optimising Informed Consent in cooperation with practitioners

08:30 AM - 12:00 Noon

Presenters :

Gianni De Nardi, Research Associate, ZHAW Zurich University Of Applied Sciences

Transdisciplinarity in Japanese Business Communication: New Directions of Collaboration between Professors and Professionals

08:30 AM - 12:00 Noon

Presenters :

Misa Fujio, Toyo University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S013 1/2 | Building Disciplinary Literacies in CLIL

Speakers

Yanming Wu, University Of Hong Kong
 Yasamin Habib, University Of Duisburg-Essen
 Aline Bieri, University Of Basel
 Niki Canham, Lancaster University
 Ana Llinares, Autonomous University Of Madrid
 Christiane Dalton-Puffer, University Of Vienna
 Emily Edwards, Lecturer In Academic Language And Learning, University Of Technology Sydney
 Rosalie Goldsmith, University Of Technology Sydney
 Michael Kai-Yip Tsang, Yuen Long Merchants Association Secondary School
 Anne McCabe, Saint Louis University
 Julia Huettner, University Of Vienna
 Juliet Langman, University Of Texas At San Antonio
 Silvia Bauer-Marschallinger, University College Of Teacher Education Vienna/Krems & University Of Vienna
 Tarja Nikula, University Of Jyväskylä
 Thomas Hasenberger, PhD Student, Teacher, University Of Vienna
 Diana Feick, Senior Lecturer, The University Of Auckland

Moderators

Julia Huettner, University Of Vienna
 Christiane Dalton-Puffer, University Of Vienna
 Seyit Omer Gok, AILA2021 Volunteer

Content-and-Language-Integrated-Learning (CLIL), especially targetting English, is by now undoubtedly part of mainstream education in Europe and matched by a vibrant research scene. Existing studies have highlighted the effects of CLIL on general foreign language competence, which are overall positive, but given the complementary nature of CLIL to EFL classes, this improvement is arguably not that surprising. In fact, the crucial question for CLIL practice and research is currently to identify its unique contribution to learning and conceptual development. This symposium argues that one of these contributions is the learning and use of English in the ways deemed appropriate in the specific subjects studied, e.g. History or Biology. We aim to bring together established and emerging scholars in applied linguistics and subject education to allow fruitful discussion of findings in diverse contexts and from a range of perspectives. Possible areas of focus include, but are not limited to: - terminology learning and use - the link between subject-related competence(s) and discourse competence(s) - genre use and learning - interface between L1 disciplinary language use and learning and L2 disciplinary language use and learning - participant perspectives on L2 disciplinary use and learning - pedagogical advice We are aiming for a mixture of presentations and poster presentations

S013 detailed programme, click here (<https://drive.google.com/file/d/1qbMkF1Ghq-8GAPePZrodywCFj-vxKv0Z/view?usp=sharing>)

Translanguaging/Trans-semiotizing in the flow of dialogic knowledge co-making in a CLIL biology class in Hong Kong: A Case Study

08:30 AM - 12:00 Noon

Presenters :

Yanming Wu, University Of Hong Kong

“The groundwater uh sammelt sich in oceans...” – Young EFL Learners’ Use of Academic Language in Bilingual Science

08:30 AM - 12:00 Noon

Presenters :

Yasamin Habib, University Of Duisburg-Essen

The role of technicality in CLIL (English) and non-CLIL (German) biology lessons

08:30 AM - 12:00 Noon

Presenters :

Aline Bieri, University Of Basel

Linguistic repertoire development in two Austrian English-medium CLIL mathematics classrooms

08:30 AM - 12:00 Noon

Presenters :

Niki Canham, Lancaster University

CLIL students' production of cognitive discourse functions: a comparative study between Spanish and Finnish students

08:30 AM - 12:00 Noon

Presenters :

Ana Llinares, Autonomous University Of Madrid

Fostering academic literacy in a German studies program in New Zealand

08:30 AM - 12:00 Noon

Presenters :

Diana Feick, Senior Lecturer, The University Of Auckland

Establishing a university-wide, integrated approach to developing L2 disciplinary literacies for students with low levels of academic language proficiency

08:30 AM - 12:00 Noon

Presenters :

Emily Edwards, Lecturer In Academic Language And Learning, University Of Technology Sydney

Rosalie Goldsmith, University Of Technology Sydney

Investigating the Feasibility of Teaching through Content and Language Integrated Learning (CLIL) in an EFL Classroom in Taiwan

08:30 AM - 12:00 Noon

Presenters :

Michael Kai-Yip Tsang, Yuen Long Merchants Association Secondary School

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S024 1/2 | Connecting second language acquisition research to language testing

Speakers

Kei Miyazaki, Tokai University
 Parvaneh Tavakoli, University Of Reading
 Elisa Guggenbichler, University Of Innsbruck
 Wenjun Ding, PhD Candidate, University Of Bristol
 Xiaomei Ma, Xi'an Jiaotong University
 Sathena Chan, Senior Lecturer In Language Assessment, University Of Bedfordshire
 Kathrin Eberharder, University Of Innsbruck
 Andrea Revesz, UCL Institute Of Education
 Dina Tsagari, Professor, Oslo Metropolitan University
 Jianling Liao, Arizona State University
 Mark Chapman, Director Of Test Development, WIDA, University Of Wisconsin-Madison
 Jing Xu, Principal Research Manager, Cambridge Assessment English
 Kahoko Matsumoto, Tokai University
 Taiko Tsuchihira, Seitoku University
 Masatoshi Nagahashi, Tokyo Kosen: National Institute Of Technology, Tokyo College

Moderators

Parvaneh Tavakoli, University Of Reading
 Chihiro Inoue, Senior Lecturer In Language Assessment, University Of Bedfordshire
 Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

This symposium focuses on how second language acquisition (SLA) research and language testing can inform one another to understand key issues related to language proficiency and to validate language tests. While there is common agreement that the two fields can mutually benefit from one another, research findings emerging from the two fields do not always reach the other community. The symposium proposed here aims at bringing researchers from these two fields closer together to highlight in what ways the findings of their studies can inform theory and practice in the other discipline. The first featured speakers (Inoue and Tavakoli) will summarize the findings of research into task performance and their implications for language testing. The second speaker (Andrea Revesz) will highlight the implications of studies investigating the use of eye-tracking for language testing.

Are benefits of second language acquisition and Language testing a two-way street?

08:30 AM - 12:00 Noon

Presenters :

Chihiro Inoue, Senior Lecturer In Language Assessment, University Of Bedfordshire
 Parvaneh Tavakoli, University Of Reading

Exploring learners' cognitive processes during writing using eye-tracking, keystroke logging and stimulated recalls

08:30 AM - 12:00 Noon

Presenters :

Elisa Guggenbichler, University Of Innsbruck

Investigation of integrated-skills test taking strategies in Japanese educational contexts

08:30 AM - 12:00 Noon

Presenters :

Kei Miyazaki, Tokai University

Kahoko Matsumoto, Tokai University

Taiko Tsuchihira, Seitoku University

Masatoshi Nagahashi, Tokyo Kosen: National Institute Of Technology, Tokyo College

Exploring cognitive validity of causal explanation speaking tasks for young EFL learners in China**08:30 AM - 12:00 Noon****Presenters :**

Wenjun Ding, PhD Candidate, University Of Bristol

Towards Assessment for Learning: Polytomous Cognitive Diagnostic Assessment in EFL Writing**08:30 AM - 12:00 Noon****Presenters :**

Xiaomei Ma, Xi'an Jiaotong University

Xiaoting Shi, Xi'an Jiaotong University

Meng Lv, Xi'an Jiaotong University

Summarising skills at different proficiency levels: Rater perspectives on reading-into-writing and listening-into-writing performances**08:30 AM - 12:00 Noon****Presenters :**

Sathena Chan, Senior Lecturer In Language Assessment, University Of Bedfordshire

Expanding the concept of rater cognition and the role of individual attributes in rating speaking performances**08:30 AM - 12:00 Noon****Presenters :**

Kathrin Eberharter, University Of Innsbruck

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S029 2/2 | Critical Thinking and Language Integrated Teaching

Speakers

Suhair Al-Alami, Al Ghurair University
 Yuqin Hei, Xi'an International Studies University
 Shengkai Yin, Shanghai Jiao Tong University
 Yunian Xu, Presenter, Central South University
 Yang Liu, Beijing Institute Of Technology
 Yoshio Hosono, Waseda University Honjo Senior High School
 Limin Jin, Beijing Foreign Studies University
 Yan Wang, Nanjing University
 Lian Zhang, Beijing Foreign Studies University
 Youzhong Sun, Beijing Foreign Studies University

Moderators

Youzhong Sun, Beijing Foreign Studies University
 Limin Jin, Beijing Foreign Studies University

In EFL (English as a Foreign Language) countries, conventional ELT focused on language knowledge, skills and communicative competence. However, it has been recognized by many philosophers, psychologists, and applied linguists that language has a close relationship with thinking and cognition. As critical thinking is at the heart of tertiary education, developing critical thinking simultaneously in English language teaching (ELT) becomes vital for aspiring university students, and teachers around the world are encouraged to integrate critical thinking in ELT. Till now, little is known about teachers' and policy makers' conceptions, beliefs and practice about integrating critical thinking in ELT, and how critical thinking is conceived and realized in ELT, including curriculum, teaching methods and textbooks, varies considerably. This symposium addresses this issue by discussing the following questions: What is the relationship between language competence and critical thinking? Why is it necessary to integrate critical thinking in ELT? How can critical thinking pedagogy be realized in different ways in various contexts? Are there any educational reforms which attempt to engage critical thinking in ELT? Are there any challenges encountered in the reform? The discussions will offer valuable insights for developing both content and pedagogical knowledge of teaching critical thinking skills in ELT.

Principles of Language and Critical Thinking Integrated Teaching: TERRIFIC

08:30 AM - 12:00 Noon

Presenters :

Youzhong Sun, Beijing Foreign Studies University

Integrated development of L2 speaking and critical thinking skills: The case of an educational reform

08:30 AM - 12:00 Noon

Presenters :

Limin Jin, Beijing Foreign Studies University

Peer Interactions in L2 Critical Listening

08:30 AM - 12:00 Noon

Presenters :

Yan Wang, Nanjing University

Integrating Critical Thinking Development into EFL Writing Curriculum: An Activity Theory Proposal

08:30 AM - 12:00 Noon

Presenters :

Lian Zhang, Beijing Foreign Studies University

A Proposal for Adapting the Question Formulation Technique (QFT) to Focus Attention on Logicality in Essay Writing in Japanese Classrooms

08:30 AM - 12:00 Noon

Presenters :

Yoshio Hoso, Waseda University Honjo Senior High School

Critical Thinking Skills Exemplified in English Public Speaking Course of Science and Engineering Majors in Chinese Universities: Problems and Instruction

08:30 AM - 12:00 Noon

Presenters :

Yang Liu, Beijing Institute Of Technology

Literature as a means for enhancing critical thinking and developing foreign language skills.

08:30 AM - 12:00 Noon

Presenters :

Suhair Al-Alami, Al Ghurair University

Teaching Chinese EFL Students English Academic Writing from the Perspective of Genre Transfer

08:30 AM - 12:00 Noon

Presenters :

Yuqin Hei, Xi'an International Studies University

The effect of critical thinking on the construct of integrated speaking tasks

08:30 AM - 12:00 Noon

Presenters :

Shengkai Yin, Shanghai Jiao Tong University

Integrative Course Design Approaches of Medical English: MOOCS vs Classic Classroom Programs

08:30 AM - 12:00 Noon

Presenters :

Yunian Xu, Presenter , Central South University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S031 1/2 | Cross-linguistic similarity in language learning and use

Speakers

Scott Jarvis, University Of Utah

Lari-Valtteri Suhonen, Lund University

Aleksi Palokangas, University Of Helsinki

Gijs Leenders, Presenter, Utrecht University

Robert Taferner, Hiroshima University

Carles Fuster, Stockholm University

Lena Bien-Miller, University Of Koblenz-Landau

Furong Wang, Xi'an Jiaotong University

Malin Ågren, Presenter At Symposium On Crosslinguistic Similarity And SLA, Lund University

Eva Knopp, Radboud University

Ilmari Ivaska, University Of Turku

Annika Andersson, Linnaeus University

Annekatriin Kaivapalu, Symposium S031 Organizer, University Of Eastern Finland

Nadja Kerschhofer-Puhalo, Post-doc Researcher, PI Literacies & Multilingualism Research Group, University Of Vienna

Moderators

Scott Jarvis, University Of Utah

Annekatriin Kaivapalu, Symposium S031 Organizer, University Of Eastern Finland

Joanna Porkert, AILA2021 Volunteer, University Of Groningen

The symposium addresses cross-linguistic similarity as an underlying factor all through the language learning, development and use. Learning a new language (TL) is always based on the knowledge of the first (L1) or any formerly learned language (Ln). The starting point is what is similar between the TL and L1 or Ln. The similarity can be divided into actual (objective), perceived, or assumed. Particularly the comprehension of a closely related TL is greatly dependent on the perceptions of similarity across the languages. The construct of similarity, however, has not been much discussed or empirically studied. The aim of the proposed symposium is to fill this gap and to bring together empirical research on it, to advance the methodology of defining and measuring similarity across languages. Also the enhancement of language users' ability to perceive similarity by increasing their metalinguistic awareness requires a better understanding of the concept of similarity. In this symposium, cross-linguistic similarity is examined from three perspectives: 1) best practices for measuring cross-linguistic similarity using both objective and subjective (psycholinguistic) measures; 2) the effects of receptive multilingualism on language learning and use; and 3) the effects of metalinguistic awareness on language learners' ability to recognize cross-linguistic similarities.

Priming methodology as a tool for exploring unconscious perceptions of cross-linguistic similarity

08:30 AM - 12:00 Noon

Presenters :

Annekatriin Kaivapalu, Symposium S031 Organizer, University Of Eastern Finland

Language comparison as a method for measuring metalinguistic awareness in mono-and multilinguals

08:30 AM - 12:00 Noon

Presenters :

Lena Bien-Miller, University Of Koblenz-Landau

Anja Wildemann, University Of Koblenz-Landau

How Does Context and Language Level Affect on Receptive Multilingualism on Finnic Languages?**08:30 AM - 12:00 Noon****Presenters :**

Aleksi Palokangas, University Of Helsinki

Cross-linguistic influence and fine-grained placement verb semantics: Evidence from ERPs and appropriateness ratings**08:30 AM - 12:00 Noon****Presenters :**

Annika Andersson, Linnaeus University

Are receptive multilingual strategies transferrable?**08:30 AM - 12:00 Noon****Presenters :**

Eva Knopp, Radboud University

A Cross-linguistic Intervention to Promote Language Awareness in Dutch Secondary Education**08:30 AM - 12:00 Noon****Presenters :**

Gijs Leenders, Presenter, Utrecht University

Cross-linguistic similarity and the L2 acquisition of French subject-verb agreement**08:30 AM - 12:00 Noon****Presenters :**

Malin Ågren, Presenter At Symposium On Crosslinguistic Similarity And SLA, Lund University

Objective, subjective, and conscious cross-linguistic similarity as predictors of intentionality in lexical transfer**08:30 AM - 12:00 Noon****Presenters :**

Lari-Valtteri Suhonen, Lund University

⌘ 08:30 AM -
12:00 Noon

● Room 1

S048 1/2 | Foreign Language Classroom Interaction from a Micro-Analytical Perspective: Implications for Educational Practice

Speakers

Goetz Schwab, Professor Of Applied Linguistics, Ludwigsburg University Of Education
 Karen Glaser, University Of Leipzig
 Holger Limberg, European University Of Flensburg
 Jaume Batlle, University Of Barcelona
 Katherina Walper, Austral University Of Chile
 Devran Demir, Hacettepe University
 Gözde Balıkcı, Kahramanmaraş Sütçü İmam University
 Jing Wei, Southwest University
 Revert Klattenberg, University Of Hildesheim
 Yoshiko Usui, Dokkyo University

Moderators

Revert Klattenberg, University Of Hildesheim
 Sara Razaghi, AILA2021 Volunteer, University Of Groningen

An increasing number of people worldwide are learning and speaking foreign or second languages, and the institutionalised practice of language teaching and learning has generated serious academic interest in the field of Applied Linguistics for a long time. Research based on conversation analysis (CA) methodology, for instance, has contributed to a better understanding of the multifaceted and complex nature of the classroom as a social setting and of how teaching and learning are accomplished in classroom interaction. In language teaching and learning, however, such methodologies are far from being considered mainstream. There is still a need for further research in order to obtain a better understanding of educational practices (feedback, instructions, disciplining etc.) and how they are influenced by classroom activities and teaching objectives. Most importantly, to facilitate successful teaching and learning, these micro-analytical findings need to be linked to educational reality. This symposium therefore invites researchers who explore the institutional practices involved in the teaching and learning of foreign or second languages. It discusses how these findings can inform educational practices such as teaching methodology, material design, language testing, curricula and language policies.

Welcome to the first part of the symposium. There will be a 'live' featured presentation and Q&A starting at 08:30 (CEST). This is followed by recorded talks and live Q&A (10 minutes each). To participate, please watch the respective videos. Then add your questions, comments, etc., to the Q&A area and join live for discussion (see schedule below). If you have questions/comments during the live Q&A and would like to speak, you can use the hand raise feature of the embedded Zoom environment to let us know.

SCHEDULE

LIVE PRESENTATION AND Q&A: 08:30 – 09.20 | Götz Schwab (featured): A beneficial look at classroom interaction research and its implications for teacher education
 WATCH: 09:20 – 09:45 | Karen Glaser: Instruction-giving in the English as a Foreign Language classroom - studying classroom interaction to inform teacher training
 LIVE: 09:45 – 09:55 | Q&A with Karen
 WATCH: 09:55 – 10.20 | Holger Limberg: Classroom Interactional Competence of Primary School EFL Teachers
 LIVE: 10:20 – 10:30 | Q&A with Holger
 WATCH: 10:30 – 10:50 | Jaume Batlle: Teachers Multimodal Resources for Peer Repair in Spanish as a Foreign Language Classroom

LIVE: 10:50 – 11:00 | Q&A with Jaume

WATCH: 11:00 – 11:20 | Katherina Walper: Chilean secondary EFL teachers' multimodal resources to pursue student-next action

LIVE: 11:20 – 11:30 | Q&A with Katherina

WATCH: 11:30 – 11:50 | Devran Demir: "Was heißt x?" A contingent resource in non-topic-initial positions in L2 German classroom interaction

LIVE: 11:50 – 12:00 | Q&A with Devran

A beneficial look at classroom interaction research and its implications for teacher education

08:30 AM - 12:00 Noon

Presenters :

Goetz Schwab, Professor Of Applied Linguistics, Ludwigsburg University Of Education

Instruction-giving in the English as a Foreign Language classroom - studying classroom interaction to inform teacher training

08:30 AM - 12:00 Noon

Presenters :

Karen Glaser, University Of Leipzig

Classroom Interactional Competence of Primary School EFL Teachers

08:30 AM - 12:00 Noon

Presenters :

Holger Limberg, European University Of Flensburg

Teachers Multimodal Resources for Peer Repair in Spanish as a Foreign Language Classroom

08:30 AM - 12:00 Noon

Presenters :

Jaume Batlle, University Of Barcelona

Chilean secondary EFL teachers' multimodal resources to pursue student-next action

08:30 AM - 12:00 Noon

Presenters :

Katherina Walper, Austral University Of Chile

"Was heißt x?" A contingent resource in non-topic-initial positions in L2 German classroom interaction

08:30 AM - 12:00 Noon

Presenters :

Devran Demir, Hacettepe University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S064 | Interaction in Medical Care

Speakers

Jack Pun, City University Of Hong Kong
Isabel Colon De Carvajal, ICAR Laboratory (ENS De Lyon)
Lucas Seuren, Health Services Researcher, University Of Oxford
Emma Brooks, Lecturer, University College London (UCL)
Benjamin Quasinowski, Research Assistant, University Of Duisburg-Essen
Staci Defibaugh, Old Dominion University
JEFF BEZEMER, University College London

Moderators

Mike Huiskes, University Of Groningen
Tom Koole, University Of Groningen
Mieke Breukelman, AILA2021 Volunteer

Over the last decades much collaboration has been established between medical professionals and researchers of language and social interaction. This is apparent in a large stream of publications, often with applied purposes, and regular international conferences such as CACE (Conversation Analysis of Clinical Encounters), COMET (Conference on Communication, Medicine, and Ethics) and various social interaction oriented events initiated in the medical professions such as meetings of EACH (International Association for Communication in Healthcare). Social interaction studies originally focused almost exclusively on doctor-patient interaction with questions such as 'how can a doctor present a patient with the interactional space to present his/her concerns' or 'how can doctors implement shared-decision-making'? Lately, social interaction researchers have started to deal also with interaction between medical professionals such as the communication during surgery and the hand-over communication between different shifts of medical staff. These two topics, doctor-patient and doctor-doctor interaction, will also be addressed in this symposium. The aim of the symposium is to present recent social interaction studies of medical communication in these two domains and to explicitly address the collaboration between social interaction researchers and medical professionals for applied purposes of medical training.

Better nursing handover communication: translational research in a bilingual Hong Kong hospital

08:30 AM - 12:00 Noon

Presenters :

Jack Pun, City University Of Hong Kong

From psychiatric care practices to research: the CIPSY project dialogue

08:30 AM - 12:00 Noon

Presenters :

Isabel Colon De Carvajal, ICAR Laboratory (ENS De Lyon)

Talking to patients, talking to caregivers: how technology drives the participation framework in video consultations

08:30 AM - 12:00 Noon

Presenters :

Lucas Seuren, Health Services Researcher, University Of Oxford

Glossing controversy: the role of facework in navigating trauma

08:30 AM - 12:00 Noon

Presenters :

Emma Brooks, Lecturer, University College London (UCL)

Entanglements of medical case knowledge and gossip: Change-of-shift reports in a Kazakh medical space

08:30 AM - 12:00 Noon

Presenters :

Benjamin Quasinowski, Research Assistant, University Of Duisburg-Essen

Small stories, direct reported speech, and patient identities in medical visits

08:30 AM - 12:00 Noon

Presenters :

Staci Defibaugh, Old Dominion University

Can you do chest compression? Planning work in a resuscitation team

08:30 AM - 12:00 Noon

Presenters :

JEFF BEZEMER, University College London

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S091 3/4 | Learning through leisure: Informal Second Language Learning in the 21st century

Speakers

Phil Benson, Macquarie University
Chun Lai, University Of Hong Kong
Liss Kerstin Sylvén, University Of Gothenburg
Christina Lyrigkou, The Open University
Hongying Peng, AILA2021 Volunteer, University Of Groningen
Marcus Warnby, Stockholm University

Moderators

Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse
Henriette Arndt, Postdoctoral Research Fellow, Lund University
Marlene Schwarz, University Of Vienna
Meryl Kusyk, Karlsruhe University Of Education
Mark Van Huizen, AILA2021 Volunteer

The last 10 years have seen the birth of a new field within applied linguistics, embracing all sorts of language acquisition outside the classroom. With the rapid development and spread of new technologies, informal language contact has become commonplace for many L2 learners. While this can take many different forms, online contexts are a major driving force because they present L2 learners with unprecedented opportunities for exposure to and use of target language(s) regardless of their physical location. Research on this topic has emerged concurrently from diverse contexts. As a result, a variety of terms have been used to describe it (including Extramural English, Informal Digital Learning of English or Online Informal Learning of English), each of which emphasises particular aspects of the informal practices studied. Early research tended to focus on English as a target language, but more recently research on other languages is becoming more prominent. The purpose of this symposium, organized by Denyze Toffoli and colleagues, is to bring together researchers working on informal L2 practices to engage in critical dialogue about the scope of this field and to share their diverse theoretical perspectives, methodological approaches and findings. Our featured speakers are Geoffrey Sockett, Mark Dressman and Phil Benson.

Mapping spaces of language learning beyond the classroom

08:30 AM - 12:00 Noon

Presenters :

Phil Benson, Macquarie University

Nature of Informal Language Learning with Technology and Vocabulary Development

08:30 AM - 12:00 Noon

Presenters :

Chun Lai, University Of Hong Kong

Exposure to L2 English and its correlation to oral proficiency among very young learners

08:30 AM - 12:00 Noon

Presenters :

Liss Kerstin Sylvén, University Of Gothenburg

The role of informal second language learning in the spoken use of discourse markers

08:30 AM - 12:00 Noon

Presenters :

Christina Lyrigkou, The Open University

A holistic person-centred approach to informal mobile-assisted language use and development

08:30 AM - 12:00 Noon

Presenters :

Hongying Peng, AILA2021 Volunteer, University Of Groningen

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S094 1/2 | Talking about Talk: Examining Social Life through Metalanguage

Speakers

Cara Penry Williams, University Of Derby
Chi-Hua Hsiao, Tunghai University
Andrea Leone-Pizzighella, University Of Pennsylvania
Cedric Deschrijver, Ming Chuan University
Florian Busch, Martin Luther University Halle-Wittenberg
Anne Larsen, University Of Copenhagen
Annelie Ädel, Dalarna University
Elena Cotos, Iowa State University
Ellen Bijvoet, Uppsala University & The Language Council Of Sweden
Kristina Ehram, St. Gallen University Of Teacher Education
Robert Moore, University Of Pennsylvania

Moderators

Andrea Leone-Pizzighella, University Of Pennsylvania
Cedric Deschrijver, Ming Chuan University
Sannah Debreczeni, AILA2021 Volunteer

Researchers in applied linguistics are increasingly focused on shifting modes of engagement, 'glocal' information flows, and superdiverse communicative styles. Metalanguage-or talk about talk-has proven to be an invaluable research lens in these complex settings, allowing researchers access to participants' "emic" interpretations of real-time interactional dynamics and social contexts. The reflexive nature of language-in-use is proving to be a rich analytical resource in, e.g., medical encounters, education spaces, and online spaces. However, an integrated theory of metalanguage as a research lens has yet to be developed. This symposium aims to aid in this development by answering the following questions: (a) How can metalanguage be used as a lens for revealing how interlocutors orient to, and interpret, situated communication? (b) How does metalanguage provide insights to changes in social relations over time? The first question is addressed in Subtheme 1: Metalanguage in synchronous discourse. We invite papers with a systematic focus on talk-about-talk in either real or virtual "face-to-face" interactions (e.g., those happening in real-time). The second question will be addressed in Subtheme 2: Metalanguage in asynchronous discourse. We invite papers that explore metalanguage in, e.g., policy discourse, online comments sections, social media, or other discourses taking place over time.

The 'how' of talking about talk: A framework detailing the mechanisms of metapragmatic evaluation

08:30 AM - 12:00 Noon

Presenters :

Cara Penry Williams, University Of Derby

"In the way you speak, be just who you are": The use of metalanguage during live-streaming performance

08:30 AM - 12:00 Noon

Presenters :

Chi-Hua Hsiao, Tunghai University

Metapragmatic framings of "dialect" in Italian speech situations

08:30 AM - 12:00 Noon

Presenters :

Andrea Leone-Pizzighella, University Of Pennsylvania

Metalanguage in Online Newspaper Comments: Prevalence and Types of Discussions on Terminology

08:30 AM - 12:00 Noon

Presenters :

Cedric Deschrijver, Ming Chuan University

Enregistering gender in everyday texting: A metapragmatic approach to graphemic variation and social positioning in digitally mediated communication

08:30 AM - 12:00 Noon

Presenters :

Florian Busch, Martin Luther University Halle-Wittenberg

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S099 3/3 | Multilingual education or how to learn to teach multilingual learning

Speakers

Annaliina Gynne, Senior Lecturer, Mälardalen University

Denis Weger, University Of Vienna

Elisabeth Nilsson, Umeå University

Orly Haim, Pedagogical Advisor, Chair Of The Council Of The Faculty Of Education (Beit Berl College), Beit Berl College; Tel Aviv University, Israel

Lena Schwarzl, University Of Vienna

Valéria Schörghofer-Queiroz, University Of Vienna

Manon Plasschaert, Teacher, Education Nationale

Nathalie Blanc, Associate Professor / AFLA Vice President, Université Lyon 1

Adrian Lundberg, Malmö University

Maryann Christison, University Of Utah

Anna Krulatz, NTNU

Gisela Mayr, Free University Of Bolzano

Moderators

Eva Vetter, Mentor, University Of Vienna

Nikolay Slavkov, University Of Ottawa

Lotte De Haan, AILA2021 Volunteer

Around the world multilingual learning arrangements have evolved over several decades with the aim of enhancing equity in education. More recently a growing body of research has not only produced a myriad of concepts (plurilingualism, translanguaging, metro-, poly- and other -lingualisms) but also valuable insights into the complexities of multilingual learning and teaching, coupled with calls for continuous pedagogical, institutional, and technological innovation to address these complexities. The significant contributions, changing roles, and professional development of teachers have also recently come to the forefront. At the same time, statistics indicate that plurilingual learners face more obstacles for their academic success than those who are categorized as monolingual students (OECD, 2018). This symposium addresses multilingual teaching, learning and innovation as relevant challenges for Applied Linguistics connecting research from different fields within the discipline. Two sub-themes are proposed: 1) teaching and learning for/in multilingual contexts; and 2) teacher education. Sub-theme one raises questions about facets of multilingual learning and teaching and addresses e.g. biographical, discursive and contextual aspects. Sub-theme two focuses upon teaching competence and its development and asks how teacher beliefs, perceptions and attitudes influence learning to teach in and for multilingual contexts.

S099 detailed programme, click here
(<https://drive.google.com/file/d/1vqFPbRc4nRhvKArdUnCg3HtS-Zjco6V/view?usp=sharing>)

In-service teachers, translanguaging pedagogies and the development of teacher cognition – voices from the field **08:30 AM - 12:00 Noon**

Presenters :

Annaliina Gynne, Senior Lecturer, Mälardalen University

Preparing Pre-service Teachers for Multilingual Learning—Findings from a Study on Competence Development for Multilingual Education

08:30 AM - 12:00 Noon

Presenters :

Denis Weger, University Of Vienna

Teachers' experiences of assessing their multilingual students' language abilities

08:30 AM - 12:00 Noon

Presenters :

Elisabeth Nilsson, Umeå University

The Impact of Pre-Service Language Teachers' Plurilingual Identity on their Self-Efficacy

08:30 AM - 12:00 Noon

Presenters :

Lena Schwarzl, University Of Vienna

Orly Haim, Pedagogical Advisor, Chair Of The Council Of The Faculty Of Education (Beit Berl College), Beit Berl College; Tel Aviv University, Israel

Building multilingual identities in the context of parental engagement: insights for teacher education

08:30 AM - 12:00 Noon

Presenters :

Valéria Schörghofer-Queiroz, University Of Vienna

Moving from representations on multilingualism to professional practices in teacher training : the field of French Guiana to nurture didactics

08:30 AM - 12:00 Noon

Presenters :

Manon Plasschaert, Teacher, Education Nationale

Nathalie Blanc, Associate Professor / AFLA Vice President, Université Lyon 1

Teachers' subjective viewpoints about multilingualism – a cross-national comparative research project

08:30 AM - 12:00 Noon

Presenters :

Adrian Lundberg, Malmö University

Moving towards the multilingual paradigm in ELT: The MIOP model

08:30 AM - 12:00 Noon

Presenters :

Anna Krulatz, NTNU

Maryann Christison, University Of Utah

Plurilingual TBLL: a way to enhance inclusion

08:30 AM - 12:00 Noon

Presenters :

Gisela Mayr, Free University Of Bolzano

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S101 1/2 | Navigating Learner Autonomy in a Multicultural and Multilingual World — A Reflective Dialogical Approach

Speakers

Alice Chik, Macquarie University

Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury

Kristin Hiller, Associate Director, Language And Culture Center; Assistant Professor, Duke Kunshan University

Yoshio Nakai, Osaka University

Ryo Moriya, Ph.D. Student, Waseda University

Vasiliki Celia Antoniou, Lecturer / Senior Teaching Fellow, University College London / University Of The West Of Scotland

Chrysogonus Siddha Malilang, Senior Lecturer, Malmö University

Larissa Dantas Rodrigues Borges, Federal University Of Pará, Brazil

Diego Mideros, Moderator, The University Of The West Indies

Vanessa Mota, PhD Student In Applied Linguistics, Federal University Of Rio De Janeiro

Ryoko De Burgh-Hirabe, Ara Institute Of Canterbury

Moderators

Maria Giovanna Tassinari, Free University Of Berlin

Jo Mynard, Kanda University Of International Studies

Amanda Bruscatto, University Of Groningen

Learner autonomy remains a widely spread but also highly debated approach to second language education in the 21st century. In short, it describes the idea that learners take control for their own learning by making informed decisions and critically reflecting on all aspects of their learning process. The aim of this symposium is twofold: to explore how the concept of learner autonomy as an educational approach has evolved in the wake of the 21st century and to look at how understandings and practical implementations of learner autonomy may be congruent or differ across educational, institutional, linguistic and cultural contexts. The idea for this symposium stems from a multi-country research project currently conducted by the conveners aiming to collect insights into different conceptual networks and practices of learner autonomy. After the keynote by Alice Chik (Macquarie University, Sidney, Australia), the symposium will give presenters the opportunity to share their narratives and research results and thus engage in a reflective dialogue on developing learner autonomy in multilingual and multicultural institutions. Ultimately, this will lead us to reflect on the role of English as a common language in conceptualising and implementing autonomous pedagogy as well as explore the common and distinctive features of our conceptual associations with autonomy in English and other languages.

Sidelining Learner autonomy in Australian Curriculum

08:30 AM - 12:00 Noon

Presenters :

Alice Chik, Macquarie University

Consequences of awareness-building collaboration – Educators enabling autonomous teaching and learning

08:30 AM - 12:00 Noon

Presenters :

Ryoko De Burgh-Hirabe, Ara Institute Of Canterbury

Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury

Mediated development through the prism of concept map activity

08:30 AM - 12:00 Noon

Presenters :

Vasiliki Celia Antoniou, Lecturer / Senior Teaching Fellow, University College London / University Of The West Of Scotland

Learner autonomy and engagement in computer-mediated and independent language learning contexts: A tale of two programs**08:30 AM - 12:00 Noon****Presenters :**

Kristin Hiller, Associate Director, Language And Culture Center; Assistant Professor, Duke Kunshan University

Reflective dialogue fostering learner autonomy: a transformative change in learning Japanese as a second language**08:30 AM - 12:00 Noon****Presenters :**

Yoshio Nakai, Osaka University

Masako Wakisaka, Kyushu University

Exploring the unity of cognition and emotion in collaborative advisory sessions: A qualitatively-driven mixed-methods study**08:30 AM - 12:00 Noon****Presenters :**

Ryo Moriya, Ph.D. Student, Waseda University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S109 | Perspectives on language(s) in education: A comparative overview

Speakers

Kutlay Yagmur, Tilburg University
 Latisha Mary, University Of Strasbourg
 BethAnne Paulsrud, Dalarna University
 Andrea C. Schalley, Symposium Organiser/Moderator (S109 & S147); Presenter, Karlstad University
 Päivi Juvonen, Presenter, Linnaeus University
 Christina Hedman, Stockholm University
 Natalia Ganuza, Uppsala University
 Sophia Gasson, Stockholm University
 Karin Van Der Worp, University Of The Basque Country
 Joyce Kling, Associate Professor, University Of Copenhagen
 Susana Eisenclas, Symposium Organiser/Moderator (S109 & 147)/ Presenter (S147), Griffith University

Moderators

Andrea C. Schalley, Symposium Organiser/Moderator (S109 & S147); Presenter, Karlstad University
 Susana Eisenclas, Symposium Organiser/Moderator (S109 & 147)/ Presenter (S147), Griffith University
 Niklas Abel, AILA 2021 Volunteer, University Of Groningen

This open symposium will discuss key educational perspectives and practices in relation to linguistic diversity across countries and communities. We are interested in how societal groups perceive, react to, and manage linguistic diversity, and how this is reflected in formal and informal educational programs and initiatives. The focus of this symposium lies on trans- and intranational comparisons, in an attempt to extend beyond the traditionally nationally oriented research on multilingualism in education, while acknowledging the different linguistic ecologies within nations as well. Accordingly, the symposium will adopt a two-fold approach: In the first presentation slot, we invite overviews of language(s) in the formal and informal education system from selected national contexts, as well as contributions drawing explicitly on comparisons across the national context. In the second presentation slot, specific key issues which impact on educational policies and practices will be discussed and compared both trans- and intra-nationally. These issues may include language attitudes and ideologies, the status of languages within societies, or aspects of social justice and inclusiveness.

European Union Policies do not mean equitable practice in the Member States: Management of Linguistic Diversity in Formal Education

08:30 AM - 12:00 Noon

Presenters :

Kutlay Yagmur, Tilburg University

“Sounds awful because it sounds like you don’t value their home language”: English and French teachers’ contradictory attitudes and practices

08:30 AM - 12:00 Noon

Presenters :

Latisha Mary, University Of Strasbourg
 Clare Cunningham, York St John University
 Andrea Young, University Of Strasbourg

Tensions all around: Multilingualism and teacher training in Sweden**08:30 AM - 12:00 Noon****Presenters :**

BethAnne Paulsrud, Dalarna University

Päivi Juvonen, Presenter, Linnaeus University

Andrea C. Schalley, Symposium Organiser/Moderator (S109 & S147); Presenter, Karlstad University

A call for an increased focus on language variation and Critical Language Awareness within Mother Tongue Instruction in Sweden**08:30 AM - 12:00 Noon****Presenters :**

Christina Hedman, Stockholm University

Natalia Ganuza, Uppsala University

English subject in Sweden's primary language curriculum: discourses and ideological space in de jure policy.**08:30 AM - 12:00 Noon****Presenters :**

Sophia Gasson, Stockholm University

Business students' perceptions on the languages they study in the Basque Autonomous Community in relation to their future workplace**08:30 AM - 12:00 Noon****Presenters :**

Karin Van Der Worp, University Of The Basque Country

The evolution of English medium instruction research: A comparative overview**08:30 AM - 12:00 Noon****Presenters :**

Joyce Kling, Associate Professor, University Of Copenhagen

Slobodanka Dimova, University Of Copenhagen

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S128 1/2 | ReN: Broadening Perspectives: Theorising, Researching and Practising Literature in Language Teaching

Speakers

Wolfgang Hallet, Justus Liebig University Giessen

Esther Schat, Utrecht University

Gila Schauer, University Of Erfurt

Claudia Mustroph, LMU Munich

Kyoko Kuze, Toyo University

Stephan-Alexander Ditze, Teacher (English, Politics/Economics), Post-doc Researcher, University Of Bremen | Max-Planck-Gymnasium

Agustin Reyes-Torres, University Of Valencia

Emilia Luukka, Doctoral Researcher, Tampere University

Sandra Stadler-Heer, Symposium Organizer 128, ReN Coordinator, Catholic University Of Eichstätt-Ingolstadt

Sara Lis Ventura, University College Cork

Chantelle Warner, University Of Arizona

Moderators

Amos Paran, University College London Institute Of Education

Petra Kirchhoff, Erfurt University

Sandra Stadler-Heer, Symposium Organizer 128, ReN Coordinator, Catholic University Of Eichstätt-Ingolstadt

This symposium, organised by the Literature in Language Learning and Teaching (LiLLT) ReN convenors Sandra Stadler-Heer, Petra Kirchhoff and Amos Paran, with Wolfgang Hallet as featured speaker, focuses on the use of literature in language classrooms and on researching literature within applied linguistics. The longstanding and strong preoccupation with the practical problems of integrating literature in language curricula in secondary and tertiary education contexts has recently resulted in a revived interest in theorising and researching this area. For this symposium, we invite papers focusing on investigations of (new) patterns and paradigms, both theoretical and empirical. This includes the widening of the scope of literature to include a wide variety of multimodal texts as well as activities such as fanfiction, poetry writing and gaming, as well as widening the focus evolving from a reliance on what has variously been called "practitioner evidence" or "best practice literature" to employing a variety of educational and applied linguistics research methodologies to look at issues such as teacher and learner beliefs, the actual use of literature in classrooms, and curriculum and textbook research among others. The symposium will thus provide the floor for empirically informed discussions of theorising, researching and practicing literature in language teaching.

S128 **detailed** **programme,** **click** **here**
(<https://drive.google.com/file/d/1O3NbNAqGXLRBhJVUFkh7qpn-DeZ1TGBy/view?usp=sharing>)

Functions of Literature in Culture and Language Learning

08:30 AM - 12:00 Noon

Presenters :

Wolfgang Hallet, Justus Liebig University Giessen

Implementation of an intercultural literary pedagogy in FLT: an effect study in secondary education in the Netherlands

08:30 AM - 12:00 Noon

Presenters :

Esther Schat, Utrecht University

**Picturebooks, pragmatics and teaching young L2 learners of English:
an investigation of five children's books**

08:30 AM - 12:00 Noon

Presenters :

Gila Schauer, University Of Erfurt

**Multimodal Literature in the EFL Classroom – Exploring German EFL
Teachers' Beliefs and Practices**

08:30 AM - 12:00 Noon

Presenters :

Claudia Mustroph, LMU Munich

**Teachers' Beliefs about Using Literature and Film in ESP-oriented
Classes**

08:30 AM - 12:00 Noon

Presenters :

Kyoko Kuze, Toyo University

**Literature as catalyst for cross-curricular education – FICTION AND
CONTENT UNIFIED LEARNING (FACUL)**

08:30 AM - 12:00 Noon

Presenters :

Stephan-Alexander Ditzte, Teacher (English, Politics/Economics), Post-doc Researcher, University Of Bremen |
Max-Planck-Gymnasium

**Picturebooks as the basis for the development of aesthetic
education in EFL: From inferential online reading to emotional
competence**

08:30 AM - 12:00 Noon

Presenters :

Agustin Reyes-Torres, University Of Valencia

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S134 1/2 | ReN: Fully Inclusive Practitioner Research Network Symposium: New epistemologies and cultural dynamics of co-production

Speakers

Emily Edwards, Lecturer In Academic Language And Learning, University Of Technology Sydney
 Anne Burns, University Of New South Wales
 Tim Ashwell, Teacher, Komazawa University
 Andy Barfield, Chuo University
 Alison Stewart, Gakushuin University
 Judith Hanks, University Of Leeds
 Sian Etherington, University Of Salford
 Johanna Vaattovaara, Professor, Tampere University, Finland
 Yoshitaka Kato, Chubu University
 Sal Consoli, Hong Kong Polytechnic University

Moderators

Assia Rolls, Researcher, Regent's University London
 Cori Crane, Associate Professor, University Of Alabama
 Ines Miller, Supervisor Teacher Education Courses, Pontifical Catholic University Of Rio De Janeiro
 Judith Hanks, University Of Leeds

This new AILA Fully Inclusive Practitioner Research Network Symposium explores critical perspectives raised by co-production in research and pedagogy. Traditionally research has 'belonged' to researchers, while teaching/learning has 'belonged' to practitioners. This creates a cultural communication gap which has long been contested. We highlight the challenges of different contextual constraints, probe assumptions of agency, voice and ownership, and foreground issues of local/global knowledge raised when practitioners engage in theorising praxis. This approach deliberately crosses boundaries, asking WHO does WHAT in classrooms and research. Making practitioner research fully inclusive means empowering those whose contributions are traditionally overlooked: learners, teachers, teacher educators, administrators, to co-produce knowledge, share insights, develop understandings of research in applied linguistics. New epistemologies are generated as hierarchies are interrogated and the cultures of research and pedagogy are explored. In this interactive Symposium we bring together researchers, practitioner researchers, teachers, learners and scholars involved in fully inclusive practitioner research from different geographical, institutional, cultural areas. A rich variety of speakers (both experienced and 'new scholars') from around the world will give creative, multimodal presentations of their work. We invite discussions in a new approach to co-production of knowledge about learning, teaching, researching in applied linguistics.

Sustainability in practitioner research: Perspectives from Australia

08:30 AM - 12:00 Noon

Presenters :

Anne Burns, University Of New South Wales
 Emily Edwards, Lecturer In Academic Language And Learning, University Of Technology Sydney

Beyond the third-party academic paradigm in writing about inclusive practitioner research

08:30 AM - 12:00 Noon

Presenters :

Tim Ashwell, Teacher, Komazawa University

Andy Barfield, Chuo University

Alison Stewart, Gakushuin University

Secret doors, coffee cups and humour: Investigating EAP teachers' positive emotions, well-being and quality of life through 'sticky objects'**08:30 AM - 12:00 Noon****Presenters :**

Sian Etherington, University Of Salford

Judith Hanks, University Of Leeds

Empowering professional identities through co-investigating in an interdisciplinary learning environment: a case example of from Finland**08:30 AM - 12:00 Noon****Presenters :**

Johanna Vaattovaara, Professor, Tampere University, Finland

Writer, editor and reviewer perspectives on writing about inclusive practitioner research**08:30 AM - 12:00 Noon****Presenters :**

Tim Ashwell, Teacher, Komazawa University

Alison Stewart, Gakushuin University

Andy Barfield, Chuo University

'Why should puzzles be "why" questions?' Puzzling about Exploratory Practice with language learners**08:30 AM - 12:00 Noon****Presenters :**

Yoshitaka Kato, Chubu University

Practitioner researchers and academic researchers can do better together**08:30 AM - 12:00 Noon****Presenters :**

Sal Consoli, Hong Kong Polytechnic University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S150 3/3 | ReN: on Early Language Learning

Speakers

Carmen Becker, TU Braunschweig
 Maarit Mutta, University Of Turku
 Outi Veivo, University Of Turku
 Eva Wilden, University Of Duisburg-Essen
 Sarah Sturm, Technical University Of Braunschweig
 Gabriela Lüthi, University Of Fribourg
 Teresa Kieseiser

Moderators

Heather Hilton, Convenor, Symposium 150 On Early Language Learning (AILA REN), Lumière University Lyon 2
 Eva Wilden, University Of Duisburg-Essen
 Siemone Zuidema, AILA2021 Volunteer

The Early Language Learning Research Network has organized a Symposium at the past two AILA Congresses (Brisbane in 2014, Rio de Janeiro in 2017), a sign of increasing scientific and political interest in language learning in the primary and preschool years. In such a context, a forum for the scientific consideration of the specificities of early language learning (ELL) is vital for teachers, materials designers and policy makers worldwide, and the objective of our AILA Symposia has always been to bring together speakers who can synthesize important work being carried out at regional and national levels, in order to inform policy and practice. The current ELL ReN has identified eight particularly important research strands, which provide the structure for our Symposium proposal: classroom practices for ELL, training teachers for ELL, ELL by multilingual and migrant learners, digital media for ELL, assessment in ELL, learning to read and write in ELL, "early years" instructed language learning (under the age of 6). The ReN strand coordinators have proposed featured speakers who will be presenting high-level studies on these themes, and the ELL Network invites similarly high-level papers to complete these perspectives.

Multilingualism in the early FL classroom: The role of heritage languages

08:30 AM - 12:00 Noon

Presenters :

Carmen Becker, TU Braunschweig

Robot-assisted L2 Learning in Primary School

08:30 AM - 12:00 Noon

Presenters :

Outi Veivo, University Of Turku
 Maarit Mutta, University Of Turku

Teachers' L1 and L2 use in primary L2 education and the role of teacher qualification and teachers' L2 proficiency

08:30 AM - 12:00 Noon

Presenters :

Eva Wilden, University Of Duisburg-Essen

Vocabulary learning strategies in primary EFL contexts: The effect of multilingualism

08:30 AM - 12:00 Noon

Presenters :

Sarah Sturm, Technical University Of Braunschweig

Implementing multilingual approaches in primary school – teachers' and teacher trainers' views

08:30 AM - 12:00 Noon

Presenters :

Gabriela Lüthi, University Of Fribourg

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S161 3/3 | Study abroad as a multilingual, intercultural and transnational experience

Speakers

Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland
 Kata Csisér, Eotvos Lorand University
 Yoko Munezane, Rikkyo University
 Judith Borràs, University Of Lleida
 Griet Boone, Ghent University
 Zeynep Köylü, University Of Basel
 Annarita Magliacane, Lecturer In TESOL And Applied Linguistics, University Of Liverpool
 Ayako Suzuki, Tamagawa University
 Midori Shikano, Nanzan University
 Saule Petroniene, Kaunas University Of Technology

Moderators

Rosamond Mitchell, University Of Southampton
 Kata Csisér, Eotvos Lorand University
 Ana Beaven, University Of Bologna
 June Eyckmans, Presenter, Ghent University
 Nicole Tracy-Ventura, West Virginia University
 Aline Oelen, AILA2021 Volunteer

Study abroad is a complex educational experience, with potential to support academic, linguistic, personal and intercultural development. Traditionally, applied linguistics research has concentrated on SA as an opportunity for second language acquisition by instructed learners, with a focus on single languages (English, Spanish, Arabic, Chinese etc). However in practice study abroad today takes place in multilingual and multicultural environments, and involves students from increasingly diverse transnational backgrounds. Much less is known about the likely impact of such complex experiences on student development (e.g. whether they experience multilingualism and/ or interculturality as a series of separate linguistic and cultural encounters, or as an integrated whole). This symposium therefore invites contributions from researchers interested in the impact of contemporary study abroad experiences on: students' evolving multilingualism including development in individual languages plus interactions between home languages, local languages, English as a lingua franca students' beliefs, language attitudes and multilingual identity students' intercultural and transnational orientation students' personal development in terms of agency, self-regulation and autonomy. As well as reporting their empirical research, contributors will be asked to reflect on their theoretical contribution to the understanding of SA, and/or to the educational support frameworks which can maximise students' development in contemporary SA settings.

S161 detailed programme, click here
 (https://drive.google.com/file/d/1mvyCbu7brNc_rBrO02mzFAyVHV2WckN3/view?usp=sharing)

The role of self-regulation in study abroad settings: An overview 08:30 AM - 12:00 Noon

Presenters :

Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland

International students in Australia, their self-efficacy and self-regulatory strategy use: a transnational perspective 08:30 AM - 12:00 Noon

Presenters :

Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland

The impact of motivation and self-efficacy on self-regulatory strategy use in study abroad contexts in Europe

08:30 AM - 12:00 Noon

Presenters :

Kata Csizér, Eotvos Lorand University

Predicting Sociocultural Adjustment of Sojourners Studying in Japan

08:30 AM - 12:00 Noon

Presenters :

Yoko Munezane, Rikkyo University

The role of learning context and individual differences when performing different study abroad experiences

08:30 AM - 12:00 Noon

Presenters :

Judith Borràs, University Of Lleida

Development of formulaic language use in a multilingual study abroad context: how social interaction affects students' production in L2 German

08:30 AM - 12:00 Noon

Presenters :

Griet Boone, Ghent University

The Effects of Study Abroad on Oral L2 Development: Results from a Learner Corpus Study

08:30 AM - 12:00 Noon

Presenters :

Zeynep Köylü, University Of Basel

Language contact during transnational student mobility: spaces and affordances during Covid-19

08:30 AM - 12:00 Noon

Presenters :

Annarita Magliacane, Lecturer In TESOL And Applied Linguistics, University Of Liverpool

Impacts of study abroad on university students' understanding of English as a lingua franca

08:30 AM - 12:00 Noon

Presenters :

Ayako Suzuki, Tamagawa University

Impact of a CLIL Study-abroad Program on Japanese University Students: Integrating Quantitative and Qualitative Methods

08:30 AM - 12:00 Noon

Presenters :

Midori Shikano, Nanzan University

Study Abroad: Extracurricular Language Learning

08:30 AM - 12:00 Noon

Presenters :

Saule Petroniene, Kaunas University Of Technology

Saule Juzeleniene, Teacher, Principal Investigator Of The Translation And Linguistic Research Group, Kaunas University Of Technology

**I 08:30 AM -
12:00 Noon**

● Room 1

S169 1/2 | Tensions between monolingualism and multilingualism across university contexts

Speakers

Marie Källkvist, Lund University
 Maria Kuteeva, Symposium Organiser, Presenter, Stockholm University
 Kumiko Murata, Waseda University
 Claudine Brohy, Lecturer, University Of Fribourg
 Kathrin Kaufhold, Associate Professor, Stockholm University
 Wanyu Amy Ou, The Education University Of Hong Kong
 Dragana Cvetanovic, University Of Helsinki
 Anta Kursiša, University Of Stockholm
 Lidia Balsà, Serra Hunter Lecturer, Rovira I Virgili University
 Josep M. Cots, University Of Lleida
 Agnes Bodis, Macquarie University
 Anna Solin, University Of Helsinki
 Guillaume Gentil, Carleton University
 Irina Shchemeleva, Higher School Of Economics, University Of Helsinki
 Jie Liu, University College London
 Luke Holmes, Doctoral Student, Stockholm University
 Monika Dannerer, University Of Innsbruck
 Slobodanka Dimova, University Of Copenhagen
 Taina Saarinen, University Of Jyväskylä
 Tiina Onikki-Rantajääskö, University Of Helsinki
 Heini Lehtonen, University Of Helsinki

Moderators

Kathrin Kaufhold, Associate Professor, Stockholm University
 Maria Kuteeva, Symposium Organiser, Presenter, Stockholm University
 Niina Hynninen, University Of Helsinki
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

At universities today, the national language(s) and English as an academic lingua franca are used alongside a plethora of other linguistic resources, including different languages, varieties, codes and registers. Our symposium explores universities as multilingual settings by drawing attention to various, often conflicting, language perceptions and practices alongside the prominence of English in international study programmes and research publication. Language practices are understood here as behaviour or activity in relation to specific language regimes. The symposium problematises language boundaries and dominant perceptions of standards and norms and seeks to provide empirical evidence for 'polycentric systems of norms' (Blommaert 2010) within the rather conservative field of higher education. Our scope includes language perceptions and ideologies linking to societal issues, policies on the institutional level, and implications for individuals' repertoires on the personal level. We invite papers addressing the following issues: 1) tensions concerning monolingualism versus multilingualism on the institutional level; 2) the dialectics between perceiving and experiencing "language(s)" versus "linguaging", i.e. between languages as separable objects and translanguing practices; 3) the specificity of language uses at universities from the perspectives of different stakeholders, e.g. students, teachers, researchers and administrators; 4) language-regulatory mechanisms and practices related to the production of mono/multilingualism.

S169 (1/2)

08:30 – 09:10: Marie Källkvist & Francis Hult
 09:10 – 09:25: Maria Kuteeva
 09:25 – 09:50: Kumiko Murata & Masakazu Iino
 09:50 – 10:00: Claudine Brohy, Iris Schaller-Schwaner & Andy Kirkpatrick

10:00 – 10:30: Coffee (with online interaction)
10:30 – 10:45: Kathrin Kaufhold
10:45 – 11:10: Wanyu Amy Ou & Mingyue Michelle Gu
11:10 – 11:35: Dragana Cvetanovic, Heini Lehtonen, Åsa Mickwitz & Auli Toom
11:35 – 11:45: Anta Kursiša, Anne Huhtala & Marjo Vesalainen
11:45 – 11:55: Lúdia Gallego Balsà & Josep Cots
11:55 – 12:00: Additional discussion time

Monolingual-Bilingual-Multilingual Tensions in Higher Education

08:30 AM - 12:00 Noon

Presenters :

Marie Källkvist, Lund University

If not English, then what? Unpacking language hierarchies at university

08:30 AM - 12:00 Noon

Presenters :

Maria Kuteeva, Symposium Organiser, Presenter, Stockholm University

The same university, different policies, differing perceptions and constraints among students from two different EMI contexts in Japan

08:30 AM - 12:00 Noon

Presenters :

Kumiko Murata, Waseda University

Multilingual Switzerland and Hong Kong: issues around the denial of Swiss German and Cantonese as languages for academic purposes

08:30 AM - 12:00 Noon

Presenters :

Claudine Brohy, Lecturer, University Of Fribourg

Transnational students' language ideologies and practices across social spaces in multilingual university settings

08:30 AM - 12:00 Noon

Presenters :

Kathrin Kaufhold, Associate Professor, Stockholm University

Translingual practices as spatial repertoire for teaching and learning in an EMI multilingual university

08:30 AM - 12:00 Noon

Presenters :

Wanyu Amy Ou, The Education University Of Hong Kong

Developing translanguaging pedagogies in bilingual Bachelor degrees (TvEx) at the University of Helsinki: a students' and teachers' perceptions

08:30 AM - 12:00 Noon

Presenters :

Dragana Cvetanovic, University Of Helsinki

Heini Lehtonen, University Of Helsinki

Multilingual vs. Multilingually Aware? Exploring language students' views of their multilingualism

08:30 AM - 12:00 Noon

Presenters :

Anta Kursiša, University Of Stockholm

(De)Legitimising plurilingual teaching practices in an ESP course at university: a discourse analysis approach to teacher's and students' argumentative strategies

08:30 AM - 12:00 Noon

Presenters :

Lidia Balsà, Serra Hunter Lecturer, Rovira I Virgili University

Josep M. Cots, University Of Lleida

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S178 | The proofreading and editing of L2 English writing

Speakers

Joan Turner, Emeritus Professor, Goldsmiths
Nigel Harwood, Sheffield University
Mayumi Fujioka, Osaka Prefecture University
Miho Yamashita, Ritsumeikan University
Nina Conrad, PhD Candidate, University Of Arizona
Fatimah Alghamdi, King Abdulaziz University

Moderators

Nigel Harwood, Sheffield University

As English becomes the lingua franca of the global academy for students writing coursework and dissertations/theses, and for lecturers writing for publication, there is a growing need for editing (or 'proofreading') of L2 students' and academics' English language texts to ensure these texts are fit for purpose. Recent work researching the editing of student writing (e.g., Harwood et al., 2009; Harwood, 2018, 2019; Turner, 2018) and of academics' writing for publication (e.g., Burrough-Boenisch, 2005; Li, 2012; Luo & Hyland, 2016, 2017) has studied editing from a number of perspectives, and this symposium seeks proposals which will extend this knowledge base. Themes to address include: What types of interventions do editors make to writers' texts? Why, how, and to what extent do different editors intervene consistently? What are the ethical implications of editing for journal editors receiving academics' modified texts and for lecturers marking students' edited coursework/theses? To what extent do editors' practices align with writers' expectations? This symposium will bring papers on these and other topics together to provide delegates with an understanding of the various methods and methodologies which are being deployed to better understand the editing phenomenon and its implications for writers and policymakers in various higher education contexts.

Proofreading in the international university: ethical concerns, practical problems, symbolic meaning.

08:30 AM - 12:00 Noon

Presenters :

Joan Turner, Emeritus Professor, Goldsmiths

The perspectives of lecturers, language tutors, and student writers on the proofreading of student writing

08:30 AM - 12:00 Noon

Presenters :

Nigel Harwood, Sheffield University

A US writing center tutor's interventions in an L2 doctoral student's dissertation writing

08:30 AM - 12:00 Noon

Presenters :

Mayumi Fujioka, Osaka Prefecture University

What expertise and instruction strategies are expected to from writing center tutors in the science department in university?

08:30 AM - 12:00 Noon

Presenters :

Miho Yamashita, Ritsumeikan University

Quantifying academic proofreading: Further evidence for the ideological underpinnings of postsecondary students' proofreading practices

08:30 AM - 12:00 Noon

Presenters :

Nina Conrad, PhD Candidate, University Of Arizona

'Accept and Move to Next': Native-Speaking Editors' Changes to English Academic Writing of Advance Non-Native Emerging Scholars

08:30 AM - 12:00 Noon

Presenters :

Fatimah Alghamdi, King Abdulaziz University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S184 1/2 | Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education

Speakers

Sonja Brunsmeier, University Of Vechta
 Anelise Gondar, UERJ
 Karim Sadeghi, AILA Solidarity Awardee, Urmia University
 Rodrigo Arellano, PhD Candidate - Lecturer, The University Of New South Wales
 Fumiko Kurihara, Chuo University
 Nancy Drescher, Faculty, Minnesota State University, Mankato
 Paul Voerkel, Symposium Organizer, Friedrich-Schiller-Universität Jena
 Sabine Rotberg, Goethe-Institut
 Stefania Kordia, Hellenic Open University
 Sakiko Yoneda, Tamagawa University
 Eri Osada, Kokugakuin University
 Takane Yamaguchi, Shumei University

Moderators

Mergenfel A. Ferreira, UFRJ
 Paul Voerkel, Symposium Organizer, Friedrich-Schiller-Universität Jena
 Michelle Mattuzzi, AILA2021 Volunteer

The broad reception of Hattie's meta-studies about the impact of teacher activities has shown the core importance of teacher training and professional development. Within this area, "Reflection" and "Action Research" are increasingly considered as fundamental aspects for teacher education, for what questions raised by scholars such as Shulman (1986), Schön (1988) and Altrichter & Posch (2007) remain essential until today, in order to link the theoretical discussion about academic teacher training and the practical skills needed for classroom management and interaction. Numerous educational challenges, among them the emergence and overlapping of diverse technologies, make it crucial that teachers develop skills that help them rethink their practices. This "reflective moments" are supposed necessary to ensure the constant quality of their work and to encourage efficient practices of classroom interaction and language teaching. The symposium offers a space to bring together both theoretical studies and practical experiences of foreign or second language teacher education and professional development that focus on the issues pointed above. The discussions are meant to be open for scholars that deal with the teaching of foreign languages (especially "German as a Foreign Language") and aim to integrate participants from different regions of the world sharing their experiences.

Teachers as Researchers – A profession- and research-led teaching concept

08:30 AM - 12:00 Noon

Presenters :

Sonja Brunsmeier, University Of Vechta

Ensuring pedagogical consistency between primary- and secondary-level foreign language education through portfolios in Japan

08:30 AM - 12:00 Noon

Presenters :

Fumiko Kurihara, Chuo University

Eri Osada, Kokugakuin University

Sakiko Yoneda, Tamagawa University

Takane Yamaguchi, Shumei University

Rie Adachi, Researcher And Teacher, Sugiyama Jogakuen University

A corpus-based analysis of ideologies in EFL teacher education policies

08:30 AM - 12:00 Noon

Presenters :

Rodrigo Arellano, PhD Candidate - Lecturer, The University Of New South Wales

Teacher Education and Professional Self-Definition of Prospective Teachers of German as an Additional Language in Rio de Janeiro

08:30 AM - 12:00 Noon

Presenters :

Anelise Gondar, UERJ

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S189 | Variables affecting foreign language acquisition in bilingual programs

Speakers

Thorsten Piske, Full Professor, University Of Erlangen-Nuremberg
 Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim
 Ann-Christin Bruhn, University Of Hildesheim
 Mengying Liu, University Of Minnesota
 Patricia Uhl, Friedrich-Alexander University Of Erlangen-Nuremberg, Germany
 Anja Steinlen, Friedrich Alexander University Erlangen-Nürnberg, Germany
 Anna Trebits, Lecturer In TESOL And Applied Linguistics, University Of Hildesheim
 Katharina Ponto, University Of Hildesheim

Moderators

Anja Steinlen, Friedrich Alexander University Erlangen-Nürnberg, Germany
 Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim
 Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

A long-standing tradition in SLA investigates the effects of learner-internal and -external factors on language learning, often looking at variables in isolation. Recently, researchers have focused increasingly on the interplay of such factors in the dynamic contexts in which (language) development unfolds. L2A in educational programs adds to the complexity of such developmental trajectories. Instructional quality and L2 program features interact with the child's individual characteristics, which are shaped by their social and language background(s), leading to heterogeneous classrooms which have increasingly been in the focus of modern teaching approaches. Research on immersion programs (particularly in Canada and the U.S.) has consistently shown that the strongest predictors for L2A comprise intensity, duration and quality of L2 exposure, while less intensive bilingual programs, often referred to as CLIL in Europe, which cover various programs differing in intensity, duration, setup, and L2-input, have yielded mixed results. Clear distinctions of program variables and terminology are a desideratum for future studies. Statistical methods modeling multifactorial growth processes present a promising approach to shed light on the interplay of numerous factors in instructed L2A. This symposium invites theoretical and empirical papers on the impact and interplay of variables affecting L2 acquisition in bilingual classroom contexts.

8.30-9.10 Thorsten Piske (key)

9.10-9.30 Patricia Uhl

9.30-9.50 Anja Steinlen

9.50-10.00 Discussion

10.30-10.50 Mengying Liu

10.50-11.10 Kristin Kersten

11.10-11.30 Ann-Christin Bruhn, Katharina Ponto, Kristin Kersten

11.30-11.50 Anna Trebits, Katharina Ponto, Kristin Kersten

11.50-12.00 Discussion

Factors affecting L2 learning in immersion, CLIL and 'regular' foreign language programs**08:30 AM - 12:00 Noon****Presenters :**

Thorsten Piske, Full Professor, University Of Erlangen-Nuremberg

Competence acquisition of heterogeneous learner groups in a Bilingual Program (French/German) in Bavarian Primary Schools – First empirical results**08:30 AM - 12:00 Noon****Presenters :**

Patricia Uhl, Friedrich-Alexander University Of Erlangen-Nuremberg, Germany

Children with AD(H)D in primary school immersion programs**08:30 AM - 12:00 Noon****Presenters :**

Anja Steinlen, Friedrich Alexander University Erlangen-Nürnberg, Germany

Second-grade Chinese immersion students' language use**08:30 AM - 12:00 Noon****Presenters :**

Mengying Liu, University Of Minnesota

The interplay of cognitive, social and instructional variables affecting foreign language acquisition in primary school: The Proximity Hypothesis**08:30 AM - 12:00 Noon****Presenters :**

Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim

L2 Instruction Predicts Young Learners' L2 Comprehension in Bilingual and Conventional Programs**08:30 AM - 12:00 Noon****Presenters :**

Ann-Christin Bruhn, University Of Hildesheim

Katharina Ponto, University Of Hildesheim

Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim

Sources of individual differences in L2 development: The role of parenting style, home enrichment and L1 proficiency in young learners**08:30 AM - 12:00 Noon****Presenters :**

Anna Trebits, Lecturer In TESOL And Applied Linguistics, University Of Hildesheim

Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim

Katharina Ponto, University Of Hildesheim

X 12:00 Noon -
01:30 PM

LUNCH

X 12:15 PM -
01:00 PM

Body-Mind-Recharge in Gather.Town | Activity Center

During all lunch times in between symposia, we can revitalize with Iryna, an international and multilingual yoga teacher with over 10 years of experience. She will guide the 45 minutes yoga & stretching break to help you recharge and rebuild your mental and physical resources. Every session, she will start with breathing practice for a better focus, continue with yoga postures for shoulders, chest and lower back and finish with grounding meditation. This session is suitable and accessible for all levels and all you need is comfortable clothes for stretching, a mat, a towel or a chair to sit on.

Go to Gathertown! (<https://gather.town/app/nM0MiFeylg8bqcR/AILA%202021>)

X 12:15 PM -
01:15 PM

Cooking together in Gather.Town | Activity Center | Kitchens

Do you have a (traditional) dish or drink which you would like to prepare live for and with other AILA delegates? During lunch and dinner times we have arranged some time slots, when others can join you in the virtual kitchen. We hope to have dishes/drinks from different parts of our AILA world! Do you want to host such a cooking session? Please sign up here (https://rug.eu.qualtrics.com/jfe/form/SV_bOVx9ytR1QeRMEu) and let us know what dish you wish to make.

Go to Gathertown! (<https://gather.town/app/nM0MiFeylg8bqcR/AILA%202021>)

12:15 PM -
01:15 PM

Meet the Publisher @ Gather Town Classroom

A representative from each of our publishers will introduce themselves briefly and then answer your questions. Such as:

1. What kinds of books do you publish?
2. What are some of your key new titles?
3. What are your distinguishing features as a book publisher?
4. What sorts of books are you looking to commission?
5. How would one submit a book proposal to you?
6. What are you looking for in a stand-out proposal?

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)



1 01:30 PM -
02:30 PM

● **Room 1**

Keynote Qiufang Wen

Speakers

Audrey Rousse-Malpat, Chair Of Social Program, Rijksuniversiteit Groningen
Qiufang Wen

Moderators

Audrey Rousse-Malpat, Chair Of Social Program, Rijksuniversiteit Groningen
May Wu (AILA2021 Team)



Qiufang Wen

(Beijing Foreign Studies University, China)

Qiufang Wen is regarded as the leading figure in AL in China. She is currently Vice-President of the China Association for Comparative Studies of English and Chinese and Vice-president of AsiaTEFL. Her research interests include second language acquisition, teacher professional development, and national language capacity.

The production-oriented approach to the instructed second language acquisition: What has happened in the post-method era?

01:30 PM - 02:30 PM

Presenters :

Qiufang Wen

⌘ 02:30 PM -
06:00 PM

Workshop: Methods and Tools for Coding Multimodal and Gesture Data Within Different Theoretical Frameworks

Speakers

Gale Stam, Professor Emerita, National Louis University
Johannes Wagner, University Of Southern Denmark
Marianne Gullberg, Lund University
Søren Wind Eskildsen, University Of Southern Denmark

Moderators

Johannes Wagner, University Of Southern Denmark
Gale Stam, Professor Emerita, National Louis University
Marianne Gullberg, Lund University
Søren Wind Eskildsen, University Of Southern Denmark

This workshop provides an overview of how to code videotaped data from different theoretical perspectives using various software programs. The first hour consists of presentations by experienced gesture and multimodal researchers Søren Wind Eskildsen, Marianne Gullberg, Gale Stam, and Johannes Wagner. The remainder of the workshop is a hands-on session where participants work on coding data and receive immediate feedback. The workshop is limited to 50 participants because of its hand-on nature. Participants will be sent information about material that they should download before the workshop.

X 02:30 PM -
06:00 PM

● Room 1

S002 | “Who do you love more... L1 or Lx?” Potentials and limitations of approaches to assess multilingual attitudes from interdisciplinary and multi-methodological perspectives

Speakers

Julia Kawamoto, Presenter, Ehime University

Takako Inada, Japan University Of Health Sciences

Ivy Chen, University Of Melbourne

Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education

Arwa AL Thobaiti, Phd Student, UNSW Sydney

Suzanne Dekker, AILA2021 Volunteer, NHL Stenden UAS | University Of Groningen

Moderators

Rasmus Steinkrauss, AILA 2021 Committee - Treasurer, University Of Groningen

Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen

Siemone Zuidema, AILA2021 Volunteer

Multilinguals' attitudes have a long pedigree in research, as a predictor of or indicator for linguistic integration or in studies on language maintenance and attrition (Schmid 2010). At the same time, the issue remains: How can we capture subjective concepts such as attitudes through objective methods? Further methodological issues arise from the conceptualization of language attitudes as static, internal, personal traits (e.g. developed prior to migration) and as affecting individuals' language development. This perception of one language equals one person or one community is not viable in the complexity of today's multilingual societies as criticized in "methodological nationalism" (Pavlenko/Blackledge 2004; Wimmer/Glick Schiller). Researchers who study language beliefs criticize this methodological approach and argue that attitudes are not the reason for, but rather the result of societal language practices (Roth et al. 2018). These methodological issues are crucial for further research on multilingualism and questions such as: How do we conceptualize and operationalize attitudes? What tools do we use to assess and evaluate them? The symposium invites researchers to share their on-going projects and to discuss in sub-themes whether and if so, what are the differences with regard to: - Disciplinary perspectives - Children and adults - Attitudes of or attitudes towards multilinguals.

SCHEDULE

After a short opening at 2:30, we will watch the recordings according to the following schedule. There is time for discussion after each presentation, and at the end.

2:40-3:00 Julia Kawamoto: University teachers and students interviews on the use of L1 in the L2 classroom

3:10-3:35 Takako Inada: What can a teacher's language choice (exclusive English use or translanguaging) affect among EFL university students in task-based communicative classes?

3:45-4:15 Arwa AL Thobaiti: Understanding Language Attitudes toward Multilingualism among Undergraduates in Saudi Arabia through a Bifocal Research Lens

4:25-4:50 Ivy Chen: Interaction between attitude and context in the prediction of language proficiency in multilinguals: The case of Taiwan

University teachers and students interviews on the use of L1 in the L2 classroom

02:30 PM - 06:00 PM

Presenters :

Julia Kawamoto, Presenter, Ehime University

What can a teacher's language choice (exclusive English use or translanguaging) affect among EFL university students in task-based communicative classes?

02:30 PM - 06:00 PM

Presenters :

Takako Inada, Japan University Of Health Sciences

Understanding Language Attitudes toward Multilingualism among Undergraduates in Saudi Arabia through a Bifocal Research Lens

02:30 PM - 06:00 PM

Presenters :

Arwa AL Thobaiti, Phd Student, UNSW Sydney

Interaction between attitude and context in the prediction of language proficiency in multilinguals: The case of Taiwan.

02:30 PM - 06:00 PM

Presenters :

Ivy Chen, University Of Melbourne

Multilingual heritage speakers of Russian in the U.S., Israel, Germany and Finland talking about their linguistic attitudes

02:30 PM - 06:00 PM

Presenters :

Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education

**X 02:30 PM -
06:00 PM**

● Room 1

S006 | Advances and challenges in spoken and multimodal learner corpus research and application

Speakers

Katrin Wisniewski, Justus Liebig University Giessen

Dana Gablasova, Lancaster University

John Osborne, University Savoie Mont Blanc

Kazunari Shimada, Senior Specialist For Textbooks, Ministry Of Education, Culture, Sports, Science And Technology - Japan

Raffaella Bottini, Lancaster University

Nivja De Jong, Leiden University

Moderators

Katrin Wisniewski, Justus Liebig University Giessen

Anke Lüdeling, Humboldt University Of Berlin

Audrey Rousse-Malpat, Chair Of Social Program, Rijksuniversiteit Groningen

Merel Keijzer, AILA Organizational Committee Member And Symposium Organizer, University Of Groningen

As the compilation of spoken learner corpora (SLC) is time-consuming and poses many methodological challenges, the number and diversity of SLC is not sufficient to permit a good understanding of L2 acquisition and L2 usage in both authentic communication and educational contexts. Therefore, our symposium addresses challenges and recent developments in SLC research. We especially invite contributions based on speech corpora (audio level included) or multimodal corpora (visual level included, and/or containing both written and spoken language) addressing, but not limited to the following issues: - methodological challenges in compiling and designing spoken/multimodal learner corpora (e.g., transcription, annotation, task design) - SLC study quality, e.g., transparency, reliability, replicability, generalizability - a broad range of linguistic phenomena (e.g., fluency, phonetics/phonology, discourse ...) - relationships of spoken to written L2, or input-output-relationships, - the relationship of spoken L2 to the CEFR (proficiency classifications) or to educational success - mixed-methods, triangulated studies - applications of spoken/multimodal learner corpora in language assessment and in the L2 classroom We particularly welcome contributions based on target groups other than university students, languages other than English.

Programme:

- 14.30-15.10: Welcome by symposium organizers
 - Dana Gablasova: Interpreting patterns in corpora of L2 speech: The challenges of finding a meaningful L1 reference point
- 15.10-15.40: John Osborne & Evgenia Nicol-Bakaldina, Spoken learner corpora: diversity and comparability
- 16.00-16.30: Coffee break
- 16.30-17.00: Kazunari Shimada, The Use of Discourse Markers in Japanese EFL Textbooks and Learner Speech: Variation in Discourse Types
- 17.00-17.30: Raffaella Bottini, Lexical complexity and spoken L2 English proficiency in the Trinity Lancaster Corpus
- 17.30-18.00: Nivja de Jong, Measuring speaking fluency automatically for the purpose of research and assessment

Interpreting patterns in corpora of L2 speech: The challenges of finding a meaningful L1 reference point

02:30 PM - 06:00 PM

Presenters :

Dana Gablasova, Lancaster University

Spoken learner corpora : diversity and comparability.

02:30 PM - 06:00 PM

Presenters :

John Osborne, University Savoie Mont Blanc

**The Effects of Explicit and Implicit Instruction on the Use of
Discourse Markers in Japanese EFL Learners' Speech**

02:30 PM - 06:00 PM

Presenters :

Kazunari Shimada, Senior Specialist For Textbooks, Ministry Of Education, Culture, Sports, Science And
Technology - Japan

**Lexical complexity and spoken L2 English proficiency in the Trinity
Lancaster Corpus**

02:30 PM - 06:00 PM

Presenters :

Raffaella Bottini, Lancaster University

**Measuring speaking fluency automatically for the purpose of
research and assessment**

02:30 PM - 06:00 PM

Presenters :

Nivja De Jong, Leiden University

x 02:30 PM -
06:00 PM

● Room 1

S008 2/3 | AILA-Europe Junior Research Meeting in Applied Linguistics

Speakers

Tanja Seppälä, Doctoral Researcher (PhD Student), University Of Jyväskylä
Eva Malessa, Junior Researcher, University Of Jyväskylä
Leila Imppola, University Of Jyväskylä
Veronika Hamann, PhD-Student, University Of Agder
Nuhi Bllaca, University Of Vienna

Moderators

Aleksandra Gnach, ZHAW Zurich University Of Applied Sciences
Junping Hou, AILA2020 Committee Member, Xi'an University; University Of Groningen
Valery Wyss, ZHAW Zurich University Of Applied Sciences
Janine Strandberg, PhD Candidate, University Of Groningen
Ting Huang , AILA2021 Volunteer, Fudan University

In January 2007, the first AILA Europe Junior Researchers Meeting (JMR) took place at the University of Groningen. Since then, the JRM has been held in various European countries, amongst them Ireland, Finland, Germany, and Switzerland and at this symposium we would like to integrate the JRM into the larger AILA conference. The aim of JRMs is to promote young researchers in Applied Linguistics from all over Europe by providing a platform in which they can present and discuss their research findings, ongoing studies and projects in an interactive and informal international environment. Junior Researchers include those working on their Master's and PhD theses, as well as those who have graduated within the last three years. In this symposium (two slots), we would like for junior researchers to present their papers on any topic within applied linguistics, but preferably on the conference theme "The dynamics of language, communication and culture in a changing world". Presenters will be asked about the kind of feedback or help they need and the organizers will invite designated senior researchers as commentators to foster questions and discussion.

Finnish language learning in Integration Training for Adult Immigrants in Finland: part-of-the-training participants

02:30 PM - 06:00 PM

Presenters :

Tanja Seppälä, Doctoral Researcher (PhD Student), University Of Jyväskylä

Exploring game-based late L2 literacy training of adult migrants with limited educational backgrounds: Technology-enhanced or technology-exhausted learning?

02:30 PM - 06:00 PM

Presenters :

Eva Malessa, Junior Researcher, University Of Jyväskylä

Importance of the Finnish language for second and third generation migrants from the perspective of German-Finnish youth in Germany

02:30 PM - 06:00 PM

Presenters :

Leila Imppola, University Of Jyväskylä

x 02:30 PM -
06:00 PM

● Room 1

S010 2/2 | Applied linguistics in the professions: The value of transdisciplinarity in a changing world

Speakers

Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences

Christopher McKenna, Associate Professor, Business Communication And Legal Studies, Stephen F. Austin State University

Marina Bondi, University Of Modena And Reggio Emilia

Frédérick Dionne, University Of Klagenfurt

Eva-Maria Graf, University Of Klagenfurt

Eun-Young Kim, Andrews University

Moderators

Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences

Lilly Göthe, Volunteer, University Of Groningen

The relation and collaboration between researchers and practitioners has long been discussed within and across applied sciences and theoretical disciplines (see AILA Review 2018, 31, for a recent overview). However, research approaches claiming to combine theoretical and practical needs and expectations often lack either solid grounding in empirical data or thorough reflection from theoretical perspectives. This symposium aims to take the discussion further by rethinking transdisciplinarity systematically from theoretical and practical angles, inviting contributions both from cooperation with other disciplines as well as with practitioners. From theoretical angles, the contributions explain how and why transdisciplinary research contributes to further developing empirically grounded theories of language use in context in an increasingly digitized and glocalized professional world. From practical angles, the contributions elaborate on potential pitfalls and benefits practitioners can expect from collaborating with researchers from various disciplines. For example, how practitioners can engage in – and benefit from – research projects by co-creating knowledge together with academic researchers. Phases of such activity include identifying wicked problems, formulating pertinent research questions, developing shared languages, engaging in ongoing dialogue, finding results and conclusions based on mutual learning, as well as developing and implementing tools that foster sustainable solutions.

Financial literacy and ethics. An Applied Linguistics' perspective.

02:30 PM - 06:00 PM

Presenters :

Marlies Whitehouse, AILA Treasurer, Zurich University Of Applied Sciences

Faculty-recruitment communication ironies: How colleges fail to measure up to their own job-search requirements.

02:30 PM - 06:00 PM

Presenters :

Christopher McKenna, Associate Professor, Business Communication And Legal Studies, Stephen F. Austin State University

To measure or not to measure? Vague language in CSR communication

02:30 PM - 06:00 PM

Presenters :

Marina Bondi, University Of Modena And Reggio Emilia

Transdisciplinarity and executive coaching? An example of researching questioning practices

02:30 PM - 06:00 PM

Presenters :

Frédérick Dionne, University Of Klagenfurt

Eva-Maria Graf, University Of Klagenfurt

Knowledge-Brokering in the Social Sciences: Mediating Research for General Readers

02:30 PM - 06:00 PM

Presenters :

Eun-Young Kim, Andrews University

**X 02:30 PM -
06:00 PM**

● Room 1

S012 | Bilingualism and the separation of languages

Speakers

Frankie Har, The Hong Kong Polytechnic University
Gerard Murphy, University Of Edinburgh
Alimujiang Tusun, University Of Cambridge
Simone Oliveira, Federal Institute Of Minas Gerais (IFMG)
Satomi Mishina-Mori, Rikkyo University
Jochen Rehbein, Institute Of German Philology (IFG I)

Moderators

Bram Vertommen, KU Leuven

The hallmark of bilingualism is that it involves the co-existence of two or more languages. This can manifest in many different ways, roughly ranging from complete separation, in which each language has its own domains of use, to complete integration, in which the languages are constantly used together. Patterns of use are largely determined by the demands of the social setting, in which the desirability of separation may be emphasized to a greater or to a lesser degree. These patterns, in turn, have cognitive consequences: constant separation leads to some degree of separation of knowledge stores in the mind ('being proficient in two languages'), while constant mixing leads to a more integrated type of mental representation ('speaking a hybrid'). These different proficiency distributions, finally, may link up well or not so well with societal and community expectations, and these two levels may impose conflicting demands on speakers. This workshop explores these effects, theoretically by accounting for them through a usage-based approach, and empirically through investigations of language mixing in settings that differ in the degree to which they emphasize the importance of keeping languages separate.

Language Choices among Hong Kong Civil Servants: A Case Study of Adult Learners' Plurilingual Practices in Instant-Messaging Communication

02:30 PM - 06:00 PM

Presenters :

Frankie Har, The Hong Kong Polytechnic University

Exploring the effects of intimidation on bilingual Arabic speakers in the UK and consequent language attitudes and public language use.

02:30 PM - 06:00 PM

Presenters :

Gerard Murphy, University Of Edinburgh

Uyghur-Chinese early successive bilinguals' acquisition of caused motion expressions

02:30 PM - 06:00 PM

Presenters :

Alimujiang Tusun, University Of Cambridge

Non-Native early bilingualism in Brazil: A Case Study on the phenomenon of child bilingualism in Brazilian families

02:30 PM - 06:00 PM

Presenters :

Simone Oliveira, Federal Institute Of Minas Gerais (IFMG)

Referent re-introduction in bilingual narratives: A qualitative analysis of crosslinguistic influence

02:30 PM - 06:00 PM

Presenters :

Satomi Mishina-Mori, Rikkyo University

Nexus

02:30 PM - 06:00 PM

Presenters :

Jochen Rehbein, Institute Of German Philology (IFG I)

**X 02:30 PM -
06:00 PM**

● Room 1

S013 2/2 | Building Disciplinary Literacies in CLIL

Speakers

Tarja Nikula, University Of Jyväskylä

Anne McCabe, Saint Louis University

Silvia Bauer-Marschallinger, University College Of Teacher Education Vienna/Krems & University Of Vienna

Thomas Hasenberger, PhD Student, Teacher, University Of Vienna

Valia Spiliotopoulos, Assistant Professor Of Teaching, University Of British Columbia

Christiane Dalton-Puffer, University Of Vienna

Natalia Evnitskaya, Lecturer In TEFL, Universitat Internacional De Catalunya

Moderators

Julia Huettner, University Of Vienna

Christiane Dalton-Puffer, University Of Vienna

Seyit Omer Gok, AILA2021 Volunteer

Content-and-Language-Integrated-Learning (CLIL), especially targetting English, is by now undoubtedly part of mainstream education in Europe and matched by a vibrant research scene. Existing studies have highlighted the effects of CLIL on general foreign language competence, which are overall positive, but given the complementary nature of CLIL to EFL classes, this improvement is arguably not that surprising. In fact, the crucial question for CLIL practice and research is currently to identify its unique contribution to learning and conceptual development. This symposium argues that one of these contributions is the learning and use of English in the ways deemed appropriate in the specific subjects studied, e.g. History or Biology. We aim to bring together established and emerging scholars in applied linguistics and subject education to allow fruitful discussion of findings in diverse contexts and from a range of perspectives. Possible areas of focus include, but are not limited to: - terminology learning and use - the link between subject-related competence(s) and discourse competence(s) - genre use and learning - interface between L1 disciplinary language use and learning and L2 disciplinary language use and learning - participant perspectives on L2 disciplinary use and learning - pedagogical advice We are aiming for a mixture of presentations and poster presentations

S013 detailed programme, click here (<https://drive.google.com/file/d/1qbMkF1Ghq-8GApePZrodywCFj-vxKv0Z/view?usp=sharing>)

Language as subject-specific meaning making: on shifting orientations to language in CLIL

02:30 PM - 06:00 PM

Presenters :

Tarja Nikula, University Of Jyväskylä

Evaluating History: A Longitudinal Study of Student Writing in Bilingual Education

02:30 PM - 06:00 PM

Presenters :

Anne McCabe, Saint Louis University

Developing historical literacy by working on Cognitive Discourse Functions in the CLIL classroom: A Transdisciplinary Approach

02:30 PM - 06:00 PM

Presenters :

Silvia Bauer-Marschallinger, University College Of Teacher Education Vienna/Krems & University Of Vienna

Students' uses of categorization in written CLIL history tasks from grade 6 to 10

02:30 PM - 06:00 PM

Presenters :

Natalia Evnitskaya, Lecturer In TEFL, Universitat Internacional De Catalunya

Christiane Dalton-Puffer, University Of Vienna

"The science of it ...": the potential of cognitive discourse functions in CLIL

02:30 PM - 06:00 PM

Presenters :

Thomas Hasenberger, PhD Student, Teacher, University Of Vienna

Scaffolding Peer Interaction through Table Talk within a Language-and-Content Integrated Business Curriculum: An Ethnographic Case Study in a Canadian University

02:30 PM - 06:00 PM

Presenters :

Bong-gi Sohn, Post Doctoral Fellow, Simon Fraser University

Valia Spiliotopoulos, Assistant Professor Of Teaching, University Of British Columbia

**x 02:30 PM -
06:00 PM**

● Room 1

S024 2/2 | Connecting second language acquisition research to language testing

Speakers

Andrea Revesz, UCL Institute Of Education
Dina Tsagari, Professor, Oslo Metropolitan University
Nansia Kyriakou, University Of Cyprus
Jing Xu, Principal Research Manager, Cambridge Assessment English
Mark Chapman, Director Of Test Development, WIDA, University Of Wisconsin-Madison
Jianling Liao, Arizona State University

Moderators

Parvaneh Tavakoli, University Of Reading
Chihiro Inoue, Senior Lecturer In Language Assessment, University Of Bedfordshire
Aline Oelen, AILA2021 Volunteer

This symposium focuses on how second language acquisition (SLA) research and language testing can inform one another to understand key issues related to language proficiency and to validate language tests. While there is common agreement that the two fields can mutually benefit from one another, research findings emerging from the two fields do not always reach the other community. The symposium proposed here aims at bringing researchers from these two fields closer together to highlight in what ways the findings of their studies can inform theory and practice in the other discipline. The first featured speakers (Inoue and Tavakoli) will summarize the findings of research into task performance and their implications for language testing. The second speaker (Andrea Revesz) will highlight the implications of studies investigating the use of eye-tracking for language testing.

Validating L2 assessments for research purposes: How can insights from language testing inform SLA research

02:30 PM - 06:00 PM

Presenters :

Andrea Revesz, UCL Institute Of Education

The impact of a rating scale on high-stakes writing assessment

02:30 PM - 06:00 PM

Presenters :

Dina Tsagari, Professor, Oslo Metropolitan University
Nansia Kyriakou, University Of Cyprus

Exploring the order of acquisition of lexical collocations among Chinese learners of English

02:30 PM - 06:00 PM

Presenters :

Jing Xu, Principal Research Manager, Cambridge Assessment English

Examining the Task Effect on the Complexity and Fluency of Young English Learners' Performance on an Academic Speaking Assessment

02:30 PM - 06:00 PM

Presenters :

Mark Chapman, Director Of Test Development, WIDA, University Of Wisconsin-Madison

**What automatic measurement of text similarity tells us:
Development of second language learner writing**

02:30 PM - 06:00 PM

Presenters :

Gyu-Ho Shin, Assistant Professor, Palacky University Olomouc

Boo Kyung Jung, University Of Pittsburgh

**Does discourse quality weigh more than linguistic quality in the
evaluation of advanced L2 Chinese writing?**

02:30 PM - 06:00 PM

Presenters :

Jianling Liao, Arizona State University

**X 02:30 PM -
06:00 PM**

● Room 1

S026 | Convenient samples and inconvenient truths in second language learning and teaching

Speakers

Suzie Beaulieu, Laval University
 Emma Marsden, University Of York
 Constant Leung, King's College London
 Liesbeth DePaepe, CTO (KU Leuven)
 Urška Grum, University Of Potsdam
 Kedi Simpson, PhD Candidate; Solidarity Awardee, University Of Oxford
 Benjamin Kremmel, University Of Innsbruck
 June Ruivivar, Concordia University
 Jenna Altherr Flores, Teaching Assistant Professor, University Of Nevada, Reno
 Bart Deygers, Ghent University
 Aline Godfroid, Michigan State University
 Marieke Vanbuel, KU Leuven
 Sible Andringa, University Of Amsterdam

Moderators

Bart Deygers, Ghent University
 Aline Godfroid, Michigan State University
 Marieke Vanbuel, KU Leuven
 Sible Andringa, University Of Amsterdam
 Mohamed Salama, PhD Student (Moderator), University Of Groningen

An important lesson in behavioural research methodology is that generalization rests on randomly drawn samples from the target population. In practice, however, participants are drawn primarily from WEIRD samples, that is, Western, Educated, Industrialized, Rich, and Democratic groups (Henrich, Heine, & Norenzayan, 2010). Convenience sampling and an overreliance on WEIRD samples is also prevalent in the field of SLA. Plonsky (2016) estimated that 67 percent of all samples consisted of college or university students. This is cause for concern as it may lead to biased or incomplete knowledge of second language learning and teaching (Tarone and Bigelow, 2010). Replication in non-WEIRD samples is desperately needed. Marsden et al. (2018) have shown research is seldom replicated, let alone in non-WEIRD contexts. This raises concerns about the generalizability and reproducibility of SLA findings. What do we really know about second language acquisition and teaching if we test WEIRD participants only and do not engage in replication? This is the central question in this colloquium, with Marsden and Plonsky as featured speakers. We are inviting submissions, replications or otherwise, that shed light on the possible consequences of this state of affairs for the quality of our knowledge of second language learning and teaching.

On replicability, reproducibility and study quality: What open science could bring

02:30 PM - 06:00 PM

Presenters :

Emma Marsden, University Of York

Plurilingual Mediation – Sampling Data or not?

02:30 PM - 06:00 PM

Presenters :

Constant Leung, King's College London

Carrying out studies with low literate adult learners of French Lx: challenges and benefits

02:30 PM - 06:00 PM

Presenters :

Suzie Beaulieu, Laval University

Language and literacy acquisition of low literate adult newcomers: towards a demand-oriented and project-based approach

02:30 PM - 06:00 PM

Presenters :

Liesbeth DePaepe, CTO (KU Leuven)

Mariet Schiepers, Director, Centrum Voor Taal En Onderwijs

Using meta-analyses to uncover inconvenient truths in L2 learning and teaching – Effects of intralingual subtitles on L2 listening comprehension

02:30 PM - 06:00 PM

Presenters :

Urška Grum, University Of Potsdam

A cognitive perspective on L2 listeners' difficulties: a replication of Goh (2000)

02:30 PM - 06:00 PM

Presenters :

Kedi Simpson, PhD Candidate; Solidarity Awardee, University Of Oxford

Unknown vocabulary density, reading comprehension, and the 98% coverage figure: Replicating Hu & Nation 2000

02:30 PM - 06:00 PM

Presenters :

Benjamin Kremmel, University Of Innsbruck

Engagement, Social Networks, and Sociolinguistic Performance: Informal Quebec French in Adult Immigrant Learners

02:30 PM - 06:00 PM

Presenters :

June Ruivivar, Concordia University

The interplay of text and image on the meaning-making processes of adult L2 learners with emerging literacy: Implications for test design and evaluation frameworks

02:30 PM - 06:00 PM

Presenters :

Jenna Altherr Flores, Teaching Assistant Professor, University Of Nevada, Reno

x 02:30 PM -
06:00 PM

● Room 1

S031 2/2 | Cross-linguistic similarity in language learning and use

Speakers

Robert Taferner, Hiroshima University

Scott Jarvis, University Of Utah

Furong Wang, Xi'an Jiaotong University

Nadja Kerschhofer-Puhalo, Post-doc Researcher, PI Literacies & Multilingualism Research Group, University Of Vienna

Ilmari Ivaska, University Of Turku

Carles Fuster, Stockholm University

Moderators

Scott Jarvis, University Of Utah

Annekatriin Kaivapalu, Symposium S031 Organizer, University Of Eastern Finland

Joanna Porkert, AILA2021 Volunteer, University Of Groningen

The symposium addresses cross-linguistic similarity as an underlying factor all through the language learning, development and use. Learning a new language (TL) is always based on the knowledge of the first (L1) or any formerly learned language (Ln). The starting point is what is similar between the TL and L1 or Ln. The similarity can be divided into actual (objective), perceived, or assumed. Particularly the comprehension of a closely related TL is greatly dependent on the perceptions of similarity across the languages. The construct of similarity, however, has not been much discussed or empirically studied. The aim of the proposed symposium is to fill this gap and to bring together empirical research on it, to advance the methodology of defining and measuring similarity across languages. Also the enhancement of language users' ability to perceive similarity by increasing their metalinguistic awareness requires a better understanding of the concept of similarity. In this symposium, cross-linguistic similarity is examined from three perspectives: 1) best practices for measuring cross-linguistic similarity using both objective and subjective (psycholinguistic) measures; 2) the effects of receptive multilingualism on language learning and use; and 3) the effects of metalinguistic awareness on language learners' ability to recognize cross-linguistic similarities.

Exploring (un)intentionality in lexical transfer: The role of crosslinguistic similarity and linguistic awareness

02:30 PM - 06:00 PM

Presenters :

Carles Fuster, Stockholm University

Partitive objects in L2 Finnish: A Laboratory of Construction-specific cross-linguistic influences

02:30 PM - 06:00 PM

Presenters :

Ilmari Ivaska, University Of Turku

Similarity, cross-linguistic influence and bias in non-native vowel perception – A critical view

02:30 PM - 06:00 PM

Presenters :

Nadja Kerschhofer-Puhalo, Post-doc Researcher, PI Literacies & Multilingualism Research Group, University Of Vienna

Interactions of syntactic and semantic representations: cross-linguistic evidence on Chinese English speakers' locative production

02:30 PM - 06:00 PM

Presenters :

Furong Wang, Xi'an Jiaotong University

Investigation of cross-linguistic semantic complexity for the acquisition of the L2 spatial and temporal prepositions in on and at

02:30 PM - 06:00 PM

Presenters :

Robert Taferner, Hiroshima University

Cross-linguistic similarity in language learning and use: A debate

02:30 PM - 06:00 PM

Presenters :

Scott Jarvis, University Of Utah

X 02:30 PM -
06:00 PM

● Room 1

S044 | Emergent orchestration in technology-mediated language learning and teaching

Speakers

John Hellermann, Portland State University
 Ufuk Balaman, Hacettepe University
 Wing Yee Jenifer Ho, City University Of Hong Kong
 Regine Hampel, The Open University
 Chenxi Li, The Open University; Xi'an Jiaotong Liverpool University
 Anita Chaudhuri, University Of British Columbia
 Marco Cappellini, Aix Marseille University, CNRS, LPL

Moderators

Wing Yee Jenifer Ho, City University Of Hong Kong
 Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

This symposium showcases different analytical perspectives regarding interaction that takes place during language learning in technology-mediated settings, bringing the concept of 'orchestration' to the study of digital practices for learning. It will foreground how the agents- human and non-human- involved in the process of language learning, facilitated through different technology (e.g. videoconferencing, 3D virtual spaces, online gaming, mobile augmented reality), orchestrate the complex, multi-layered social interaction in different learning environments (formal and informal). Presentations will feature analytical perspectives such as Conversation Analysis, (Multimodal) Discourse Analysis, Sociocultural and Activity Theory, Social Semiotics, Dynamic Systems Theory, New Materialism, and other empirical methodologies that view technology as an integral part of the language learning process (not just as a medium). The aim of the symposium is to examine how multiple agents (people artifacts, and environments) contribute to interaction. Technology in language learning has been a subject of research for decades. However, only recently has substantial attention been given to issues of distributed agency, multimodality, and embodied cognition perspectives. Our goal, therefore, is to foreground analysis of human-human and human-technology interaction and to debate ways in which diverse and interdisciplinary methodological and theoretical approaches can bring insight into the complexity of technology-mediated learning.

Collaborative mobilizations of semi-permeable grammar

02:30 PM - 06:00 PM

Presenters :

Steven Thorne, Portland State University | University Of Groningen
 John Hellermann, Portland State University

Conversation analysis and technology-mediated language learning: The interactional organization of video-mediated collaborative writing on Google Docs

02:30 PM - 06:00 PM

Presenters :

Ufuk Balaman, Hacettepe University

Emergent orchestration and English Language Teaching: A case study of an online English teaching channel

02:30 PM - 06:00 PM

Presenters :

Wing Yee Jenifer Ho, City University Of Hong Kong

The disruptive effect of technology on interaction and meaning-making in the language classroom: a complex systems theory approach

02:30 PM - 06:00 PM

Presenters :

Regine Hampel, The Open University

Negotiation of modes: the key to maintaining harmony in the multimodal orchestration of synchronous videoconferencing interactions

02:30 PM - 06:00 PM

Presenters :

Chenxi Li, The Open University; Xi'an Jiaotong Liverpool University

Writer's Agency in Multimodal Discourse

02:30 PM - 06:00 PM

Presenters :

Anita Chaudhuri, University Of British Columbia

Affordances and discursive positionings in a French-Chinese etandem through desktop videoconference

02:30 PM - 06:00 PM

Presenters :

Marco Cappellini, Aix Marseille University, CNRS, LPL

⌘ 02:30 PM -
06:00 PM

● Room 1

S048 2/2 | Foreign Language Classroom Interaction from a Micro-Analytical Perspective: Implications for Educational Practice

Speakers

Gözde Balıkcı, Kahramanmaraş Sütçü İmam University

Yoshiko Usui, Dokkyo University

Jing Wei, Southwest University

Moderators

Revert Klattenberg, University Of Hildesheim

Sara Razaghi, AILA2021 Volunteer, University Of Groningen

An increasing number of people worldwide are learning and speaking foreign or second languages, and the institutionalised practice of language teaching and learning has generated serious academic interest in the field of Applied Linguistics for a long time. Research based on conversation analysis (CA) methodology, for instance, has contributed to a better understanding of the multifaceted and complex nature of the classroom as a social setting and of how teaching and learning are accomplished in classroom interaction. In language teaching and learning, however, such methodologies are far from being considered mainstream. There is still a need for further research in order to obtain a better understanding of educational practices (feedback, instructions, disciplining etc.) and how they are influenced by classroom activities and teaching objectives. Most importantly, to facilitate successful teaching and learning, these micro-analytical findings need to be linked to educational reality. This symposium therefore invites researchers who explore the institutional practices involved in the teaching and learning of foreign or second languages. It discusses how these findings can inform educational practices such as teaching methodology, material design, language testing, curricula and language policies.

Welcome to the second part of the symposium. There will be a short 'live' introduction at 14:30 (CEST). This is followed by recorded talks and live Q&A. To participate, please watch the respective videos. Then add your questions, comments, etc., to the Q&A area and join live for discussion (see schedule below). If you have questions/comments during the live Q&A and would like to speak, you can use the hand raise feature of the embedded Zoom environment to let us know.

SCHEDULE

LIVE: 14:30 | Introduction

WATCH: 14:30 – 14:50 | Gözde Balıkcı: Alternative Questions: Inviting student to talk in an EFL Speaking Class

LIVE: 14:50 -15:00 | Q&A with Gözde

WATCH: 15:00 – 15:20 | Yoshiko Usui: Co-creation of a Community of Practice in an EFL Classroom in Japan: Classroom Interaction Strategies and Translanguaging

LIVE: 15:20 – 15:30 | Q&A with Yoshiko

WATCH: 15:30 – 15:45 | Jing Wei: Exploring effective teacher feedback as a threshold concept in ELT

LIVE: 15:45 – 16:00 | Q&A with Jing

LIVE: 16:00 | End of symposium

Alternative Questions: Inviting student to talk in an EFL Speaking Class

02:30 PM - 06:00 PM

Presenters :

Gözde Balıkçı, Kahramanmaraş Sütçü İmam University

Co-creation of a Community of Practice in an EFL Classroom in Japan: Classroom Interaction Strategies and Translanguaging

02:30 PM - 06:00 PM

Presenters :

Yoshiko Usui, Dokkyo University

Exploring effective teacher feedback as a threshold concept in ELT

02:30 PM - 06:00 PM

Presenters :

Jing Wei, Southwest University

X 02:30 PM -
06:00 PM

● **Room 1**

S058 | How far are we in understanding the influential variables in the bilingual advantage debate?

Speakers

Esli Struys, Vrije Universiteit Brussel

Adam Winsler, Professor, George Mason University

Arnaud Szmalec, UCLouvain

Anahita Shokrkon, University Of Alberta

Martin J. Koch, University Hildesheim

Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education

Midori Shikano, Nanzan University

Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim

Moderators

Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim

Julia Festman, Pedagogical University Tyrol

Katharina Polsterer, AILA2021 Volunteer, University Of Groningen

Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

The hot debate concerning the bilingual cognitive advantage is still ongoing. Numerous studies have found effects of bi- or multilingualism on cognitive abilities (dubbed 'bilingual effect' or 'bilingual advantage'): Children who grow up bilingually show higher working memory capacities, language awareness, and better cognitive control than monolingual children. Some researchers, however, have subsequently challenged the bilingual advantage hypothesis either on the grounds of possible publication biases, methodological flaws or due to the increasing number of studies reporting mixed or null results when comparing cognitive performance of mono- and bilingual children. The current debate seems to have turned from an initial search for the diverse skills in which bilingual children outperformed monolingual peers to current and focused attempts to understand the crucial factors modulating the bilingual advantage. Among these are the degree of bilingualism and the instructional contexts (in particular monolingual schools vs. immersion schools). Recent studies indeed reported positive effects for young learners in immersion programs. L2 attainment in such programs is much higher than in regular EFL programs, but not comparable, in general, with simultaneous bilinguals. Hence, the degree of L1/L2 mastery necessary for such effects to occur in sequential bilingualism is still an entirely open question.

S058

14.30-15.05 Esli Struys (key)

15.05-15.25 Arnaud Szmalec

15.25-15.45 Anahita Shokrkon, Elena Nicoladis

15.45-16.05 Martin Koch, Kristin Kersten

16.30-17.10 Adam Winsler (key)

17.10-17.30 Mila Schwartz

17.30-17.50 Sophia Czapka, Julia Festman

17.50-18.00 Discussion

An exploration into cognitive effects of learning a foreign language and bilingual education**02:30 PM - 06:00 PM****Presenters :**

Esli Struys, Vrije Universiteit Brussel

Executive control performance and foreign-language proficiency associated with immersion education in French-speaking Belgium**02:30 PM - 06:00 PM****Presenters :**

Arnaud Szmalec, UCLouvain

Monolinguals matter! A cautionary tale on establishing a bilingual advantage**02:30 PM - 06:00 PM****Presenters :**

Anahita Shokrkon, University Of Alberta

Beyond language: The long-term benefits of multilingualism for self-regulation**02:30 PM - 06:00 PM****Presenters :**

Martin J. Koch, University Hildesheim

Kristin Kersten, Full Prof. Of SLA & ELT, University Of Hildesheim

Becoming Bilingual in Miami: Predictors and Outcomes of English Acquisition for Young Dual Language Learners in Poverty**02:30 PM - 06:00 PM****Presenters :**

Adam Winsler, Professor, George Mason University

Early language awareness as expressed in verbal and nonverbal interactions in the preschool bilingual classroom**02:30 PM - 06:00 PM****Presenters :**

Mila Schwartz, Head Of The Research Authority , Oranim Academic College Of Education

How good am I at reading and writing? Mono- and multilingual children's self-concepts contextualized within the bilingual advantage debate**02:30 PM - 06:00 PM****Presenters :**

Julia Festman, Pedagogical University Tyrol

X 02:30 PM -
06:00 PM

● Room 1

S059 | Individual Differences in Task-based Performance and Instruction

Speakers

Shinji Shimoura, University Of South Florida
 Eline Van Batenburg, Amsterdam University Of Applied Sciences
 Adriana Biedron, Pomeranian University In Slupsk
 María Dolores Mellado Martínez, University Of Murcia
 Ji-Young Jung, Columbia University
 Gabriel Michaud, Université De Montréal
 Daniel Márquez, Charles University
 Marrit Van Guchte, University Of Amsterdam
 Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland

Moderators

Niklas Abel, AILA 2021 Volunteer, University Of Groningen
 Marije Michel, Co-chair AILA & Mentor, Groningen University

Individual difference (ID) variables refer to personal characteristics, traits, and dispositions that make individual learners unique, that cause variation among L2 learners, and that are postulated to have a direct or indirect impact on L2 learning outcomes. Recent years have witnessed increasing studies exploring the relationships between ID factors and task-based performance and their theoretical and methodological implications for TBLT pedagogy and L2 classroom practice. This symposium sets out to discuss the roles of key ID variables in affecting task performance under different task conditions and their implications for task-based instruction and pedagogy. The ID factors are broadly divided into cognitive and affective factors, in line with the current mainstream SLA literature (Skehan, 1998; Dörnyei, 2005; Ellis & Shintani, 2012). Special attention will be given to language aptitude and working memory in the cognitive domain and motivation and anxiety in the affective domain, due to their confirmed importance in task-based learning and teaching. Each individual difference factor will be conceptualized, operationalized, followed by a discussion of their specific roles in task-based performance (as measured by the established framework of the complexity, accuracy, fluency and lexis, i.e. CAFL; Skehan, 2014). Theoretical and methodological implications will be discussed as well.

-
1. Oral Interaction in the EFL Classroom: Effects of Instructional Focus and Task Type on self-confidence, enjoyment and willingness to communicate
 2. Longitudinal effects of phonological short-term memory and working memory capacity on L2 grammar competence
 3. Individual Differences of Korean Learners in Task-based Speaking Activities
 4. The role of Language Aptitude and Timing of Form-Focused Instruction in TBLT
 5. Effects of Task Complexity and Motivation on L2 Pragmatic Moves
 6. Online interaction in the task-based foreign language classroom: Effects on target language use and learner affect
 7. The influence of cognitive and affective individual differences on the characteristics of L2 writing during task-based performance
 8. Understanding the relationship between passion, perseverance, and motivation in Task-based Language Classrooms: The Role of Grit and L2 Selves (focussed)
 9. The phonological loop and the central executive as predictors of explicit and implicit knowledge of English passive voice (focussed)

Oral Interaction in the EFL Classroom: Effects of Instructional Focus and Task Type on self-confidence, enjoyment and willingness to

communicate**02:30 PM - 06:00 PM****Presenters :**

Eline Van Batenburg, Amsterdam University Of Applied Sciences

Longitudinal effects of phonological short-term memory and working memory capacity on L2 grammar competence**02:30 PM - 06:00 PM****Presenters :**

Adriana Biedron, Pomeranian University In Slupsk

Individual Differences of Korean Learners in Task-based Speaking Activities**02:30 PM - 06:00 PM****Presenters :**

Ji-Young Jung, Columbia University

Joowon Suh, Columbia University

The role of Language Aptitude and Timing of Form-Focused Instruction in TBLT**02:30 PM - 06:00 PM****Presenters :**

Gabriel Michaud, Université De Montréal

Effects of Task Complexity and Motivation on L2 Pragmatic Moves**02:30 PM - 06:00 PM****Presenters :**

Daniel Márquez, Charles University

Online interaction in the task-based foreign language classroom: Effects on target language use and learner affect**02:30 PM - 06:00 PM****Presenters :**

Marrit Van Guchte, University Of Amsterdam

Eline Van Batenburg, Amsterdam University Of Applied Sciences

The influence of cognitive and affective individual differences on the characteristics of L2 writing during task-based performance.**02:30 PM - 06:00 PM****Presenters :**

María Dolores Mellado Martínez, University Of Murcia

Understanding the relationship between passion, perseverance, and motivation in Task-based Language Classrooms: The Role of Grit and L2 Selves**02:30 PM - 06:00 PM****Presenters :**

Shinji Shimoura, University Of South Florida

The phonological loop and the central executive as predictors of explicit and implicit knowledge of English passive voice

02:30 PM - 06:00 PM

Presenters :

Mirosław Pawlak, Adam Mickiewicz University, Kalisz, Poland

**X 02:30 PM -
06:00 PM**

● Room 1

S070 | Knowledge about language for L1, L2 and FL writing

Speakers

Debra Myhill, University Of Exeter
 Jeroen Steenbakkers, University Of Groningen | Ludger College Doetinchem
 Jeannette Sanchez-Naranjo, Amherst College
 Moniek Vis, University Of Groningen
 Melanie Hof, NHL Stenden UAS | University Of Groningen
 Abdulwahid Al Zumor, Presenter 'AILA Solidarity Awardee', KING KHALID UNIVERSITY
 Paul Marlowe, Kwansei Gakuin University
 Aleksandra Kasztalska, Boston University
 Kees Gloppe, Symposium Organizer, University Of Groningen
 Ian Bruce, The University Of Waikato

Moderators

Kees Gloppe, Symposium Organizer, University Of Groningen
 Ninke Stukker, Session S70 Moderator, University Of Groningen, Center For Language And Cognition Groningen

This symposium addresses the relation between knowledge about language and writing in L1, L2 and FL. We hope to attract research papers and posters that deal with the design of written language and raise questions such as the following: 1. What kinds of explicit knowledge about language do students need in order to master the conventions of written language and to increase their meaning-making potentials? 2. What kinds of grammatical, rhetorical or stylistic descriptions of language can provide concepts that can be of aid to students? 3. What theoretical concepts can help explain the relation between explicit linguistic knowledge and awareness of students and their linguistic performance? 4. What combinations of exposure, reflection, analysis, and practice can provide students with control of forms and functions of written language? What is the empirical evidence for the effectiveness of specific teaching approaches? 5. What are the perspectives, beliefs, knowledge, skills and experiences of teachers of writing? How are they equipped for teaching knowledge about language that fosters student writing? The symposium intends to spark conversation and collaboration between researchers that deal with L1, L2, and FL writing from various backgrounds, such as (applied) linguistics, writing research, functional grammar, and (pedagogical) stylistics.

Developing metalinguistic understanding in the teaching of L1 writing

02:30 PM - 06:00 PM

Presenters :

Debra Myhill, University Of Exeter

Style perspectives: a meaningful grammar for writing

02:30 PM - 06:00 PM

Presenters :

Jeroen Steenbakkers, University Of Groningen | Ludger College Doetinchem

Genre-based Tasks in L2 Spanish Writing: Fostering Writing Skills and Sociolinguistic Knowledge

02:30 PM - 06:00 PM

Presenters :

Jeannette Sanchez-Naranjo, Amherst College

**A genre-based pedagogy exploiting reading-writing connections:
effects on genre knowledge as manifested in student texts**

02:30 PM - 06:00 PM

Presenters :

Moniek Vis, University Of Groningen

**A stylistic description of written language development: what does
it teach us?**

02:30 PM - 06:00 PM

Presenters :

Melanie Hof, NHL Stenden UAS | University Of Groningen

**Linguistic strategies for expressing stance in advanced L2 students'
critique writing: a corpus based study**

02:30 PM - 06:00 PM

Presenters :

Abdulwahid Al Zumor, Presenter 'AILA Solidarity Awardee', KING KHALID UNIVERSITY

**A mixed methods approach to understanding the development of
syntactic complexity in L2 writing**

02:30 PM - 06:00 PM

Presenters :

Paul Marlowe, Kwansei Gakuin University

**Legitimizing Knowledge and Knowers of Writing Instruction: A Case
Study of International Teaching Assistants in the U.S.**

02:30 PM - 06:00 PM

Presenters :

Aleksandra Kasztalska, Boston University

**Explicit language knowledge used to express criticality in academic
writing: Findings from genre studies**

02:30 PM - 06:00 PM

Presenters :

Ian Bruce, The University Of Waikato

X 02:30 PM -
06:00 PM

● **Room 1**

S076 | Language Education Policy in Asia – Any hope for indigenous languages?

Speakers

Anthony Liddicoat, Warwick University
 Satoru Nakagawa, University Of Manitoba
 Ee Ling Low, Dean, Academic & Faculty Affairs, NTU - National Institute Of Education
 Andrew Moody, Presenter, University Of Macau
 Danik Widiawati, Prince Of Songkla University
 Naashia Mohamed, University Of Auckland
 Azirah Hashim, AILA Vice-President , University Of Malaya
 Richard Powell, Professor, Nihon University
 Andy Kirkpatrick, Griffith University
 Isabel Pefianco Martin, Ateneo De Manila University

Moderators

Andy Kirkpatrick, Griffith University

This symposium will investigate the major trends that can be determined from an overall study of recent language education policies across Asia (Kirkpatrick and Liddicoat 2019). The trends can be seen across three interrelated themes, namely: the promotion and privileging of one language as the national language as part of an attempt to create a nation state, often in polities that are linguistically extremely diverse; a decrease in the promotion of indigenous languages other than the national language and the neglect of these in education in many countries; and the promotion of English as the first foreign language in education systems, often giving other 'foreign' languages a minimal role in education. Papers in the symposium will consider possible reasons and motivations for these trends, the ideologies that underlie them and their consequences for education in the countries of Asia. Papers will also consider how some countries in Asia have developed multilingual responses in education, such as mother tongue language programs, and what such responses contribute to education in the countries concerned.

Language-in-Education Policy in Asia: The place of indigenous languages

02:30 PM - 06:00 PM

Presenters :

Anthony Liddicoat, Warwick University

Indigenous language reclamation in the neoliberal era

02:30 PM - 06:00 PM

Presenters :

Satoru Nakagawa, University Of Manitoba

Language Education Policy in Singapore and its impact on the nation's indigenous languages

02:30 PM - 06:00 PM

Presenters :

Ee Ling Low, Dean, Academic & Faculty Affairs, NTU - National Institute Of Education

Educational Language Policies of Preservation and Endangerment of Cantonese in Macau SAR: Balancing Local, National and International Concerns

02:30 PM - 06:00 PM

Presenters :

Andrew Moody, Presenter, University Of Macau

English-medium instruction at the primary level in Thailand: any space for a minority language?

02:30 PM - 06:00 PM

Presenters :

Danik Widiawati, Prince Of Songkla University

A balancing act: teachers' ideologies and agency in language policy enactment in Maldivian schools

02:30 PM - 06:00 PM

Presenters :

Naashia Mohamed, University Of Auckland

Contested concepts of 'indigenous language' in Malaysia.

02:30 PM - 06:00 PM

Presenters :

Azirah Hashim, AILA Vice-President , University Of Malaya

Richard Powell, Professor, Nihon University

MTBMLE in the Philippines: Softening linguistic boundaries for inclusive education

02:30 PM - 06:00 PM

Presenters :

Isabel Pefianco Martin, Ateneo De Manila University

**X 02:30 PM -
06:00 PM**

● Room 1

S094 2/2 | Talking about Talk: Examining Social Life through Metalanguage

Speakers

Robert Moore, University Of Pennsylvania
Annelie Ädel, Dalarna University
Elena Cotos, Iowa State University
Agnes Sandor, Senior Scientist, Naver Labs Europe
Ellen Bijvoet, Uppsala University & The Language Council Of Sweden
Anne Larsen, University Of Copenhagen
Kristina Lewis, University Of Pennsylvania
Kristina Ehram, St. Gallen University Of Teacher Education

Moderators

Andrea Leone-Pizzighella, University Of Pennsylvania
Cedric Deschrijver, Ming Chuan University
Sannah Debreczeni, AILA2021 Volunteer

Researchers in applied linguistics are increasingly focused on shifting modes of engagement, 'glocal' information flows, and superdiverse communicative styles. Metalanguage-or talk about talk-has proven to be an invaluable research lens in these complex settings, allowing researchers access to participants' "emic" interpretations of real-time interactional dynamics and social contexts. The reflexive nature of language-in-use is proving to be a rich analytical resource in, e.g., medical encounters, education spaces, and online spaces. However, an integrated theory of metalanguage as a research lens has yet to be developed. This symposium aims to aid in this development by answering the following questions: (a) How can metalanguage be used as a lens for revealing how interlocutors orient to, and interpret, situated communication? (b) How does metalanguage provide insights to changes in social relations over time? The first question is addressed in Subtheme 1: Metalanguage in synchronous discourse. We invite papers with a systematic focus on talk-about-talk in either real or virtual "face-to-face" interactions (e.g., those happening in real-time). The second question will be addressed in Subtheme 2: Metalanguage in asynchronous discourse. We invite papers that explore metalanguage in, e.g., policy discourse, online comments sections, social media, or other discourses taking place over time.

Metalanguage as method and object: Synchronicity, Burkean entitlement, and other discursive effects

02:30 PM - 06:00 PM

Presenters :

Robert Moore, University Of Pennsylvania

'Hello everyone, welcome to my presentation': Talk about talk in student synchronous versus asynchronous online presentations

02:30 PM - 06:00 PM

Presenters :

Annelie Ädel, Dalarna University

Examining metadiscourse in research articles through the lens of move analysis and concept matching

02:30 PM - 06:00 PM

Presenters :

Elena Cotos, Iowa State University

Agnes Sandor, Senior Scientist, Naver Labs Europe

Gatekeepers talk about talk. Perceptions of migration-related language variation beyond learner language and suburban slang.

02:30 PM - 06:00 PM

Presenters :

Ellen Bijvoet, Uppsala University & The Language Council Of Sweden

High school extraneous – Metalanguage on class and academic language use in high school

02:30 PM - 06:00 PM

Presenters :

Anne Larsen, University Of Copenhagen

Images of Teaching in Student Teachers' Talk About Microteaching Sessions

02:30 PM - 06:00 PM

Presenters :

Kristina Lewis, University Of Pennsylvania

X 02:30 PM -
06:00 PM

● **Room 1**

S091 4/4 | Learning through leisure: Informal Second Language Learning in the 21st century

Speakers

Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse
Kossi Seto Yibokou, Associate Professor (MCF), University Of Lorraine | ATILF Lab
Anastasia Pattemore, University Of Barcelona
Pia Sundqvist, University Of Oslo
Miho Inaba, Senior Lecturer In Japanese Language , Cardiff University
Elisa Ghia, University For Foreigners Of Siena
Camilla De Riso, University Of Pavia
Artem Zadorozhnyy, Education University Of Hong Kong
Antonie Alm, University Of Otago
Lily Schofield, PhD Student, Université De Paris

Moderators

Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse
Henriette Arndt, Postdoctoral Research Fellow, Lund University
Marlene Schwarz, University Of Vienna
Meryl Kusyk, Karlsruhe University Of Education
Mark Van Huizen, AILA2021 Volunteer

The last 10 years have seen the birth of a new field within applied linguistics, embracing all sorts of language acquisition outside the classroom. With the rapid development and spread of new technologies, informal language contact has become commonplace for many L2 learners. While this can take many different forms, online contexts are a major driving force because they present L2 learners with unprecedented opportunities for exposure to and use of target language(s) regardless of their physical location. Research on this topic has emerged concurrently from diverse contexts. As a result, a variety of terms have been used to describe it (including Extramural English, Informal Digital Learning of English or Online Informal Learning of English), each of which emphasises particular aspects of the informal practices studied. Early research tended to focus on English as a target language, but more recently research on other languages is becoming more prominent. The purpose of this symposium, organized by Denyze Toffoli and colleagues, is to bring together researchers working on informal L2 practices to engage in critical dialogue about the scope of this field and to share their diverse theoretical perspectives, methodological approaches and findings. Our featured speakers are Geoffrey Sockett, Mark Dressman and Phil Benson.

Accessing foreign language audiovisual input in a changing landscape: A survey among Italian university students

02:30 PM - 06:00 PM

Presenters :

Camilla De Riso, University Of Pavia
Elisa Ghia, University For Foreigners Of Siena

Informal digital learning of English: the case of Kazakhstani pre-service teachers of English

02:30 PM - 06:00 PM

Presenters :

Artem Zadorozhnyy, Education University Of Hong Kong

Netflix for intra-formal language learning

02:30 PM - 06:00 PM

Presenters :

Antonie Alm, University Of Otago

Integrating students' informal practices into a formal context: how making students the experts allows for mediation in distance learning

02:30 PM - 06:00 PM

Presenters :

Lily Schofield, PhD Student, Université De Paris

Online Informal Learning of English: what influences does watching television series have on the English pronunciation of French learners?

02:30 PM - 06:00 PM

Presenters :

Kossi Seto Yibokou, Associate Professor (MCF), University Of Lorraine | ATILF Lab
Denyze TOFFOLI, Symposium Organiser, Mentor, University Of Toulouse

Does grammar learning have to be boring? Learning L2 grammar constructions from original version television series

02:30 PM - 06:00 PM

Presenters :

Anastasia Pattemore, University Of Barcelona

Code-switched vocabulary and types of talk: A case study of the L1/L2 oral interaction between Curt and Sven playing LoL

02:30 PM - 06:00 PM

Presenters :

Pia Sundqvist, University Of Oslo

Mediation in L2-related activities outside of the classroom: Case studies of learners of Japanese

02:30 PM - 06:00 PM

Presenters :

Miho Inaba, Senior Lecturer In Japanese Language , Cardiff University

X 02:30 PM -
06:00 PM

● Room 1

S101 2/2 | Navigating Learner Autonomy in a Multicultural and Multilingual World — A Reflective Dialogical Approach

Speakers

Katja Heim, Interim Professor, University Of Wuppertal / University Of Duisburg-Essen
Chrysogonus Siddha Malilang, Senior Lecturer, Malmö University
Larissa Dantas Rodrigues Borges, Federal University Of Pará, Brazil
Diego Mideros, Moderator, The University Of The West Indies
Vanessa Mota, PhD Student In Applied Linguistics, Federal University Of Rio De Janeiro

Moderators

Maria Giovanna Tassinari, Free University Of Berlin
Jo Mynard, Kanda University Of International Studies
Jelle Brouwer, AILA2021 Volunteer, University Of Groningen

Learner autonomy remains a widely spread but also highly debated approach to second language education in the 21st century. In short, it describes the idea that learners take control for their own learning by making informed decisions and critically reflecting on all aspects of their learning process. The aim of this symposium is twofold: to explore how the concept of learner autonomy as an educational approach has evolved in the wake of the 21st century and to look at how understandings and practical implementations of learner autonomy may be congruent or differ across educational, institutional, linguistic and cultural contexts. The idea for this symposium stems from a multi-country research project currently conducted by the conveners aiming to collect insights into different conceptual networks and practices of learner autonomy. After the keynote by Alice Chik (Macquarie University, Sidney, Australia), the symposium will give presenters the opportunity to share their narratives and research results and thus engage in a reflective dialogue on developing learner autonomy in multilingual and multicultural institutions. Ultimately, this will lead us to reflect on the role of English as a common language in conceptualising and implementing autonomous pedagogy as well as explore the common and distinctive features of our conceptual associations with autonomy in English and other languages.

Learner Autonomy in Diverse Educational Frameworks: Examples from the German and Austrian Context

02:30 PM - 06:00 PM

Presenters :

Katja Heim, Interim Professor, University Of Wuppertal / University Of Duisburg-Essen

From Cantrik to Autonomous Writer: A reflection from a cross-cultural community of practice in writing

02:30 PM - 06:00 PM

Presenters :

Chrysogonus Siddha Malilang, Senior Lecturer, Malmö University

The autonomization process under the lens of complexity: a study of TEFL students' trajectories

02:30 PM - 06:00 PM

Presenters :

Larissa Dantas Rodrigues Borges, Federal University Of Pará, Brazil

**Autonomous Learners of Spanish in the English-Speaking Caribbean:
A Phenomenological Study in Trinidad and Tobago**

02:30 PM - 06:00 PM

Presenters :

Diego Mideros, Moderator, The University Of The West Indies

**Social media and Autonomy: thinking about racism and sexism
during an ESP class in Brazil**

02:30 PM - 06:00 PM

Presenters :

Vanessa Mota, PhD Student In Applied Linguistics, Federal University Of Rio De Janeiro

X 02:30 PM -
06:00 PM

● Room 1

S128 2/2 | ReN: Broadening Perspectives: Theorising, Researching and Practising Literature in Language Teaching

Speakers

Suzanne Graham, University Of Reading
Sara Lis Ventura, University College Cork
Emilia Luukka, Doctoral Researcher, Tampere University
Chantelle Warner, University Of Arizona
Linda Fisher, University Of Cambridge
Pengchong Zhang, University Of Reading

Moderators

Amos Paran, University College London Institute Of Education
Petra Kirchhoff, Erfurt University
Sandra Stadler-Heer, Symposium Organizer 128, ReN Coordinator, Catholic University Of Eichstätt-Ingolstadt

This symposium, organised by the Literature in Language Learning and Teaching (LiLLT) ReN convenors Sandra Stadler-Heer, Petra Kirchhoff and Amos Paran, with Wolfgang Hallet as featured speaker, focuses on the use of literature in language classrooms and on researching literature within applied linguistics. The longstanding and strong preoccupation with the practical problems of integrating literature in language curricula in secondary and tertiary education contexts has recently resulted in a revived interest in theorising and researching this area. For this symposium, we invite papers focusing on investigations of (new) patterns and paradigms, both theoretical and empirical. This includes the widening of the scope of literature to include a wide variety of multimodal texts as well as activities such as fanfiction, poetry writing and gaming, as well as widening the focus evolving from a reliance on what has variously been called "practitioner evidence" or "best practice literature" to employing a variety of educational and applied linguistics research methodologies to look at issues such as teacher and learner beliefs, the actual use of literature in classrooms, and curriculum and textbook research among others. The symposium will thus provide the floor for empirically informed discussions of theorising, researching and practicing literature in language teaching.

S128 detailed programme, click here
(<https://drive.google.com/file/d/1O3NbNAqGXLRBhJVUFkh7qpn-DeZ1TGBy/view?usp=sharing>)

Linguistic creativity in language learning: The role of text type and teaching approach

02:30 PM - 06:00 PM

Presenters :

Suzanne Graham, University Of Reading
Pengchong Zhang, University Of Reading

From literary text to digital story: an innovative approach to encourage the use of the FL for manifesting expressive intentions

02:30 PM - 06:00 PM

Presenters :

Sara Lis Ventura, University College Cork

Combining meanings attributed to literature in language education by textbook authors with depictions of literature in EFL textbooks

02:30 PM - 06:00 PM

Presenters :

Emilia Luukka, Doctoral Researcher, Tampere University

**Literature and Multiliteracies: Aesthetic and Affective Dimensions of
Second Language Learning**

02:30 PM - 06:00 PM

Presenters :

Chantelle Warner, University Of Arizona

X 02:30 PM -
06:00 PM

● Room 1

S133 | ReN: From the What to the Why: Combining etic and emic perspectives in studying language, media, and digitization

Speakers

Lauri Haapanen, Jyväskylän Yliopisto

Changpeng Huan, Shanghai Jiao Tong University

Jenny Stenberg-Sirén, Senior Lecturer In Journalism (from 1.9.2021), University Of Helsinki

Gilles Merminod, University Of Lausanne

Astrid Vandendaele, Assistant Professor Journalism And New Media, Leiden University

Sofie Verkest, Research & Teaching Assistant, Ghent University

Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics

Moderators

Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics

Welcome to our symposium!

14.00 – 16.00 PM: Please watch our 7 pecha-kucha style short videos here (https://www.youtube.com/channel/UCGyVs2N39Pb9xMT7_CPKyjQ)

The idea is that you watch the videos separately, at your own pace. No collective viewing is organized.

(BTW, you will also see videos from our ReN's contributions to previous AILA conferences here. Feel free to explore).

16.00-18.00 PM: Discussion.

Join us for a lively and fun chat on methods, aims and topics – past, present and future.

If research wishes to both describe and explain real-life activities, it needs to ask both what- and why-questions. These questions can be answered by combining complementary, etic and emic, perspectives. Whereas outsiders' (etic) perspectives tend to capture observable activities, insiders' (emic) perspectives foreground practitioners' sense-making practices. Conventionally, emic data sets have been gathered through interviews. This entails a methodological problem: Exploring routinized processes by asking general questions is as if the researcher was outsourcing the task of generalisation to the informant. However, informants cannot be expected to apply methodological rigour when explaining why they actually do what they do. To mitigate this inherent dilemma of emic perspectives, real-life research can be supported by etic data. In our symposium, we welcome contributions discussing the interplay of researcher-analysts' etic and practitioner-informants' emic perspectives, as well as the challenges of integrating them. Besides theoretical discussions, the symposium presents illustrative solutions from the field of media linguistics. By doing so, the contributions highlight the value of methodologically integrative approaches, despite their demanding nature- especially when it comes to investigating new phenomena such as language users' appropriation of the most recent dynamics in digital media.

Combining etic and emic perspectives: a systematic literature review in the field of journalism studies

02:30 PM - 06:00 PM

Presenters :

Lauri Haapanen, Jyväskylän Yliopisto

How could media linguistics inform foreign policy making? A corpus-based study of China's image in South African media

02:30 PM - 06:00 PM

Presenters :

Changpeng Huan, Shanghai Jiao Tong University

Should we be adding who to the what and the why? Reflections on etic and emic perspectives on media and language research

02:30 PM - 06:00 PM

Presenters :

Jenny Stenberg-Sirén, Senior Lecturer In Journalism (from 1.9.2021), University Of Helsinki

Narrative ideologies in the newsroom

02:30 PM - 06:00 PM

Presenters :

Gilles Merminod, University Of Lausanne

The emic-etic back-and-forth: Researcher reflexivity and auto-ethnographic fieldwork in newsroom practice analysis

02:30 PM - 06:00 PM

Presenters :

Astrid Vandendaele, Assistant Professor Journalism And New Media, Leiden University

Collaborative journalism: when outsiders enter the news production process

02:30 PM - 06:00 PM

Presenters :

Sofie Verkest, Research & Teaching Assistant, Ghent University

On, for, and with practitioners. Media Linguistics and Transdisciplinarity

02:30 PM - 06:00 PM

Presenters :

Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics

X 02:30 PM -
06:00 PM

● Room 1

S134 2/2 | ReN: Fully Inclusive Practitioner Research Network Symposium: New epistemologies and cultural dynamics of co-production

Speakers

Assia Rolls, Researcher, Regent's University London
 Ines Miller, Supervisor Teacher Education Courses, Pontifical Catholic University Of Rio De Janeiro
 Anna Costantino, Lecturer, University Of Greenwich
 Cori Crane, Associate Professor, University Of Alabama
 Judith Hanks, University Of Leeds
 Diego Nunes, IFBA/PUC-Rio
 Thelma Christina Ribeiro Côrtes, Pontifical Catholic University Of Rio De Janeiro
 Ana Salvi, Lecturer In Education (TESOL), University Of East Anglia
 Anne Burns, University Of New South Wales
 Johanna Vaattovaara, Professor, Tampere University, Finland
 Yoshitaka Kato, Chubu University
 Sal Consoli, Hong Kong Polytechnic University
 Sian Etherington, University Of Salford
 Tim Ashwell, Teacher, Komazawa University

Moderators

Cori Crane, Associate Professor, University Of Alabama
 Ines Miller, Supervisor Teacher Education Courses, Pontifical Catholic University Of Rio De Janeiro
 Judith Hanks, University Of Leeds

This new AILA Fully Inclusive Practitioner Research Network Symposium explores critical perspectives raised by co-production in research and pedagogy. Traditionally research has 'belonged' to researchers, while teaching/learning has 'belonged' to practitioners. This creates a cultural communication gap which has long been contested. We highlight the challenges of different contextual constraints, probe assumptions of agency, voice and ownership, and foreground issues of local/global knowledge raised when practitioners engage in theorising praxis. This approach deliberately crosses boundaries, asking WHO does WHAT in classrooms and research. Making practitioner research fully inclusive means empowering those whose contributions are traditionally overlooked: learners, teachers, teacher educators, administrators, to co-produce knowledge, share insights, develop understandings of research in applied linguistics. New epistemologies are generated as hierarchies are interrogated and the cultures of research and pedagogy are explored. In this interactive Symposium we bring together researchers, practitioner researchers, teachers, learners and scholars involved in fully inclusive practitioner research from different geographical, institutional, cultural areas. A rich variety of speakers (both experienced and 'new scholars') from around the world will give creative, multimodal presentations of their work. We invite discussions in a new approach to co-production of knowledge about learning, teaching, researching in applied linguistics.

Sustainability of Exploratory Practice: A case study of former ELT pre-service teacher trainees

08:30 AM - 06:00 PM

Presenters :

Ines Miller, Supervisor Teacher Education Courses, Pontifical Catholic University Of Rio De Janeiro
 Assia Rolls, Researcher, Regent's University London

Classroom life and creativity in an MFL class: the epistemological and pedagogical affordances of PEPAs (Potentially Exploitable

Pedagogical Activities)**08:30 AM - 06:00 PM****Presenters :**

Anna Costantino, Lecturer, University Of Greenwich

Developing 'Potentially Exploitable Pedagogic Activities' for classroom inquiry: A crowd-sourcing initiative on language teachers' experiences**08:30 AM - 06:00 PM****Presenters :**

Cori Crane, Associate Professor, University Of Alabama

Epistemological challenges for cultures of research and pedagogy through co-production in Exploratory Practice.**08:30 AM - 06:00 PM****Presenters :**

Judith Hanks, University Of Leeds

Sustainability: an Exploratory Practice pillar in research**08:30 AM - 06:00 PM****Presenters :**

Diego Nunes, IFBA/PUC-Rio

"Why am I so happy to teach at Nexus School?": An exploratory reflection on my teaching practice**08:30 AM - 06:00 PM****Presenters :**

Thelma Christina Ribeiro Côrtes, Pontifical Catholic University Of Rio De Janeiro

Insights and issues of doing practitioner research in EAP and TESOL**08:30 AM - 06:00 PM****Presenters :**

Ana Salvi, Lecturer In Education (TESOL), University Of East Anglia

**X 02:30 PM -
06:00 PM**

● Room 1

S141 | ReN: Literacies across languages and social domains

Speakers

Petrilson Pinheiro, University Of Campinas

Monaliza Chian, AILA Solidarity Awardee, University Of Hong Kong

Ana Paula Beato-Canato, Professor, Federal University Of Paraná

Paula T Carrera Szundy, Associate Professor, Federal University Of Rio De Janeiro

Rogério Tilio, Associate Professor, Federal University Of Rio De Janeiro

Audra Skukauskaite, Klaipeda University And University Of Central Florida

Terezinha Rocha, Federal University Of Minas Gerais

Judith Green, Featured Speaker And Presenter , Klaipeda University And University Of California Santa Barbara

Moderators

Paula T Carrera Szundy, Associate Professor, Federal University Of Rio De Janeiro

Mariam Jamureli , AILA2021 Volunteer, University Of Groningen

The Research Network Literacies across languages and social domains intends to provide a comprehensive view concerning the studies on literacies in the scope of Applied Linguistics. Given the meaningful dialogues that applied linguists all over the world have been establishing with concepts in the field of literacy studies, the ReN gets together scholars from different countries who are interested in investigating the complex interrelations between literacies and situated language uses in heterogeneous contexts and across social domains. In order to shed light on these interrelations, the ReN joins researchers working with different perspectives of literacies (new literacy studies, multiliteracies, digital literacies, academic literacies etc.) in multiple social spheres and/or institutions.

Rethinking literacies in a continuing teacher education course through a critical multimodal analysis of an institutional video

02:30 PM - 06:00 PM

Presenters :

Petrilson Pinheiro, University Of Campinas

Designing learning opportunities to develop academic literacies in an interdisciplinary curriculum in higher education: Practices, processes and challenges

02:30 PM - 06:00 PM

Presenters :

Monaliza Chian, AILA Solidarity Awardee, University Of Hong Kong

The fallacy of the autonomous literacy advocated by the School Without Party Brazilian Movement

02:30 PM - 06:00 PM

Presenters :

Ana Paula Beato-Canato, Professor, Federal University Of Paraná

Literacies related to race, gender and intersectionalities in English textbooks in Brazil

02:30 PM - 06:00 PM

Presenters :

Paula T Carrera Szundy, Associate Professor, Federal University Of Rio De Janeiro

Rogério Tilio, Associate Professor, Federal University Of Rio De Janeiro

Developing research literacies for participation in international research networks: Transcending linguistic and sociohistorical challenges in Lithuania

02:30 PM - 06:00 PM

Presenters :

Liudmila Rupsiene, Professor, Klaipeda University

Audra Skukauskaitė, Klaipeda University And University Of Central Florida

Judith Green, Featured Speaker And Presenter , Klaipeda University And University Of California Santa Barbara

Academic Literacies and Bilingualism: analyzing Sign Language - Portuguese interactions in a classroom

02:30 PM - 06:00 PM

Presenters :

Terezinha Rocha, Federal University Of Minas Gerais

Maria Lúcia Castanheira, Federal University Of Minas Gerais

On the Expressive Potential of Approaches to Studying Literacies as Social and Discursive Constructions

02:30 PM - 06:00 PM

Presenters :

Judith Green, Featured Speaker And Presenter , Klaipeda University And University Of California Santa Barbara

X 02:30 PM -
06:00 PM

● **Room 1**

S169 2/2 | Tensions between monolingualism and multilingualism across university contexts

Speakers

Guillaume Gentil, Carleton University
Hanna-Mari Pienimäki, Doctoral Candidate, University Of Helsinki
Anna Solin, University Of Helsinki
Irina Shchemeleva, Higher School Of Economics, University Of Helsinki
Monika Dannerer, University Of Innsbruck
Tiina Onikki-Rantajääskö, University Of Helsinki
Slobodanka Dimova, University Of Copenhagen
Luke Holmes, Doctoral Student, Stockholm University
Taina Saarinen, University Of Jyväskylä

Moderators

Kathrin Kaufhold, Associate Professor, Stockholm University
Maria Kuteeva, Symposium Organiser, Presenter, Stockholm University
Niina Hynninen, University Of Helsinki
Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

At universities today, the national language(s) and English as an academic lingua franca are used alongside a plethora of other linguistic resources, including different languages, varieties, codes and registers. Our symposium explores universities as multilingual settings by drawing attention to various, often conflicting, language perceptions and practices alongside the prominence of English in international study programmes and research publication. Language practices are understood here as behaviour or activity in relation to specific language regimes. The symposium problematises language boundaries and dominant perceptions of standards and norms and seeks to provide empirical evidence for 'polycentric systems of norms' (Blommaert 2010) within the rather conservative field of higher education. Our scope includes language perceptions and ideologies linking to societal issues, policies on the institutional level, and implications for individuals' repertoires on the personal level. We invite papers addressing the following issues: 1) tensions concerning monolingualism versus multilingualism on the institutional level; 2) the dialectics between perceiving and experiencing "language(s)" versus "linguaging", i.e. between languages as separable objects and translingual practices; 3) the specificity of language uses at universities from the perspectives of different stakeholders, e.g. students, teachers, researchers and administrators; 4) language-regulatory mechanisms and practices related to the production of mono/multilingualism.

S169 (2/2)

14:30 – 14:55: Guillaume Gentil & Jeremie Seror
14:55 – 15:20: Anna Solin & Hanna-Mari Pienimäki
15:20 – 15:45: Irina Shchemeleva
15:45 – 15:55: Monika Dannerer
15:55 – 16:05: Tiina Onikki-Rantajääskö & Johanna Enqvist
16:05 – 16:30: Coffee (with online interaction)
16:30 – 16:55: Slobodanka Dimova & Joyce Kling
16:55 – 17:20: Luke Holmes
17:30 – 18:00: Featured speaker: Taina Saarinen
18:00 – 19:00: Drinks (with online interaction)

Beyond parallel monolingualism: Case studies of pluri- and translingual literacy development in a bilingual Canadian university
02:30 PM - 06:00 PM

Presenters :

Guillaume Gentil, Carleton University

Communications in the international university: a case study of writing for a multilingual website

02:30 PM - 06:00 PM

Presenters :

Anna Solin, University Of Helsinki

Hanna-Mari Pienimäki, Doctoral Candidate, University Of Helsinki

L2 writing in Political Science in a multilingual context: Disciplinary norms, L1, and other influences

02:30 PM - 06:00 PM

Presenters :

Irina Shchemeleva, Higher School Of Economics, University Of Helsinki

Freedom of teaching and research – freedom of linguistic repertoires?

02:30 PM - 06:00 PM

Presenters :

Monika Dannerer, University Of Innsbruck

Terminology work in enhancing multilingualism in the academic setting

02:30 PM - 06:00 PM

Presenters :

Tiina Onikki-Rantajääskö, University Of Helsinki

Language Assessment of EMI Content Teachers: What norms

02:30 PM - 06:00 PM

Presenters :

Slobodanka Dimova, University Of Copenhagen

Joyce Kling, Associate Professor, University Of Copenhagen

Disrupting dual monolingualisms? Language ideological ordering in an internationalising Swedish university

02:30 PM - 06:00 PM

Presenters :

Luke Holmes, Doctoral Student, Stockholm University

Monolingual, bilingual, trilingual? multi-layered language policy pressures of Finnish universities

02:30 PM - 06:00 PM

Presenters :

Taina Saarinen, University Of Jyväskylä

X 02:30 PM -
06:00 PM

● Room 1

S186 | Translanguaging in a Global World

Speakers

Zhongfeng Tian, Assistant Professor, The University Of Texas At San Antonio

Laila Aghai, University Of North Dakota

Peter Sayer, Ohio State University

Jamie Schissel, University Of North Carolina At Greensboro

Denis Melik Tangiyev, University Of Hawaii At Manoa

Alastair Pennycook, University Of Technology Sydney

Moderators

Zhongfeng Tian, Assistant Professor, The University Of Texas At San Antonio

Anne-Marie Van Boeckel, AILA2021 Volunteer, Rijksuniversiteit Groningen

The first part of the 21st century has witnessed the formation and expansion of a complex linguistic landscape. Due to increased spatial and social mobilities, numerous conflict zones, and technological advances, we are entering what Li Wei (2016, 2018) has characterized as a post-multilingualism era, where ideological borders across and between languages have been blurred and where complex interweaving of language and language varieties has become more communally recognized and welcomed. However, the profession of TESOL continues to promote English teaching and learning with entrenched monolingual bias (Ortega, 2014, 2019) which manifests as "English" as a monolithic entity, "native-speaker" idealism, and "English-only" pedagogies. In this conceptual presentation, we envision TESOL through a translanguaging lens: we argue that translanguaging as a "multifaceted and multilayer polysemic" lens (Leung & Valdés, 2019, p. 12) with strong social justice implications holds great promises of questioning and deconstructing the underlying monolingual orthodoxy. Specifically, we first unpack the notion of translanguaging from three aspects-as descriptive, theoretical, and pedagogical lenses-to urge the field of TESOL to embrace multilingualism and multiculturalism as central rather than auxiliary and to be culturally and linguistically sustaining instead of dominating. Then we explicate how each lens could introduce an epistemological shift to reimagine the roles of teachers and learners, the process and goals of teaching and learning, as well as the future directions of the TESOL profession. We offer some empirical evidence from our own work with pre- and in-service teachers to present how translanguaging can be strategically and purposefully integrated in instruction and assessment to leverage multilingual learners' full linguistic and semiotic repertoires. We end with a call for collaboration among educational stakeholders in TESOL (especially teachers, researchers, teacher educators) to continuously explore the opportunities and challenges of applying a translanguaging lens for cultural and linguistic pluralism in TESOL.

Unfortunately there is only 1 presentation left in S186, you can watch it on demand.

Envisioning TESOL through a Translanguaging Lens

02:30 PM - 06:00 PM

Presenters :

Zhongfeng Tian, Assistant Professor, The University Of Texas At San Antonio

**X 02:30 PM -
06:00 PM**

● Room 1

S184 2/2 | Tools, Techniques and Strategies for Reflective Second & Foreign Language Teacher Education

Speakers

Sabine Rotberg, Goethe-Institut
Sakiko Yoneda, Tamagawa University
Fumiko Kurihara, Chuo University
Hisatake Jimbo, Waseda University
Ken Hisamura, Den-en Chofu University
Eri Osada, Kokugakuin University
Takane Yamaguchi, Shumei University
Nancy Drescher, Faculty, Minnesota State University, Mankato
Lucilla Lopriore, Roma Tre University
Yasemin Bayyurt, Bogazici Universitesi
Stefania Kordia, Hellenic Open University
Paul Voerke, Symposium Organizer, Friedrich-Schiller-Universität Jena
Karim Sadeghi, AILA Solidarity Awardee, Urmia University

Moderators

Mergenfel A. Ferreira, UFRJ
Paul Voerke, Symposium Organizer, Friedrich-Schiller-Universität Jena
Michelle Mattuzzi, AILA2021 Volunteer

The broad reception of Hattie's meta-studies about the impact of teacher activities has shown the core importance of teacher training and professional development. Within this area, "Reflection" and "Action Research" are increasingly considered as fundamental aspects for teacher education, for what questions raised by scholars such as Shulman (1986), Schön (1988) and Altrichter & Posch (2007) remain essential until today, in order to link the theoretical discussion about academic teacher training and the practical skills needed for classroom management and interaction. Numerous educational challenges, among them the emergence and overlapping of diverse technologies, make it crucial that teachers develop skills that help them rethink their practices. This "reflective moments" are supposed necessary to ensure the constant quality of their work and to encourage efficient practices of classroom interaction and language teaching. The symposium offers a space to bring together both theoretical studies and practical experiences of foreign or second language teacher education and professional development that focus on the issues pointed above. The discussions are meant to be open for scholars that deal with the teaching of foreign languages (especially "German as a Foreign Language") and aim to integrate participants from different regions of the world sharing their experiences.

Professionalization instruments for reflected experiential learning of teachers: DEUTSCH LEHREN LERNEN (Learn To Teach German)

02:30 PM - 06:00 PM

Presenters :

Sabine Rotberg, Goethe-Institut

Tools of Action Research in Undergraduate Teacher Education: Experiences from Brazil

02:30 PM - 06:00 PM

Presenters :

Paul Voerke, Symposium Organizer, Friedrich-Schiller-Universität Jena

The link between English and NonEnglish teachers' job satisfaction and teaching effectiveness

02:30 PM - 06:00 PM

Presenters :

Karim Sadeghi, AILA Solidarity Awardee, Urmia University

Exploring levels and dimensions of reflection among language teacher candidates: National performance assessments in the U.S.

02:30 PM - 06:00 PM

Presenters :

Nancy Drescher, Faculty, Minnesota State University, Mankato

Alfredo Urzúa, San Diego State University

Developing the ELF-aware teacher: The case of the ENRICH Continuous Professional Development Course

02:30 PM - 06:00 PM

Presenters :

Stefania Kordia, Hellenic Open University

Yasemin Bayyurt, Bogazici Universitesi

Lucilla Lopriore, Roma Tre University

**X 02:30 PM -
06:00 PM**

● Room 1

S187 | TV News Cultures: Understanding the Forms of News

Speakers

Sabine Tan, Curtin University
 Daniel Pfurtscheller, Assistant Professor, University Of Innsbruck
 Martin Luginbühl, University Of Basel
 Hartmut Lenk, University Of Helsinki
 Hans Giessen, University Of Helsinki
 Agnieszka Mac, University Of Rzeszów
 Iwona Szwed, University Of Rzeszów
 Axel Schmidt, Institute For German Language
 Wibke Weber, ZHAW Zurich University Of Applied Sciences
 Renata Matkeviciene, Vilnius University
 Silke Reineke, Leibniz-Institute For The German Language

Moderators

Martin Luginbühl, University Of Basel
 Lotte De Haan, AILA2021 Volunteer

Understanding the creation of reality TV news is crucial for a developed media literacy of citizens in modern democracies. TV news consumed offline or online are still the main and most trusted news source of citizens in Western countries. However, they differ in content and in the way news stories are told, how an event is put into a news narrative, how anchors frame stories, how language and footage are combined, etc. The symposium will focus on different news cultures and different reporting styles in their interrelation to traditions and institutional aspects of journalism. In genre studies and media linguistics, and in applied linguistics in general, the debate on the relation between culture and language has gained momentum in the last decade. Genres as symbolic forms reflect cultural norms and values; the same time, cultural values and norms are established, contested, and negotiated with and in language and image use. The symposium will focus on the contrastive analysis of TV news cultures, with two sub-themes: Between global and local: TV news between global reporting trends and adaptation to local audiences Language, footage, sound: TV news stories as multimodal gestalts in contrast

Investigating international TV news video style from a multimodal mixed-methods perspective

02:30 PM - 06:00 PM

Presenters :

Sabine Tan, Curtin University

TV news cultures on Instagram: Genre profiles and multimodal design of journalistic Instagram Videos and Stories

02:30 PM - 06:00 PM

Presenters :

Daniel Pfurtscheller, Assistant Professor, University Of Innsbruck

The multimodal staging of 'closeness' in TV news coverage as key aspect of journalistic culture

02:30 PM - 06:00 PM

Presenters :

Martin Luginbühl, University Of Basel

TV news online: The case of the German Tagesschau

02:30 PM - 06:00 PM

Presenters :

Hartmut Lenk, University Of Helsinki

Linguistic aspects of video news texts

02:30 PM - 06:00 PM

Presenters :

Hans Giessen, University Of Helsinki

News – transnational, translocal, glocal: multimodal patterns of television news reporting in inter- and intra-cultural comparison

02:30 PM - 06:00 PM

Presenters :

Agnieszka Mac, University Of Rzeszów

Two distinct countries? Poland in the context of the election campaign - framing differences between public and private broadcasting stations

02:30 PM - 06:00 PM

Presenters :

Iwona Szwed, University Of Rzeszów

Television news in action – the role of genre issues in the production process

02:30 PM - 06:00 PM

Presenters :

Axel Schmidt, Institute For German Language

Silke Reineke, Leibniz-Institute For The German Language

Understanding the News Culture of Young People

02:30 PM - 06:00 PM

Presenters :

Wibke Weber, ZHAW Zurich University Of Applied Sciences

Bullying as internet TV culture (texts and visuals in Laisves TV)

02:30 PM - 06:00 PM

Presenters :

Renata Matkeviciene, Vilnius University

**I 06:00 PM -
08:00 PM**

● Room 1

French Night

Speakers

Grégory Miras, Associate Professor, University Of Rouen

Shona Whyte, University Of Côte D'Azur

Julien Longhi, Cergy-Pontoise University

Isabel Colon De Carvajal, ICAR Laboratory (ENS De Lyon)

Nathalie Blanc, Associate Professor / AFLA Vice President, Université Lyon 1

Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics

Moderators

Grégory Miras, Associate Professor, University Of Rouen

Shona Whyte, University Of Côte D'Azur

Julien Longhi, Cergy-Pontoise University

Isabel Colon De Carvajal, ICAR Laboratory (ENS De Lyon)

Nathalie Blanc, Associate Professor / AFLA Vice President, Université Lyon 1

Come and learn more about the launch of the AILA Congress Lab to be held in Lyon (France) in 2021. We will celebrate the anniversary of the 20th AILA Congress and the 60th anniversary of AFLA.

Wednesday, August 18, 2021

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S034 | Decolonizing the Mind: Talking about language in Africa in the 21st century

Speakers

Rosemary Wildsmith-Cromarty, Research Professor And Coordinator For Language Plans Implementation For Multilingualism, North West University
 Esther Milu, University Of Central Florida
 Jite Eferakorho, University Of Edinburgh
 Seána Ryan, University College Cork
 Nicola Bermingham, Lecturer In Hispanic Studies, University Of Liverpool
 Levis Mugumya, Makerere University
 Mario Saraceni, University Of Portsmouth
 Jacqueline Luck, Deputy Dean, Nelson Mandela University

Moderators

Mario Saraceni, University Of Portsmouth
 Sannah Debreczeni, AILA2021 Volunteer
 Colin Reilly, University Of Essex

This symposium addresses the question of decolonization with reference to the ways we think about language in Africa. In the 1980s Ngũgĩ wa Thiong'o called for Africans to abandon the use of European languages and give renewed vigour to African languages. In his view, this was a fundamental step towards 'decolonizing the mind', a more complex process than the political independence that African countries had gained in the 20th century. In this symposium we will revisit Ngũgĩ's call from a different angle and explore ways in which research about language in Africa may need to be decolonized. We will do so by addressing the following questions: Are our understandings of language too Euro-centric to adequately describe African sociolinguistic contexts? How can linguists both in the 'global North' and in Africa 're-calibrate' their analytical models by taking African sociolinguistic settings as their default contexts? Do research methodologies in this area need to be decolonized? If so, how? The symposium aims to create a space where scholars from the 'global North' and the 'global South' come together in reflective dialogues on these questions, challenge existing paradigms and develop new ones for sociolinguistic research.

African Linguistics after #RhodesMustFall

08:30 AM - 12:00 Noon

Presenters :

Jacqueline Luck, Deputy Dean, Nelson Mandela University

Historicizing and Rethinking Languages Scholarship from a Ugandan Locus

08:30 AM - 12:00 Noon

Presenters :

Levis Mugumya, Makerere University

Language use in Equatorial Guinea: Overcoming silence in the context of 21st century dictatorship and neocolonialism

08:30 AM - 12:00 Noon

Presenters :

Seána Ryan, University College Cork

Translingual Composing that Decolonizes the Mind: Evidence From Kenyan Hip-hop

08:30 AM - 12:00 Noon

Presenters :

Esther Milu, University Of Central Florida

Language and education in Cabo Verde: exploring bilingual education initiatives in a post-colonial setting

08:30 AM - 12:00 Noon

Presenters :

Nicola Bermingham, Lecturer In Hispanic Studies, University Of Liverpool

Strategies for linguistic empowerment in the educational domain in an African context

08:30 AM - 12:00 Noon

Presenters :

Rosemary Wildsmith-Cromarty, Research Professor And Coordinator For Language Plans Implementation For Multilingualism, North West University

Critical Multicultural Literacy as a frame for sociolinguistic discourse

08:30 AM - 12:00 Noon

Presenters :

Jite Eferakorho, University Of Edinburgh

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S073 1/2 | L2 Pronunciation Teaching and Training: Different Approaches

Speakers

Anabela Rato, University Of Toronto

Sviatlana Karpava, University Of Cyprus

Maria Del Mar Suárez, University Of Barcelona

Thaís Cristofaro Silva, UFMG

Susan Jackson, Concordia University

Jim Yee Him Chan, University Of Hong Kong

Ubiratã Alves, UFRGS

Jeniffer Albuquerque, Federal University Of Technology - Paraná

Bohyon Chung, Hanbat National University

Akiyo Joto, Professor Emeritus, Prefectural University Of Hiroshima

Yuri Nishio, Professor, Meijo University

Wafa Zoghbor, Associate Professor, College Of Humanities And Social Sciences - Advisor To The Provost For Professional Development And Special Initiatives, ZU, UAE. , Zayed University

Moderators

Jeniffer Albuquerque, Federal University Of Technology - Paraná

Ubiratã Alves, UFRGS

In the last two decades, there has been an increase in the number of studies focusing on L2 pronunciation instruction and perceptual/production training. This is a consequence of the fact that new classroom methodologies have been proposed and new goals for L2 pronunciation have been set, causing this subfield of Applied Linguistics to become more heterogeneous and complex. In this sense, studies on L2 pronunciation and training have contributed to different fields of Linguistics, such as Phonetics and Phonology, Psycholinguistics and Language Acquisition, L2 Teaching, amongst many others. The aim of this symposium is to congregate these different approaches and emphases of L2 Pronunciation Research in the classroom or in the laboratory. We therefore welcome papers that address L2 pronunciation teaching or training in their diversity of approaches, goals, methods and background theories. By allowing for this diversity of approaches and methods, we expect this symposium to represent an opportunity to gather researchers who are willing to share their experiences in their different research realities and classroom scenarios. We hope, therefore, that this symposium reflects the richness and importance of this subfield of Applied Linguistics.

SCHEDULE

08:30 – 8:40 – Brief welcome from symposium organizers

08:40 – 9:10 – Featured Speaker: Anabela Rato

09:10 – 9:20 – Questions

09:20 – 9:50 – Standard Presentations 1 (Elena KKese and Sviatlana Karpava) and 2 (María del Mar Suárez et al.)

09:50 – 10:00 – Questions

10:00 – 10:30 – Break

10:30 – 11:30 – Standard Presentations 3 (Thaís Cristófar-Silva and Wellington Mendes), 4 (Susan Jackson), 5 (Jim Yee Chan) and 6 (Jeniffer Albuquerque and Ubiratã Alves)

11:30 – 11:45 – Questions

11:45 – 11:55 – Poster Pitches 1 (Bohyon Chung and Hyun Kyung Miki Bong), 2 (Akiyo Joto and Yuri Nishio) and 3 (Wafa Zoghbor)

11:55 – 12:05 – Questions

Evaluating the success of L2 phonetic training studies: A closer look at generalization and retention of learning

08:30 AM - 12:00 Noon

Presenters :

Anabela Rato, University Of Toronto

Effect of task, word length and frequency on speech perception in L2 English: Examining the Native Language Magnet Model

08:30 AM - 12:00 Noon

Presenters :

Sviatlana Karpava, University Of Cyprus

Visual, audiovisual and audiovisual-tactile modes in the perception and production of non-native sounds by children

08:30 AM - 12:00 Noon

Presenters :

Maria Del Mar Suárez, University Of Barcelona

Plural formation in English: a Brazilian Portuguese case study

08:30 AM - 12:00 Noon

Presenters :

Thaís Cristofaro Silva, UFMG

Orthographic Interference in the Acquisition of /h/ by L1 French Learners of English

08:30 AM - 12:00 Noon

Presenters :

Susan Jackson, Concordia University

Developing an intelligibility-oriented approach to L2 pronunciation teaching: The case of Hong Kong English

08:30 AM - 12:00 Noon

Presenters :

Jim Yee Him Chan, University Of Hong Kong

Dynamic paths of intelligibility and comprehensibility: implications for pronunciation teaching from a longitudinal study with Haitian learners of Brazilian Portuguese

08:30 AM - 12:00 Noon

Presenters :

Jeniffer Albuquerque, Federal University Of Technology - Paraná

Ubiratã Alves, UFRGS

Inter-cultural Impeding Factors of Korean-accented English

08:30 AM - 12:00 Noon

Presenters :

Bohyon Chung, Hanbat National University

The phonetic features of English diphthongs produced by Japanese elementary school students

08:30 AM - 12:00 Noon

Presenters :

Akiyo Joto, Professor Emeritus, Prefectural University Of Hiroshima

Yuri Nishio, Professor, Meijo University

Native vs Non-Native Pronunciation Models: an Empirically-based research on L2 learners' intelligibly and comprehensibility

08:30 AM - 12:00 Noon

Presenters :

Wafa Zoghbor, Associate Professor, College Of Humanities And Social Sciences - Advisor To The Provost For Professional Development And Special Initiatives, ZU, UAE. , Zayed University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S126 1/2 | Reconceptualizing the role of subject area teachers in second language literacy development

Speakers

Erkan Gürsoy, University Of Duisburg-Essen
Björn Kindenberg, Stockholm University
Maaïke Hajer, University Of Applied Sciences Utrecht And Malmö University
Yvonne Foley, University Of Edinburgh
Errol Ertugruloglu, PhD Student, Leiden University
Sarah Wunderlich, University Of Koblenz-Landau

Moderators

Lise Iversen Kulbrandstad, Head Of PhD In Teaching And Teacher Education, Inland Norway University Of Applied Sciences
Maaïke Hajer, University Of Applied Sciences Utrecht And Malmö University
Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

Worldwide, educators seek best practices to improve second language learners' academic literacy and school achievement. Interdisciplinary research has identified functional aspects, both written and oral, of different subject area literacies (Unsworth, 2000, Schleppegrell 2004, Christie & Derewianka 2010,) and shows the need for a subject-specific focus in pedagogical literacy approaches (Van Dijk 2018). The value of integrating language and content learning has gained hold in schools globally; and consequently, the education of language teachers incorporates content-based language approaches that introduce learners to subject-specific genres and vocabulary and draw on their multilingual resources to construct meaning (Cummins & Early 2010, Gibbons 2014, Echevarria, Vogt & Short 2017,). The preparation of subject teachers, however, has lagged behind. This symposium addresses the issue of subject teacher development by bringing together researchers across disciplines to explore literacy-oriented strategies. We invite empirical studies that focus on subject-specific teachers' roles in developing second language literacy within primary, secondary, and vocational classrooms and on preservice and inservice programs for these teachers. There will be three subthemes: - identification of functional aspects of subject-area literacy and demands on multilingual learners - characteristics of literacy-oriented approaches in specific subjects - teacher development for language and content teachers.

Genres as a lever to promote (bi)literacy across the subject areas: How to convince subject teachers?

08:30 AM - 12:00 Noon

Presenters :

Erkan Gürsoy, University Of Duisburg-Essen

Challenges as complementarities in genre-based writing instruction

08:30 AM - 12:00 Noon

Presenters :

Björn Kindenberg, Stockholm University

Multilingual resources in inclusive science classrooms: Teachers' perceptions of obstacles and choices in three countries – Netherlands, Norway and Sweden.

08:30 AM - 12:00 Noon

Presenters :

Maaïke Hajer, University Of Applied Sciences Utrecht And Malmö University

Graping with Linguistic and Cultural Diversity: Subject Teachers' Shifting Identities

08:30 AM - 12:00 Noon

Presenters :

Yvonne Foley, University Of Edinburgh

Towards a synthesis of approaches to language scaffolding in L2 content classrooms: a literature review

08:30 AM - 12:00 Noon

Presenters :

Errol Ertugruloglu, PhD Student, Leiden University

Let's CLIL – but how? Analyzing subject-specific language requirements

08:30 AM - 12:00 Noon

Presenters :

Sarah Wunderlich, University Of Koblenz-Landau

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S179 | The role of individual differences in the language learning of children and adolescents.

Speakers

Judit Kormos, Lancaster University
 Maria Del Mar Suárez, University Of Barcelona
 Nihayra Leona, University Of Amsterdam
 Sara Kangas, Lehigh University
 Brigitta Dóczy, Eötvös Loránd University
 Mark Christianson, Instructor/Developer, English For Global Communication Program, Keio Yokohama Elementary School
 Debora Carrai, University Of Oslo
 Miyuki Sasaki, Waseda University
 Rosa María Jiménez Catalán, University Of La Rioja
 Susan Sayehli, Stockholm University

Moderators

Vanessa Dewilde, Ghent University
 Claire Goriot, Postdoctoral Researcher, University Of Amsterdam/Wageningen University
 Niklas Abel, AILA 2021 Volunteer, University Of Groningen

This symposium aims to discuss recent findings concerning the role of individual differences in language learning found in studies concerning young learners (pre-primary, primary and secondary school age). We welcome presentations about different topics linked to internal individual differences such as language aptitude, motivation, attitude and external individual differences such as exposure and type of instruction and their role in both second and foreign language learning. In the symposium we want to bring together researchers who investigate the language learning of young learners. We believe the symposium will be an excellent opportunity not only to discuss research findings but also to discuss challenges and opportunities linked to working with children and teenagers. Both submissions about research on foreign language learning (both in a formal and an informal setting) and about research on second language learning (such as language learning in children with a migrant background) are welcomed.

SCHEDULE

08.30 - 9.10: Featured speaker: The role of cognitive factors in primary school language learning settings - Judit Kormos (30 minutes + 10 minutes Q&A)
 09.10 - 9.25: Standard presentation: The role of individual differences in L2 vocabulary learning through subtitled TV series: evidence from young learners - Maria Del Mar Suarez
 09.25 - 9.40: Standard presentation: Predicting YELLs' English Oral and Written Skills: Internal Factors Explain Individual Differences - Nihayra Leona
 09.40 - 9.45: Focused presentation: Vocabulary production/word association of children and adolescent EFL learners: similarities or differences? Preliminary data from the semantic field of ANIMALS - Rosa Maria Jiménez Catálan
 09.45 - 10.00: Q&A
 10.00 - 10.30: Break
 10.30 - 10.45: Standard presentation: How disability shapes second language learning opportunities - Sara Kangas
 10.45 - 11.00: Standard presentation: The interrelationships of emotions and motivational processes: The results of a nationwide study with secondary school students in Hungary - Brigitta Dóczy
 11.00 - 11.15: Standard presentation: Effects of authentic communication experiences on linguistic self-confidence: Individual differences among Japanese primary school students - Mark Christianson

11.15 - 11.30: Standard presentation: Secondary school pupils' satisfaction in the L3 classroom: The roles of teaching, motivation, language choice and language classroom anxiety - Debora Carrai

11.30 - 11.35: Focused presentation: The interaction between different attitudinal and motivational constructs in young learners of a second foreign language - Susan Sayehli

11.35 - 11.40: Focused presentation: Impacts of a SKYPE-based L2 learning program on EFL high schoolers: A longitudinal investigation - Miyuki Sasaki

11.40 - 12.00: Q&A

The role of cognitive factors in primary school language learning settings

08:30 AM - 12:00 Noon

Presenters :

Judit Kormos, Lancaster University

The role of individual differences in L2 vocabulary learning through subtitled TV series: evidence from young learners

08:30 AM - 12:00 Noon

Presenters :

Maria Del Mar Suárez, University Of Barcelona

Predicting YELLS' English Oral and Written Skills: Internal Factors Explain Individual Differences

08:30 AM - 12:00 Noon

Presenters :

Nihayra Leona, University Of Amsterdam

Vocabulary production/word association of children and adolescent EFL learners: similarities or differences? Preliminary data from the semantic field of ANIMALS

08:30 AM - 12:00 Noon

Presenters :

Rosa María Jiménez Catalán, University Of La Rioja

How disability shapes second language learning opportunities

08:30 AM - 12:00 Noon

Presenters :

Sara Kangas, Lehigh University

The interrelationships of emotions and motivational processes: The results of a nationwide study with secondary school students in Hungary

08:30 AM - 12:00 Noon

Presenters :

Brigitta Dóczy, Eötvös Loránd University

Effects of authentic communication experiences on linguistic self-confidence: Individual differences among Japanese primary school students

08:30 AM - 12:00 Noon

Presenters :

Mark Christianson, Instructor/Developer, English For Global Communication Program, Keio Yokohama Elementary School
Kota Ohata, Ferris University

Secondary school pupils' satisfaction in the L3 classroom: The roles of teaching, motivation, language choice and language classroom anxiety

08:30 AM - 12:00 Noon

Presenters :

Debora Carrai, University Of Oslo

The interaction between different attitudinal and motivational constructs in young learners of a second foreign language

08:30 AM - 12:00 Noon

Presenters :

Susan Sayehli, Stockholm University

Impacts of a SKYPE-based L2 learning program on EFL high schoolers: A longitudinal investigation

08:30 AM - 12:00 Noon

Presenters :

Miyuki Sasaki, Waseda University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S008 3/3 | AILA-Europe Junior Research Meeting in Applied Linguistics

Speakers

Laurene Glimois, Assistant Professor Of French (starting Jan. 2022), Georgia Institute Of Technology
 Sabina Zorčič, Researcher, Institute For Ethnic Studies
 Verena Platzgummer, Eurac Research - University Of Vienna
 Sarah Olthoff, University Of Oldenburg
 Eirini Kelmali, CITY College, University Of York European Campus
 Sarah Muller, Research Associate, University Of Sheffield
 Veronika Hamann, PhD-Student, University Of Agder
 Nuhi Bllaca, University Of Vienna

Moderators

Aleksandra Gnach, ZHAW Zurich University Of Applied Sciences
 Junping Hou, AILA2020 Committee Member, Xi'an University; University Of Groningen
 Valery Wyss, ZHAW Zurich University Of Applied Sciences
 Lilly Göthe, Volunteer, University Of Groningen

In January 2007, the first AILA Europe Junior Researchers Meeting (JMR) took place at the University of Groningen. Since then, the JRM has been held in various European countries, amongst them Ireland, Finland, Germany, and Switzerland and at this symposium we would like to integrate the JRM into the larger AILA conference. The aim of JRMs is to promote young researchers in Applied Linguistics from all over Europe by providing a platform in which they can present and discuss their research findings, ongoing studies and projects in an interactive and informal international environment. Junior Researchers include those working on their Master's and PhD theses, as well as those who have graduated within the last three years. In this symposium (two slots), we would like for junior researchers to present their papers on any topic within applied linguistics, but preferably on the conference theme "The dynamics of language, communication and culture in a changing world". Presenters will be asked about the kind of feedback or help they need and the organizers will invite designated senior researchers as commentators to foster questions and discussion.

Instructional and Language Background Variables in Second Language Processing: A study using the classifiers ba and tai in Mandarin Chinese

08:30 AM - 12:00 Noon

Presenters :

Laurene Glimois, Assistant Professor Of French (starting Jan. 2022), Georgia Institute Of Technology

Choice, habitus and capital: Language and identities of bilingual youth in Austrian Carinthia

08:30 AM - 12:00 Noon

Presenters :

Sabina Zorčič, Researcher, Institute For Ethnic Studies

Engagement with genre in writing in the L3 classroom in Norway

08:30 AM - 12:00 Noon

Presenters :

Veronika Hamann, PhD-Student, University Of Agder

Affordances and Challenges of Collaborative Writing in lower secondary EFL classrooms in Kosovo

08:30 AM - 12:00 Noon

Presenters :

Nuhi Bllaca, University Of Vienna

The German werden-passive in Language of Schooling and Everyday Language

08:30 AM - 12:00 Noon

Presenters :

Sarah Olthoff, University Of Oldenburg

Acoustic characteristics of Greek vowels: Age and gender effects.

00:01 AM - 11:59 PM

Presenters :

Eirini Kelmali, CITY College, University Of York European Campus

Gained in Translation: A Reflection on Transnational Comparative Research in Foreign Language Education in the ADiBE Project

08:30 AM - 12:00 Noon

Presenters :

Helen Heaney, Senior Lecturer, University Of Vienna

Frauke Matz, University Of Münster

Ricardo Römhild, University Of Münster

Philipp Siepmann, University Of Münster

Inclusion and diversity in bilingual education: Lessons learned from the European comparative perspective

08:30 AM - 12:00 Noon

Presenters :

María Luisa Pérez-Cañado, University Of Jaén

CLIL for all? The Austrian perspective

08:30 AM - 12:00 Noon

Presenters :

Tatjana Bacovsky, University Of Vienna

Silvia Bauer-Marschallinger, University College Of Teacher Education Vienna/Krems & University Of Vienna

Christiane Dalton-Puffer, University Of Vienna

Helen Heaney, Senior Lecturer, University Of Vienna

Ute Smit, Professor, University Of Vienna

Diversity may be the norm, but equity and inclusion is our obligation: Diversity and CLIL in Italy

08:30 AM - 12:00 Noon

Presenters :

Y.L. Teresa Ting, Assistant Professor (Applied Linguistics In English), University Of Calabria

Attention to Diversity in German CLIL Classrooms: Perspectives of teachers, students and parents

08:30 AM - 12:00 Noon

Presenters :

Philipp Siepmann, University Of Münster

Dominik Rumlich, University Of Paderborn

Frauke Matz, University Of Münster

Ricardo Römhild, University Of Münster

The professional knowledge base of effective CLIL teaching in multilingual primary education settings

08:30 AM - 12:00 Noon

Presenters :

Dieuwerke Rutgers, University Of Cambridge

Validation Process of the ADiBE Project Surveys

08:30 AM - 12:00 Noon

Presenters :

Valentina Cueva-López, University Of Jaén

Flipped Classroom techniques as a tool to cater to diversity in CLIL programs: A perspective from in-service teachers

08:30 AM - 12:00 Noon

Presenters :

Pedro Díaz-Santos, PhD Student And Responsible Of The Development Of Plurilingualism In Jaén (Andalusia),
University Of Jaén

**Why considering teachers' cognitions and beliefs really makes a
difference in CLIL teacher education**

08:30 AM - 12:00 Noon

Presenters :

Maria Paz Azparren Legarre, Public University Of Navarra

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S056 1/2 | Hate Speech: Power, Incitement and Violence through Language

Speakers

Chadi Ben Youssef, University Of California, Santa Barbara
Nicole Baumgarten, University Of Sheffield
Martin Gill, Åbo Akademi University
Sofia Tsagdi, National And Technical University Of Athens
Marta Andersson, Stockholm University
Daniel Michelis, Hochschule Anhalt
Sylvia Jaki, University Of Hildesheim
Eckhard Bick, University Of Southern Denmark
Tobias Schneider, Hochschule Anhalt

Moderators

Sylvia Jaki, University Of Hildesheim
Klaus Geyer, University Of Southern Denmark
Marta Maggioni, AILA2021 Volunteer

The issue of hate speech and hostile language currently receives a significant amount of attention. In recent studies, a majority of social media users have stated that they encountered hate speech at least once on Facebook, Twitter or other platforms. Hate speech can be roughly defined as any communication that attacks individuals or groups "on the grounds of 'race', colour, descent, national or ethnic origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status" (Council of Europe 2016). However, there is no consensus on what actually constitutes hate speech. Besides, still relatively little is known about the linguistic and communicative mechanisms underlying the expression and perception of hate speech, particularly in online communication and social media. In our symposium, we will discuss hate speech considering the following key aspects: 1. The notion of hate speech and its characteristics. Featured speaker: Björn Technau 2. Methods to detect and analyse hate speech. Featured speaker: Nicole Baumgarten 3. Hate speech in online communication and social media. Featured speaker: Liriam Sponholz

‘Refugees and ‘Muslims’ on German Twitter and in newspapers - a comparative analysis of the social construction of minorities in Germany through framing and n-gramming

08:30 AM - 12:00 Noon

Presenters :

Nicole Baumgarten, University Of Sheffield

The role of lexis in the rhetoric and automatic detection of hate speech online

08:30 AM - 12:00 Noon

Presenters :

Sylvia Jaki, University Of Hildesheim

The Use of Creative Compounding in German Online Hate Speech

08:30 AM - 12:00 Noon

Presenters :

Eckhard Bick, University Of Southern Denmark

The language of xenophobia: The case of a Swedish online alternative newspaper

08:30 AM - 12:00 Noon

Presenters :

Marta Andersson, Stockholm University

I wear combat boots on my tongue: a multivariate study of interaction and stance taking in the far-right media discourse

08:30 AM - 12:00 Noon

Presenters :

Chadi Ben Youssef, University Of California, Santa Barbara

Mainstreaming hate: the dynamics of out-group vilification in comments to a pro-Brexit British tabloid

08:30 AM - 12:00 Noon

Presenters :

Martin Gill, Åbo Akademi University

A linguistic analysis of student messages and signs around school premises.

08:30 AM - 12:00 Noon

Presenters :

Sofia Tsagdi, National And Technical University Of Athens

**08:30 AM -
12:00 Noon**

Room 1

S065 1/2 | Interdisciplinary approaches to L2 fluency

Speakers

Pekka Lintunen, Symposium S065, University Of Turku
 Amandine Dumont, UCLouvain
 Sanna Olkkonen, University Of Turku
 Shungo Suzuki, Lancaster University
 Tommi Jantunen, University Of Jyväskylä
 Steven Kirk, Associate Professor, Nippon Medical School
 Pauliina Peltonen, University Of Turku
 Clare Wright, University Of Leeds
 Jon Clenton, Hiroshima University
 Maarit Mutta, University Of Turku
 Sandra Goetz, Philipps-University Marburg
 Serge Bibauw, Universidad Central Ecuador; KU Leuven; UCLouvain

Moderators

Pauliina Peltonen, University Of Turku
 Pekka Lintunen, Symposium S065, University Of Turku
 Penny Heisterkamp, AILA2021 Volunteer

The symposium focuses on current trends in L2 (second language) fluency research. L2 fluency is a complex phenomenon that has been studied from various perspectives, notably as an indicator of oral proficiency. Being studied as one dimension of L2 proficiency (see the CAF framework, e.g., Housen, Kuiken & Vedder, 2012), L2 fluency is a current topic in SLA and relevant to applied linguistic research more broadly. Moreover, besides L2 learning, fluency has also been explored in other fields, including translation, sign language, language assessment, and English as a lingua franca research. The symposium aims to bring together researchers working on fluency-related topics to build connections across disciplines. A forthcoming volume focusing on current approaches to L2 fluency, titled "Fluency in L2 Learning and Use" (Multilingual Matters; edited by Pekka Lintunen, Maarit Mutta & Pauliina Peltonen), forms the foundation for the workshop. By bringing together different perspectives on L2 fluency and building on the multidisciplinary approach to L2 fluency introduced in the volume, the symposium extends current L2 fluency research to new areas and provides directions for future L2 fluency studies. In particular, the symposium highlights theoretically or methodologically novel perspectives on L2 fluency, including, e.g., multimodality and fluency in interaction.

S065 detailed programme, click here
 (https://drive.google.com/file/d/1tKj_1uOdVGyYvIPwgONUay5gOYiFEP06/view?usp=sharing)

Fluency in L2 learning and use: interdisciplinary approaches and future directions

08:30 AM - 12:00 Noon

Presenters :

Pekka Lintunen, Symposium S065, University Of Turku

Identifying fluency dimensions in learner and native speech

08:30 AM - 12:00 Noon

Presenters :

Amandine Dumont, UCLouvain

Attention control and efficiency of processing: a cognitive framework for L2 fluency

08:30 AM - 12:00 Noon

Presenters :

Sanna Olkkonen, University Of Turku

The role of linguistic knowledge and processing skills in second language fluency: The interface between cognitive and utterance fluency

08:30 AM - 12:00 Noon

Presenters :

Shungo Suzuki, Lancaster University

Kinematic fluency patterns of L1 and L2 signers of Finnish Sign Language

08:30 AM - 12:00 Noon

Presenters :

Tommi Jantunen, University Of Jyväskylä

Fluency as Interactive Alignment: A case study of second language speakers in conversation

08:30 AM - 12:00 Noon

Presenters :

Steven Kirk, Associate Professor, Nippon Medical School

L2 fluency, interaction, and multimodality: Examples from peer interaction

08:30 AM - 12:00 Noon

Presenters :

Pauliina Peltonen, University Of Turku

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S071 1/2 | L2 Classroom Discourse: Micro-analytic, Multimodal, and Multilingual Perspectives

Speakers

Paul Seedhouse, Professor, Newcastle University
 Nigel Musk, Linköping University
 Marjut Johansson, University Of Turku, Finland
 Nilüfer Can Daşkın, AILA Solidarity Awardee, Hacettepe University
 Erica Sandlund, Associate Professor , Karlstad University
 Niina Lilja, Tampere University
 John Hellermann, Portland State University
 Piibi-Kai Kivik, Indiana University
 Sarah Creider, Teachers College, Columbia University
 Stephen Looney, Penn State University
 Rémi Van Compernelle, Carnegie Mellon University
 Yo-An Lee, Sogang University
 Yumi Matsumoto, Assistant Professor , University Of Pennsylvania

Moderators

Christopher Jenks, Supreme Ruler Of Pluto, Aalborg University
 Olcay Sert, Mälardalen University
 Mark Van Huizen, AILA2021 Volunteer

Classrooms are organized according to an architecture of discourse features and structures. These discourse features and structures, such as participation frameworks, are used to accomplish a range of pedagogical activities. In second/foreign or additional language (L2) classrooms, this architecture is complicated by the peculiar task of using a language that both represents the pedagogical objective and the medium of communication. The last decade has witnessed a growing body of research into L2 classrooms; such work draws from a number of theoretical frameworks, including the micro-analytic (e.g. Jenks and Seedhouse 2015; Walsh 2011), multimodal (Sert 2015), and multilingual (e.g. Matsumoto 2019). It is through these micro-analytic, multimodal, and multilingual perspectives that we can achieve a nuanced understanding of the institutional business of teaching and learning L2s. To this end, this symposium brings together presentations that unpack the micro-analytic, multimodal, and multilingual realities of L2 classroom discourse. Our symposium will host ambitious research projects that further our understanding of discursive practices in L2 classrooms. The symposium will illustrate the interactive work of classrooms with "cross-sectional, longitudinal, and retrospective" (Jakonen 2018) approaches with the goal of identifying how end users, such as educators and students, can benefit from such discourse analytic work.

S071 detailed programme, click here
 (https://drive.google.com/file/d/1kOfTnG38e7FjcYWOk11JHG4tfuXIX8UV/view?usp=sharing)

The Rashomon Effect: Which features of a speaker's talk do listeners notice?

08:30 AM - 12:00 Noon

Presenters :

Paul Seedhouse, Professor, Newcastle University

Peers' retrospective versus non-retrospective orientations to learning objects in digital collaborative EFL writing

08:30 AM - 12:00 Noon

Presenters :

Nigel Musk, Linköping University

A robot enters the foreign language classroom: Child-robot learning interactions

08:30 AM - 12:00 Noon

Presenters :

Marjut Johansson, University Of Turku, Finland

Minna Majjala, University Of Turku

Longitudinal tracking of student access to a past learning object in an L2 classroom setting

08:30 AM - 12:00 Noon

Presenters :

Nilüfer Can Daşkın, AILA Solidarity Awardee, Hacettepe University

Teachables and learnables in multilingual L2 English classrooms: Occasioned peer learning during monolingual, bilingual, and multilingual pedagogies-at-work in intervention study.

08:30 AM - 12:00 Noon

Presenters :

Erica Sandlund, Associate Professor , Karlstad University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S081 | Language policies and new nationalism

Speakers

Taina Saarinen, University Of Jyväskylä

Ayse Gur Geden, PhD Student, UCL Institute Of Education

Kate Vowles-Sørensen, Aarhus University

Michael Hofer-Robinson, PhD Student, University College Cork

Papia Sen Gupta, AILA Solidarity Awardee, Assistant Professor, Jawaharlal Nehru University

Ofra Inbar-Lourie, Lecturer And Researcher, Tel-Aviv University

Cheryl Gosselin, Sociology Department, Bishop's University

Moderators

Taina Saarinen, University Of Jyväskylä

Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen

This symposium examines emerging language policies during a wave of neo-nationalist. The developments around national (Hobsbawm) and post-national (Heller) language policies and the ensuing relationship between language, nation states, and globalisation, are now giving way to new nationalist (Lee 2017) debates that re-center the needs of nation states and "national" languages and make the role of language societally and ideologically visible in a new way (Kelly 2018). New nationalism or neo-nationalism is often linked to right wing, populist, anti-immigrant policies (Eger & Valdez 2015). It refers to a new "nationalism based national order in the new global economy" (Lee 2017, 870), thus contrasting with the post-national hegemonic order where nation states were de-stabilized in the global economic system (Heller 2013). Recent neo-nationalist developments are relevant to the larger understanding of the changing role of the nation state in globalisation (see Buckner 2017) and of the role of language policies in construing belonging. This symposium invites submissions that discuss neo-nationalist language policy developments from the point of view of for instance but not limited to recent changes in language policies that recenter national interests and the position of minority and migrant languages in new nationalist and populist policies.

English in post-nationalist and neo-nationalist times: language policies in Finnish higher education in transition

08:30 AM - 12:00 Noon

Presenters :

Taina Saarinen, University Of Jyväskylä

From Law to Language: The Incorporation of (National) Values into Language Teaching and Policies

08:30 AM - 12:00 Noon

Presenters :

Michael Hofer-Robinson, PhD Student, University College Cork

Reinventing the Nation through Language Training for International Students

08:30 AM - 12:00 Noon

Presenters :

Ayse Gur Geden, PhD Student, UCL Institute Of Education

Internationalisation while cutting places? Denmark's neo-nationalist struggle with English taught university programmes

08:30 AM - 12:00 Noon

Presenters :

Kate Vowles-Sørensen, Aarhus University

New nationalism and language policy : India in Perspective

08:30 AM - 12:00 Noon

Presenters :

Papia Sen Gupta, AILA Solidarity Awardee, Assistant Professor, Jawaharlal Nehru University

critical perspective on the consequences of large scale national and international test use.

08:30 AM - 12:00 Noon

Presenters :

Elana Shohamy, Professor, Researcher, Tel Aviv University

Social engineering through legislation: framing 'otherness' as the presence of immigrants and the expression of the English language in Quebec

08:30 AM - 12:00 Noon

Presenters :

Cheryl Gosselin, Sociology Department, Bishop's University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S089 1/2 | Learner diversity as an asset in the (inclusive) FL classroom: Challenges and solutions

Speakers

David Gerlach, University Of Wuppertal
Deborah Koeltzsch, Catholic University Eichstätt-Ingolstadt
Bimali Indrarathne, University Of York
Alma Zero, University Of Sarajevo
Sylke Bakker, Lecturer, University Of Oldenburg
Katja Heim, Interim Professor, University Of Wuppertal / University Of Duisburg-Essen

Moderators

Julia Weltgen, University Of Bremen
Joanna Pfingsthorn, University Of Bremen
Lotte De Haan, AILA2021 Volunteer

The symposium revolves around the question to what extent various forms of learner diversity prove themselves and are perceived as an asset in institutionalized foreign language (FL) teaching in relation to principles of inclusive education. In this context, we perceive learner diversity as an umbrella term that encompasses various dimensions of individual variation observed at school since in school contexts a broad concept of inclusion should be used. It and refers to e.g. learner neurodiversity, cultural and linguistic variation, multilingualism, specific learning differences, cognitive and learning styles. In its discussions the symposium intends to focus on epistemological changes and trends in the understanding of learner diversity as a factor relevant for inclusive FL instruction as well as their implications for ascertaining equal opportunities for all learners in the FL classroom. A particular interest will also be given to attitudes to learner diversity expressed by various stakeholders as well as methodological approaches and ideas that embed learner diversity into teaching practice. We welcome contributions based on both research and teaching practice from various cultural settings that critically explore, examine and exemplify challenges and solutions associated with the accommodation to learner diversity in the inclusive foreign language classroom.

Addressing diversity: A (research) framework for inclusive language teaching

08:30 AM - 12:00 Noon

Presenters :

David Gerlach, University Of Wuppertal

Creative Diversity in the FL classroom - Creative Tasks Based on Neurobiological Basics and Their Realization in Foreign Language Didactics

08:30 AM - 12:00 Noon

Presenters :

Deborah Koeltzsch, Catholic University Eichstätt-Ingolstadt

Teacher knowledge and attitudes on learners with specific learning difficulties and inclusive practices

08:30 AM - 12:00 Noon

Presenters :

Bimali Indrarathne, University Of York

Inclusive Education in Bosnia and Herzegovina: Future Teachers and the Changing Foreign Language Teaching Landscape

08:30 AM - 12:00 Noon

Presenters :

Alma Zero, University Of Sarajevo

Assessment as a key to promoting learning in the inclusive foreign language classroom

08:30 AM - 12:00 Noon

Presenters :

Sylke Bakker, Lecturer, University Of Oldenburg

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S090 1/2 | Learning and teaching interactions in pragmatic aspects: Language use in contexts inside and outside English language classrooms

Speakers

Júlia Barón, University Of Barcelona

MLuz Celaya, University Of Barcelona

Aika Miura, Associate Professor, Rikkyo University

John Campbell-Larsen, Kyoto Women's University

Kazuko Tanabe, Japan Women's University

Lala Takeda, Showa Women's University

Christian Burrows, Associate Professor, Hiroshima Prefectural University

Moderators

Lala Takeda, Showa Women's University

Kazuko Tanabe, Japan Women's University

Anne-Marie Van Boeckel, AILA2021 Volunteer, Rijksuniversiteit Groningen

Changes in social situations and the development of science and technology from the late 20th century to the early 21st century have prompted major reforms in the method and purpose of foreign language education. Under such circumstances, previous studies on social interactions have made it clear that smooth communication is established, not only through the observance of the rules in language use, but also through interactions between speakers and listeners in certain contexts. This symposium intends to focus on the assumption that the appropriate use of pragmatic strategies is considered to contribute efficient communication between interactants not only in the context of second language interactions (cf. Gass and Selinker 2008), but also in the context of lingua franca interactions. Throughout the symposium, the contributors will provide the audience with the chance to consider how, and to what extent, the instructors should apply the findings of pragmatic research to foreign language education. By clarifying the multidimensional negotiation of pragmatic and strategic aspects related to language use in conversational dialogue through research on the pragmatic behaviors mainly in pedagogic and academic settings, each paper will bring up issues on how to deal with pragmatic aspects of foreign language instruction and acquisition.

"Is this polite or not?": Raising pragmatic awareness through task-supported language teaching

08:30 AM - 12:00 Noon

Presenters :

Júlia Barón, University Of Barcelona

MLuz Celaya, University Of Barcelona

Mireia Ortega, University Of Barcelona

Appropriateness of requests with different pragmalinguistic patterns: a gap between ELT practitioners and Japanese learners of English

08:30 AM - 12:00 Noon

Presenters :

Aika Miura, Associate Professor, Rikkyo University

Needs analysis and focused instruction: Developing interactional competence in Japanese university EFL learners

08:30 AM - 12:00 Noon

Presenters :

John Campbell-Larsen, Kyoto Women's University

Mutual learning between the Japanese native speakers and the second language learner through collaborative writing

08:30 AM - 12:00 Noon

Presenters :

Kazuko Tanabe, Japan Women's University

Topic Development Through Allo-repetition in EFL-Speaking and Chat-Style Writing: From the Viewpoint of Dependency and Creativity in Context

08:30 AM - 12:00 Noon

Presenters :

Lala Takeda, Showa Women's University

Communication Strategy Use for Learners from a Collectivist Country (Japan)

08:30 AM - 12:00 Noon

Presenters :

Christian Burrows, Associate Professor, Hiroshima Prefectural University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S095 | Literature and Democratic Education

Speakers

Amos Paran, University College London Institute Of Education
Hannah De Mulder, Leiden University
Caroline Scheuer Neves, Lecturer, University Of Cape Town (South Africa)
Vitor Ferreira, Federal University Of Rio De Janeiro
Marta Janachowska-Budych, Adam Mickiewicz University
Christiane Lütge, LMU Munich

Moderators

Christiane Lütge, LMU Munich
Thorsten Merse, Researcher And Teacher Educator, LMU Munich
Hongying Peng, AILA2021 Volunteer, University Of Groningen

In engaging with literary texts, readers participate in fictional worlds that imagine and (re)negotiate social, cultural and political lives in manifold, vivid ways. Genres such as dystopian fiction, young adult drama or political poetry take up current pressing-sometimes highly controversial- issues and explore (potential) sociopolitical realities and futures, ranging from desirable to utterly daunting. Exploring such texts in FL education provides a promising stimulus to reflect on and work towards democratic culture, sociocultural diversity and individual agency- alongside learning a foreign language. Here, the Council of Europe's 2018 Reference Framework of Competences for Democratic Culture presents a timely conceptual basis on which teachers can ground such engagement and inquiry. This symposium interrelates current trajectories in FL learning, literature teaching and democratic education. As such, we are interested in the ways learners can experience fictional encounters with themes such as participation, equality and visibility of individual identities, groups or communities. We therefore invite conceptual and empirical contributions related to topic- and genre-related aspects of literature, selecting suitable texts for democratic education, classroom projects and experiences of using literature for democratic education, and the formulation/application of literary competences relevant to sociopolitical inquiries based on diverse literatures.

Democratising Literature in the Foreign Language Classroom: The Role of Teachers and Teacher Educators

08:30 AM - 12:00 Noon

Presenters :

Amos Paran, University College London Institute Of Education

Values and valuable narratives: Relationships between children's exposure to narratives and their moral orientation

08:30 AM - 12:00 Noon

Presenters :

Hannah De Mulder, Leiden University

Pedagogical materials promoting critical thinking and democratic culture: the use of poem in foreign language classes

08:30 AM - 12:00 Noon

Presenters :

Caroline Scheuer Neves, Lecturer, University Of Cape Town (South Africa)
Janaína Conceição, University Of São Tomé And Príncipe

Dialogical meanings in the city by literary and musical arts

08:30 AM - 12:00 Noon

Presenters :

Vitor Ferreira, Federal University Of Rio De Janeiro

'It's unbelievable how well you speak German!' Learning (about) Democracy in and through Language in FL classes with Transcultural Literature

08:30 AM - 12:00 Noon

Presenters :

Marta Janachowska-Budych, Adam Mickiewicz University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S098 | Media discourses about immigration and integration: national languages, immigrant languages, and multilingualism

Speakers

Rachael Radhay, ATTENDEE/PRESENTER, University Of Brasília

Adnan Ajšić, Assistant Professor Of English, American University Of Sharjah

Elina Westinen, Postdoctoral Researcher, University Of Jyväskylä

Megan Lethbridge Tsifopanopoulos, CITY College, International Faculty Of The University Of Sheffield

Emily Davis, University Of Groningen

Martina Mollering, Macquarie University

Janet Fuller, Mentor, University Of Groningen

Moderators

Janet Fuller, Mentor, University Of Groningen

Emily Davis, University Of Groningen

Joanna Porkert , AILA2021 Volunteer, University Of Groningen

Research on discourses of immigration and integration has focused on media discourses, recognizing the role of the media in reproducing essentialist construction of both 'us' and 'them' (Viola and Musolff 2019; Sandré et al 2018). The ingroup is often defined in ethnonational terms, but inevitably as the rightful owners of both territory and culture. The outgroup's difference is often putatively a cultural difference, i.e., certain immigrant cultural practices prevent 'them' from integrating. One cultural practice named in the discourse surrounding the lack of integration is proficiency in the national language; there are claims about certain immigrant groups who do not learn the dominant language. Often, the complaint focuses on speaking an immigrant language as a sign of this, reflecting assumptions about language use which erase the realities of a multilingual society. However, there are also discourses which challenge such claims and depictions of immigrants, and who also explicitly reject the ethnonational basis for belonging which underlies ideas about language and culture. Research on different forms of media shows that social media may play a very different roles from legacy media (newspapers, television) in the reproduction of and challenges to hegemonic ideologies about linguistic norms in national belonging.

Genre, belonging and institutional inclusion of refugees and immigrants in Brazil: Gouvèrman Brezilyen an Swete.

08:30 AM - 12:00 Noon

Presenters :

Rachael Radhay, ATTENDEE/PRESENTER, University Of Brasília

Media discourses on language, multilingualism, and immigration: Large-scale lexical patterns in discourse as indicators of ideologies

08:30 AM - 12:00 Noon

Presenters :

Adnan Ajšić, Assistant Professor Of English, American University Of Sharjah

Social media, poc rappers and 'talking back': "Even the Somalis know your mother tongue better"

08:30 AM - 12:00 Noon

Presenters :

Elina Westinen, Postdoctoral Researcher, University Of Jyväskylä

Xenophobia in Central Europe: A Critical Analysis of the Discourse of the Hungarian Prime Minister, Viktor Orba'n

08:30 AM - 12:00 Noon

Presenters :

Megan Lethbridge Tsifopanopoulos, CITY College, International Faculty Of The University Of Sheffield

An Analysis of German Public Discourse on Migration-Driven Linguistic Diversity in Schools

08:30 AM - 12:00 Noon

Presenters :

Emily Davis, University Of Groningen

Language as prerequisite for integration? German language proficiency in integration discourses in German news media and in voices of immigrants

08:30 AM - 12:00 Noon

Presenters :

Martina Mollering, Macquarie University

Forbidden Tongues: The affective canon and multilingualism in Germany

08:30 AM - 12:00 Noon

Presenters :

Janet Fuller, Mentor, University Of Groningen

**I 08:30 AM -
12:00 Noon**

● Room 1

S111 1/2 | Multilingualism in European education

Speakers

Mirjam Günther-van Der Meij, NHL Stenden University Of Applied Sciences
 Nell Foster, Ghent University
 Esin Isil Gülbeyaz, AILA Solidarity Awardee, Utrecht University
 Sarah Degano, University Of Luxembourg
 Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences
 Myrthe Coret-Bergstra, NHL Stenden University Of Applied Sciences
 Birte Arendt, University Of Greifswald
 Jos Swanenberg, Tilburg University
 Kristel Doreleijers, PhD Candidate, Tilburg University/Meertens Institute
 Anna Tudela-Isanta, Autonomous University Of Madrid
 Karin Van Der Worp, University Of The Basque Country
 Jochen Rehbein, Institute Of German Philology (IFG I)
 Eva Knopp, Radboud University
 Marjon Tammenga-Helmantel, SLO
 Csanád Bodó, Eötvös Loránd University
 Heiko Marten, Rezekne Academy Of Technologies
 János Imre Heltai, Senior Lecturer, Károli Gáspár University
 Shu-Chen Huang, National Chengchi University
 Irina Moira Cavaion, Researcher, Science And Scientific Centre Koper
 Bernadett Jani-Demetriou, ELTE BTK
 Marianne Starren, Radboud University
 Petteri Laihonon, AFINLA Representative, Speaker, Moderator, Centre For Applied Language Studies
 Lukas Urbanek, University Of Münster
 Jordi Jager, NHL Stenden University Of Applied Sciences
 Suzanne Dekker, AILA2021 Volunteer, NHL Stenden UAS | University Of Groningen

Moderators

Jos Swanenberg, Tilburg University
 Eva Knopp, Radboud University
 János Imre Heltai, Senior Lecturer, Károli Gáspár University
 Hans Van De Velde, Fryske Akademy / Utrecht University
 Mirjam Günther-van Der Meij, NHL Stenden University Of Applied Sciences
 Petteri Laihonon, AFINLA Representative, Speaker, Moderator, Centre For Applied Language Studies
 Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

With the increase of multilingual pupils in European schools and research insights claiming that language skills are transferable across languages, varieties and registers (Cenoz and Gorter 2015; Cummins 2008), there is a call for a change towards multilingual educational models. Recent research suggests that both multilingual and monolingual pupils would benefit from a so-called heteroglossic approach in which majority as well as minority, immigrant languages and dialects are incorporated in instruction (May 2014; Flores and Beatens-Beardsmore 2015). This approach has been termed the multilingual turn in education (Conteh & Meier 2014). Melo-Pfeifer argues that the multilingual turn "legitimizes the use of multilistic approaches to languages and cultures, as well as the development of an integrated language learning curriculum (namely for the L3 or additional languages), that fully acknowledges pupils' linguistic biographies and previous knowledge" (2018, p. 207). This symposium focuses on multilingual education models in highly diverse areas in Europe (e.g. province of Friesland - the Netherlands, Catalonia and Basque Country - Spain, South Tyrol- Italy, etc.). It aims at exploring different multilingual education models that involve all languages (minority, majority, foreign, immigrant, dialects, etc.) spoken in the areas, including amongst others, didactical approaches such as translanguaging, CLIL and immersion.

A holistic approach towards multilingualism in education**08:30 AM - 12:00 Noon****Presenters :**

Mirjam Günther-van Der Meij, NHL Stenden University Of Applied Sciences

Teachers' decisions in the creation of meaningful multilingual tasks in the primary classroom.**08:30 AM - 12:00 Noon****Presenters :**

Nell Foster, Ghent University

Development of academic register in bilingual pupils – a comparison between bilingual and monolingual settings**08:30 AM - 12:00 Noon****Presenters :**

Esin Isil Gülbeyaz, AILA Solidarity Awardee, Utrecht University

Using multiple languages to make meaning at primary school in Luxembourg: a student's perspective**08:30 AM - 12:00 Noon****Presenters :**

Sarah Degano, University Of Luxembourg

'Do you know a few words?' Analysing multilingual whole class interaction in Dutch primary schools**08:30 AM - 12:00 Noon****Presenters :**

Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

A holistic approach to multilingualism in secondary schools in Fryslân (the Netherlands)**08:30 AM - 12:00 Noon****Presenters :**

Myrthe Coret-Bergstra, NHL Stenden University Of Applied Sciences

The teaching of the regional language Low German - holistic approaches and digital potentials**08:30 AM - 12:00 Noon****Presenters :**

Birte Arendt, University Of Greifswald

Ulrike Stern, University Of Greifswald

No money, no glory? The appreciation of heritage education modules about dialects in North Brabant**08:30 AM - 12:00 Noon****Presenters :**

Jos Swanenberg, Tilburg University

Kristel Doreleijers, PhD Candidate, Tilburg University/Meertens Institute

The presence of Catalan in higher education. The cases of Catalonia and the Balearic Islands

08:30 AM - 12:00 Noon

Presenters :

Anna Tudela-Isanta, Autonomous University Of Madrid

Perceptions of university students on multilingualism in the Basque Autonomous Community

08:30 AM - 12:00 Noon

Presenters :

Karin Van Der Worp, University Of The Basque Country

Multilanguaging, Maths classroom discourse, and language of thinking

08:30 AM - 12:00 Noon

Presenters :

Jochen Rehbein, Institute Of German Philology (IFG I

Targeted language use in teaching materials

08:30 AM - 12:00 Noon

Presenters :

Marjon Tammenga-Helmantel, SLO

Eva Knopp, Radboud University

Not With That Attitude: Translanguaging in Frisian Primary Schools

08:30 AM - 12:00 Noon

Presenters :

Suzanne Dekker, AILA2021 Volunteer, NHL Stenden UAS | University Of Groningen

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S112 | Plurilingual teaching and learning: giving participation, equality and social justice in education a chance

Speakers

Sílvia Melo-Pfeifer, University Of Hamburg
 Lourenço Mónica, Researcher, University Of Aveiro
 Alice Chik, Macquarie University
 John Hajek, University Of Melbourne
 Jacqueline D'warte, Western Sydney University
 Gail Prasad, York University
 Burcu Yaman Ntelioglou, Associate Professor, Brandon University, Canada
 Claudia Vallejo, Autonomous University Of Barcelona
 Júlia Llompart, Autonomous University Of Barcelona
 Rahat Zaidi, Professor & Chair Language & Literacy, University Of Calgary
 Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

Moderators

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona
 Rahat Zaidi, Professor & Chair Language & Literacy, University Of Calgary
 Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen
 Sílvia Melo-Pfeifer, University Of Hamburg

There are numerous social, economic and political factors that have contributed to an increasing awareness of the need for successful and far-reaching educational responses to issues of equity and social justice. Along these lines, this symposium aims to discuss and explore how plurilingual education can contribute to educational equality, as well as social cohesion and social fairness. Building on the ground breaking work of other social justice oriented scholars (for example, Banks, 1991; Delpit, 1988; Ladson-Billings, 1995; Moll & Gonzalez, 1994; Nieto, 1992), linguistically and culturally sustaining pedagogy take student and community knowledge and skills as a starting point for learning. These practices require teaching competencies associated with change agency (PantiÄ ± & Florian, 2015) and integrate teaching perspectives underpinned by the assumption that the language and literacy practices of young people developed outside of schools, in their homes and varying community contexts are useful tools for mediating their learning and development. This symposium will exemplify research and practice of formal, non-formal and informal plurilingual teaching which uphold inclusive frameworks for promoting social activism, social justice and social cohesion.

Issues and responses for plurilingual teaching and learning: An overview

08:30 AM - 12:00 Noon

Presenters :

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona
 Rahat Zaidi, Professor & Chair Language & Literacy, University Of Calgary

Becoming culturally aware and socially responsible: the voices and practices of pre-service teachers

08:30 AM - 12:00 Noon

Presenters :

Lourenço Mónica, Researcher, University Of Aveiro

**Linguistically Sensitive Teaching in All Classrooms
(LISTiac):European Education Through Research-Based Policies**

08:30 AM - 12:00 Noon

Presenters :

Júlia Llompart, Autonomous University Of Barcelona

Mari Bergroth, Åbo Akademi University

Languages in New South Wales: What can we learn from public data?

08:30 AM - 12:00 Noon

Presenters :

Alice Chik, Macquarie University

Phil Benson, Macquarie University

Ruth Fielding, Monash University

John Hajek, University Of Melbourne

Facilitating agency and engagement in super-diverse classroom contexts: Engaging young people as linguistic ethnographers.

08:30 AM - 12:00 Noon

Presenters :

Jacqueline D'warte, Western Sydney University

Documenting plurilingual practices in non-formal educational settings: Promoting spaces for educational and social justice

08:30 AM - 12:00 Noon

Presenters :

Claudia Vallejo, Autonomous University Of Barcelona

Júlia Llompart, Autonomous University Of Barcelona

Community-Based Plurilingual Practices to Support Students and Parents from Immigrant and Refugee Backgrounds: Fostering Agency and Cultivating Parental Engagement

08:30 AM - 12:00 Noon

Presenters :

Burcu Yaman Ntelioglou, Associate Professor, Brandon University, Canada

Participation, equality and social justice through a plurilingual arts-based approach: Responsive foreign language teacher education

08:30 AM - 12:00 Noon

Presenters :

Sílvia Melo-Pfeifer, University Of Hamburg

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S127 1/2 | ReNLA: Autonomy in the time of complexity in a changing world

Speakers

Phil Benson, Macquarie University
 Jing Huang, Assistant Professor, Hong Kong Baptist University
 Eduardo Castro, Learning Advisor, Kanda University Of International Studies
 Larissa Dantas Rodrigues Borges, Federal University Of Pará, Brazil
 Borja Manzano Vázquez, Lecturer, University Of Granada
 Marcella Menegale, Researcher, Ca' Foscari University Of Venice
 Maria Giovanna Tassinari, Free University Of Berlin
 Yi Wang, Shandong University Of Technology
 Xuemei Zhao, Shandong University Of Arts
 Chin-chi Chao, Department Of English, National Chengchi University
 Carmen Becker, TU Braunschweig
 Michael Carroll, Momoyama Gakuin University
 Jo Mynard, Kanda University Of International Studies
 Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury
 Kevin Yung, Assistant Professor, Education University Of Hong Kong
 Leena Kuure, University Of Oulu
 Paola Palma, University Of The West Indies
 Xinyang Lu, University Of Southampton

Moderators

Diego Mideros, Moderator, The University Of The West Indies
 Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury
 Xuesong Gao, University Of New South Wales
 Aline Oelen, AILA2021 Volunteer

In this symposium, presenters will explore the critical issues related to learner and teacher autonomy in the time of complexity in a changing world. Complexity is an emerging theme in language learning and teaching research, and a reality that all language learners and teachers cope with in their pursuit of autonomous learning and teaching. Against this background, researchers will report on research conducted in multiple contexts using a variety of theoretical perspectives and constructs to deconstruct and understand autonomy in language learning. These include studies that critically examine how language learner identity and agency can be used to generate insights into autonomous language learning. The studies may also investigate how language teachers undertake strategic efforts and achieve autonomy in professional practice. Presenters will use emerging perspectives, such as complexity, ecological, and socio-cultural theories to examine a variety of topics in language learning autonomy research. The symposium will help develop nuanced understandings of emerging topics in learner autonomy research in the contexts of: learning in the classroom and beyond, self-access centres, language advising settings, and technology-enhanced language learning. All presenters will work towards synergizing efforts and intellectual investment towards a better understanding of autonomy in this complex and rapidly changing world.

Space as a factor of complexity in language learner agency and identity

08:30 AM - 12:00 Noon

Presenters :

Phil Benson, Macquarie University

Identity, agency and autonomy in foreign and second language education: Case studies of in-service teachers in Shenzhen and Hong Kong

08:30 AM - 12:00 Noon

Presenters :

Jing Huang, Assistant Professor, Hong Kong Baptist University

Connecting learner autonomy and teacher autonomy through empathy

08:30 AM - 12:00 Noon

Presenters :

Eduardo Castro, Learning Advisor, Kanda University Of International Studies

Larissa Dantas Rodrigues Borges, Federal University Of Pará, Brazil

Towards teacher and learner autonomy through case pedagogy in initial teacher education: An analysis of the development of professional competences

08:30 AM - 12:00 Noon

Presenters :

Borja Manzano Vázquez, Lecturer, University Of Granada

Promoting learner and teacher autonomy in student teachers: A chance for own professional development

08:30 AM - 12:00 Noon

Presenters :

Marcella Menegale, Researcher, Ca' Foscari University Of Venice

Complexity in advising for language learning: From theory to practice

08:30 AM - 12:00 Noon

Presenters :

Maria Giovanna Tassinari, Free University Of Berlin

The complexity of control shift for learner autonomy: Chinese school teachers' practice and cognition

08:30 AM - 12:00 Noon

Presenters :

Yi Wang, Shandong University Of Technology

An Investigation into EFL Teachers' Beliefs about Learner Autonomy in Chinese Art Colleges

08:30 AM - 12:00 Noon

Presenters :

Xuemei Zhao, Shandong University Of Arts

Zhifang Xiao, Shandong University Of Arts

Being an Informal Language Teaching Practitioner: A Narrative Study on Identity Tensions of a Classroom-Teacher-Turned YouTuber

08:30 AM - 12:00 Noon

Presenters :

Chin-chi Chao, Department Of English, National Chengchi University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S140 | ReN: Latest research on gestures and second language acquisition: Production, perception, and classroom

Speakers

Marianne Gullberg, Lund University
 Elena Nicoladis, University Of Alberta
 Alessandro Rosborough, Brigham Young University
 Renia Lopez-Ozieblo, Hong Kong Polytechnic University
 Søren Wind Eskildsen, University Of Southern Denmark
 Amanda Brown, Syracuse University
 Kimberly Buescher Urbanski, Assistant Professor, University Of Massachusetts - Boston
 Spencer Kelly, Colgate University
 Gale Stam, Professor Emerita, National Louis University

Moderators

Gale Stam, Professor Emerita, National Louis University
 Marianne Gullberg, Lund University
 May Wu (AILA2021 Team)

This symposium focuses on the perception and production of L2 and bilingual gestures and use of gestures in a language classroom.

Marianne Gullberg discusses gestures in SLA. Søren Eskildsen and Johannes Wagner present how the process of learning specific L2 items moves along a developmental path of embodied appropriation-for-use. Then, Renia Lopez identifies a relationship between production of gestures and discourse functions. Following this, Alessandro Rosborough reports how gestures play a discursive role in empowering and disempowering students' language use.

Next, Spencer Kelly Yukari Hirata, Kevin Lian and Kianna Billot-Vasquez show how seeing culturally familiar gestures affects the viewers' perceived linguistic and cultural competence. After this, Kimberly Buescher Urbanski demonstrates how L2 students' gestures show teachers what they understand. Then, Elena Nicoladis and Paula Marentette compare bilingual and monolingual children's gestures, and Masaaki Kamiya and Amanda Brown discuss the limited effects of visual cues on L2 comprehension.

A general discussion by Marianne Gullberg and Gale Stam concludes the symposium.

An introduction to the Latest research on gesture and second language acquisition: Production, perception, and classroom

08:30 AM - 12:00 Noon

Presenters :

Marianne Gullberg, Lund University

Do bilingual children gesture more because of word-finding difficulties?

08:30 AM - 12:00 Noon

Presenters :

Elena Nicoladis, University Of Alberta

Multimodality and Contingency Teaching: Developing Second Language Literacy

08:30 AM - 12:00 Noon

Presenters :

Alessandro Rosborough, Brigham Young University

Gesturing discourse markers in native speakers and learners of Spanish

08:30 AM - 12:00 Noon

Presenters :

Renia Lopez-Ozieblo, Hong Kong Polytechnic University

Embodied L2 interactional repertoires and their development

08:30 AM - 12:00 Noon

Presenters :

Søren Wind Eskildsen, University Of Southern Denmark

The Role of Gesture in Ambiguity: Negation and Quantification in L2 English Comprehension

08:30 AM - 12:00 Noon

Presenters :

Amanda Brown, Syracuse University

Use of students' gesture-speech interface to better attune mediation for L2 development

08:30 AM - 12:00 Noon

Presenters :

Kimberly Buescher Urbanski, Assistant Professor, University Of Massachusetts - Boston

Accentuating the positive: Can co-speech hand gestures improve judgments of foreign language accents?

08:30 AM - 12:00 Noon

Presenters :

Spencer Kelly, Colgate University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S142 1/2 | ReN: Methodologies for Researching Writing for Academic Publication by Multilingual Writers

Speakers

Theron Muller, University Of Toyama
 Niina Hynninen, University Of Helsinki
 Natalia V. Smirnova, Head, Department Of Foreign Languages, HSE University
 Hanna-Mari Pienimäki, Doctoral Candidate, University Of Helsinki
 Lynn Nygaard, Special Advisor, PRIO
 Neslihan Onder-Ozdemir, Mentor, Bursa Uludag University
 Yongyan Zheng, Fudan University
 James Corcoran, Assistant Professor, York University
 Laurie Knox, Senior Lecturer, University Of Tennessee Knoxville
 Mary Jane Curry, Associate Professor, University Of Rochester
 Laura-Mihaela Muresan, Bucharest University Of Economic Studies
 Ju Chuan Huang, National Taiwan Ocean University
 Sally Burgess, Lecturer, University Of La Laguna
 Theresa Lillis, The Open University

Moderators

Theresa Lillis, The Open University
 Mary Jane Curry, Associate Professor, University Of Rochester
 Sara Razaghi, AILA2021 Volunteer, University Of Groningen

Implementations of the Text History Methodology and Other Methodologies for Researching Publishing and Presenting

This fourth AILA symposium organized by the Research Network on Academic Publishing and Presenting in a Global Context addresses the necessity for continued rigorous research on the fast-moving developments in academic publishing around the world-including multilingual scholars' commitments to publishing in languages other than English, the emergence of English-medium journals published outside of Anglophone contexts, the potential and problems of open-access journals, evaluation metrics and regimes, and policies and pedagogies for publishing. The symposium therefore will focus on the development and deployment of a range of research methodologies used to investigate writing for publication in a global context, including the social practices of publishing, pedagogies for writing for publication, and texts written for publication. The morning session opens with a featured discussion of the 'text history' methodology developed by Lillis and Curry (2010) that enables researchers to trace the evolution of texts written for publication. The morning symposium includes two additional strands, one will focus on methodologies for researching publishing and presenting scholarly work and the afternoon strand will focus on research on studying pedagogies supporting writing for publication and another covering additional methodologies for investigating writing for publication. The symposium ends with a general discussion with audience.

Lillis, T., & Curry, M.J. (2010). Academic writing in a global context: The politics and practices of publishing in English. London: Routledge.

Using text history analysis to visually represent the publication trajectories of Japan-based language teachers' manuscripts

08:30 AM - 12:00 Noon

Presenters :

Theron Muller, University Of Toyama

**Moments and mechanisms of intervention along a text trajectory:
Norm negotiations in English-medium research writing**

08:30 AM - 12:00 Noon

Presenters :

Niina Hynninen, University Of Helsinki

**Academic writing for publication by Russian experienced scholars:
exploration of citation practices via a TH 'paired' analysis**

08:30 AM - 12:00 Noon

Presenters :

Natalia V. Smirnova, Head, Department Of Foreign Languages, HSE University

**Author's editors producing language quality in English-medium
journal articles: a text history analysis**

08:30 AM - 12:00 Noon

Presenters :

Hanna-Mari Pienimäki, Doctoral Candidate, University Of Helsinki

**What's in a number? Using quantitative methods to critically explore
situated writing practices and prestige**

08:30 AM - 12:00 Noon

Presenters :

Lynn Nygaard, Special Advisor, PRIO

**Discursive and non-discursive challenges encountered while
publishing in English in a non-Anglophone 'peripheral' context**

08:30 AM - 12:00 Noon

Presenters :

Neslihan Onder-Ozdemir, Mentor, Bursa Uludag University

**Using an Autoethnographic Account to Investigate a Chinese
Researcher's Ten-year Translingual Practices for Academic
Publication**

08:30 AM - 12:00 Noon

Presenters :

Yongyan Zheng, Fudan University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S170 1/2 | The dynamics and challenges of teacher education for immersion and CLIL contexts: Preparing teachers to integrate language and content

Speakers

Russell Cross, University Of Melbourne
 Michael Kai-Yip Tsang, Yuen Long Merchants Association Secondary School
 Pechang HE, The University Of Hong Kong
 Jiajia Liu, PhD Candidate, The University Of Hong Kong
 Petra Kletzenbauer, University Of Applied Sciences FH JOANNEUM
 Ruth Fielding, Monash University
 Simone Smala, Senior Lecturer, University Of Queensland
 Tom Morton, Autonomous University Of Madrid
 Susanne Guckelsberger, University Of Duisburg-Essen
 Kao Chia-Ling GUPTA, PhD Candidate, University Of Hong Kong
 Diane Tedick, University Of Minnesota
 Felicitas Fein, University Of Koblenz-Landau
 Corinne Mathieu, Assistant Professor, University Of Wisconsin - Green Bay
 Nerea Villabona, University Of The Basque Country
 Paula Kristmanson, Director, University Of New Brunswick- Second Language Research Institute Of Canada
 Siv Björklund, Åbo Akademi University
 Susan Ballinger, McGill University
 T.J. Ó Ceallaigh, Presenter, Mary Immaculate College
 Ana Llinares, Autonomous University Of Madrid

Moderators

Diane Tedick, University Of Minnesota
 Ruth Fielding, Monash University
 Andre Korporaal, AILA2021 Volunteer

Immersion and CLIL contexts have grown globally over the past several decades (e.g., Tedick, 2015; Mehisto & Genesee, 2015; Pérez-Cañado, 2016), and there are increasing calls for quality teacher education for CLIL and immersion teachers in a range of different contexts. Teacher education is a complex process, and additional factors add complexity to the education needs of immersion and CLIL teachers. Teaching in immersion or CLIL requires a special knowledge base and skill set that emphasize pedagogies for content and language integration (e.g., Llinares, Morton, & Whittaker, 2012; Lyster, 2007; Tedick & Zilmer, 2018). In this symposium we will explore international perspectives on the dynamics and challenges of teacher education for immersion and CLIL settings at all educational levels. The symposium will begin with featured speaker, Susan Ballinger (McGill University), who will focus on the importance of developing teachers' CLIL awareness (Lindahl, Baecher, & Tomas, 2015) while reporting on three recent projects in diverse content-based contexts. Symposium organizers Diane Tedick and Ruth Fielding invite proposals that are closely linked to the symposium theme at either pre-service or in-service levels to enable discussion of the needs and experiences of novice and more experienced CLIL and immersion teachers.

Travelling pedagogies: Resituating the knowledge base for CLIL professional learning across contexts

08:30 AM - 12:00 Noon

Presenters :

Russell Cross, University Of Melbourne

**Translanguaging and trans-semiotizing in thematic-pattern-based
“Concept + Language Mapping” CLIL classrooms---A teacher-
researcher collaborative approach**

08:30 AM - 12:00 Noon

Presenters :

Pechang HE, The University Of Hong Kong

Michael Kai-Yip Tsang, Yuen Long Merchants Association Secondary School

Sandy Wai Yin TSE, CMA Choi Cheung Kok Secondary School

**Developing CLIL teachers’ pedagogical content knowledge with
multilingual and multimodal approaches: A design based research
study**

08:30 AM - 12:00 Noon

Presenters :

Jiajia Liu, PhD Candidate, The University Of Hong Kong

**BALANCING CONTENT AND LANGUAGE IN CLIL: The Integration of
Cognitive Load Theory into Teacher Training**

08:30 AM - 12:00 Noon

Presenters :

Petra Kletzenbauer, University Of Applied Sciences FH JOANNEUM

**Developing content and language integrated learning programs: the
perceived impact of the CLIL teacher’s professional identity
development**

08:30 AM - 12:00 Noon

Presenters :

Ruth Fielding, Monash University

Lesley Harbon, Professor And Head Of School, University Of Technology Sydney

**In-service teachers in CLIL, Bilingual and Immersion Programs in
Australia – strategy instruction practices and professional
development**

08:30 AM - 12:00 Noon

Presenters :

Simone Smala, Senior Lecturer, University Of Queensland

**Using video-based observation, reflection and dialogue to enhance
CLIL teachers’ interactional practices for content and language
integration**

08:30 AM - 12:00 Noon

Presenters :

Tom Morton, Autonomous University Of Madrid

Ana Llinares, Autonomous University Of Madrid

**Integrating content and language in higher education: An
interdisciplinary approach to prepare future maths teachers for
diverse classrooms**

08:30 AM - 12:00 Noon

Presenters :

Susanne Guckelsberger, University Of Duisburg-Essen

Exploring the challenges faced by language teachers adopting CLIL in an EFL context

08:30 AM - 12:00 Noon

Presenters :

Kao Chia-Ling GUPTA, PhD Candidate, University Of Hong Kong

X 12:00 Noon -
01:30 PM

Lunch

X 12:15 PM -
01:00 PM

Body-Mind-Recharge in Gather.Town | Activity Center

During all lunch times in between symposia, we can revitalize with Iryna, an international and multilingual yoga teacher with over 10 years of experience. She will guide the 45 minutes yoga & stretching break to help you recharge and rebuild your mental and physical resources. Every session, she will start with breathing practice for a better focus, continue with yoga postures for shoulders, chest and lower back and finish with grounding meditation. This session is suitable and accessible for all levels and all you need is comfortable clothes for stretching, a mat, a towel or a chair to sit on.

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

**⌘ 01:30 PM -
02:30 PM**

● Room 1

Keynote Hans-Jörg Schmid

Speakers

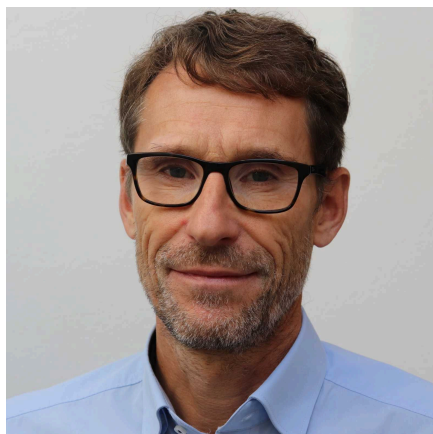
Rasmus Steinkrauss, AILA 2021 Committee - Treasurer, University Of Groningen

Hans-Jörg Schmid, Full Professor And Chair Of Modern English Linguistics, LMU Munich

Moderators

Rasmus Steinkrauss, AILA 2021 Committee - Treasurer, University Of Groningen

May Wu (AILA2021 Team)



Hans-Jörg Schmid

(Ludwig Maximilians University Munich, Germany)

Hans-Jörg's works covers a wide range of linguistic topics, ranging from semantics to pragmatics and from cognitive linguistics to language change, all from a usage-based view. He has a broad perspective on language and brings together contributions from various linguistic domains. We invited Hans-Jörg to present his Entrenchment-and-Conventionalization Model, a dynamic complex-adaptive model of linguistic structure, variation and change.

Communication, cognition and convention: How does language emerge from the interaction of usage, minds and communities and what this mean for applied linguistics?

01:30 PM - 02:30 PM

Presenters :

Hans-Jörg Schmid, Full Professor And Chair Of Modern English Linguistics, LMU Munich

X 02:30 PM -
06:00 PM

● **Room 1**

S073 2/2 | L2 Pronunciation Teaching and Training: Different Approaches

Speakers

Ellen Simon, Ghent University

Pauline Degrave, Assistant Professor, UCLouvain

Bastien De Clercq, Vrije Universiteit Brussel

Natallia Liakina, McGill University

Denis Liakin, Concordia University

Nathalie Dherbey Chapuis, Assistant Professor French As A Foreign Language, Fribourg University, Institute Of Multilingualism

Timothy Kochem, Graduate Research/Teaching Assistant, Iowa State University

Ilvi Blessenaar, Speech And Language Therapist, Lecturer, Junior Researcher, University Of Applied Sciences Utrecht

Akiyo Joto, Professor Emeritus, Prefectural University Of Hiroshima

Yuri Nishio, Professor, Meijo University

Julia Forsberg, Stockholm University

Kathrin Wild, Europa University Flensburg

Dolors Font-Rotchés, University Of Barcelona

Agnès Rius-Escudé, Lecturer Serra Hunter, University Of Barcelona

Francina Torras Compte, University Of Barcelona

Alice Yin Wa Chan, City University Of Hong Kong

Moderators

Jeniffer Albuquerque, Federal University Of Technology - Paraná

Ubiratã Alves, UFRGS

In the last two decades, there has been an increase in the number of studies focusing on L2 pronunciation instruction and perceptual/production training. This is a consequence of the fact that new classroom methodologies have been proposed and new goals for L2 pronunciation have been set, causing this subfield of Applied Linguistics to become more heterogeneous and complex. In this sense, studies on L2 pronunciation and training have contributed to different fields of Linguistics, such as Phonetics and Phonology, Psycholinguistics and Language Acquisition, L2 Teaching, amongst many others. The aim of this symposium is to congregate these different approaches and emphases of L2 Pronunciation Research in the classroom or in the laboratory. We therefore welcome papers that address L2 pronunciation teaching or training in their diversity of approaches, goals, methods and background theories. By allowing for this diversity of approaches and methods, we expect this symposium to represent an opportunity to gather researchers who are willing to share their experiences in their different research realities and classroom scenarios. We hope, therefore, that this symposium reflects the richness and importance of this subfield of Applied Linguistics.

SCHEDULE

14:30 – 14:40 – Brief welcome from symposium organizers

14:40 – 15:10 – Featured Speaker: Ellen Simon et al.

15:10 – 15:20 – Questions

15:20 – 15:50 – Standard Presentations 7 (Denis Liakin and Natallia Liakina) and 8 (Nathalie Chapuis)

15:50 – 16:00 – Questions

16:00 – 16:30 – Break

16:30 – 17:20 – Standard Presentations 9 (Tim Kochem et al.), 10 (Ilvi Blessenaar and Lizet van Ewijk), and 11 (Yuri Nishio and Akiyo Joto)

17:20 – 17:35 – Questions

17:35 – 17:50 – Poster Pitches 4 (Julia Forsberg et al.), 5 (Kathrin Wild), 6 (Dolors Font-Rotchés et al.) and 6 (Alice Chan)

17:50 – 18:00 - Questions

The impact of multimodal phonetic training on L2 perception: a study on French learners of Dutch in Belgium

02:30 PM - 06:00 PM

Presenters :

Ellen Simon, Ghent University

Bastien De Clercq, Vrije Universiteit Brussel

Pauline Degrave, Assistant Professor, UCLouvain

Speech technologies and pronunciation training : what potential for efficient corrective feedback?

02:30 PM - 06:00 PM

Presenters :

Denis Liakin, Concordia University

Natallia Liakina, McGill University

Improving L2 pronunciation learning at school by two different teaching approaches

02:30 PM - 06:00 PM

Presenters :

Nathalie Dherbey Chapuis, Assistant Professor French As A Foreign Language, Fribourg University, Institute Of Multilingualism

An extra layer of support: Developing an English speaking consultation training program

02:30 PM - 06:00 PM

Presenters :

Timothy Kochem, Graduate Research/Teaching Assistant, Iowa State University

The use of the ICF-model in the assessment and instruction of second language learners.

02:30 PM - 06:00 PM

Presenters :

Ilvi Blessenaar, Speech And Language Therapist, Lecturer, Junior Researcher, University Of Applied Sciences Utrecht

The Improvement of Fossilized English Phonemes by Studying an ICT self-learning system with the Learner's Self-videos Pronouncing English

02:30 PM - 06:00 PM

Presenters :

Yuri Nishio, Professor, Meijo University

Akiyo Joto, Professor Emeritus, Prefectural University Of Hiroshima

A broader view of pronunciation

02:30 PM - 06:00 PM

Presenters :

Julia Forsberg, Stockholm University

What teachers can learn from good pronunciation learners

02:30 PM - 06:00 PM

Presenters :

Kathrin Wild, Europa University Flensburg

ICTs and Kahoot: Learning L2 pronunciation in a fun way

02:30 PM - 06:00 PM

Presenters :

Agnès Rius-Escudé, Lecturer Serra Hunter, University Of Barcelona

Dolors Font-Rotchés, University Of Barcelona

Francina Torras Compte, University Of Barcelona

Teaching of English Pronunciation to Advanced ESL Learners:

Perceptual Training or Production Training?

02:30 PM - 06:00 PM

Presenters :

Alice Yin Wa Chan, City University Of Hong Kong

**X 02:30 PM -
06:00 PM**

● Room 1

S126 2/2 | Reconceptualizing the role of subject area teachers in second language literacy development

Speakers

Deborah Short, Past President, TESOL International Assoc.

Josefin Nilsson, PhD-student, Stockholm University

Margaret Gleeson, Victoria University Of Wellington

Lise Iversen Kulbrandstad, Head Of PhD In Teaching And Teacher Education, Inland Norway University Of Applied Sciences

Moderators

Lise Iversen Kulbrandstad, Head Of PhD In Teaching And Teacher Education, Inland Norway University Of Applied Sciences

Maike Hajer, University Of Applied Sciences Utrecht And Malmö University

Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

Worldwide, educators seek best practices to improve second language learners' academic literacy and school achievement. Interdisciplinary research has identified functional aspects, both written and oral, of different subject area literacies (Unsworth, 2000, Schleppegrell 2004, Christie & Derewianka 2010,) and shows the need for a subject-specific focus in pedagogical literacy approaches (Van Dijk 2018). The value of integrating language and content learning has gained hold in schools globally; and consequently, the education of language teachers incorporates content-based language approaches that introduce learners to subject-specific genres and vocabulary and draw on their multilingual resources to construct meaning (Cummins & Early 2010, Gibbons 2014, Echevarria, Vogt & Short 2017,). The preparation of subject teachers, however, has lagged behind. This symposium addresses the issue of subject teacher development by bringing together researchers across disciplines to explore literacy-oriented strategies. We invite empirical studies that focus on subject-specific teachers' roles in developing second language literacy within primary, secondary, and vocational classrooms and on preservice and inservice programs for these teachers. There will be three subthemes: - identification of functional aspects of subject-area literacy and demands on multilingual learners - characteristics of literacy-oriented approaches in specific subjects - teacher development for language and content teachers.

Preparing subject teachers for language-oriented content teaching: How can we do it well?

02:30 PM - 06:00 PM

Presenters :

Deborah Short, Past President, TESOL International Assoc.

Didactical agency in linguistically diverse classrooms. A longitudinal study.

02:30 PM - 06:00 PM

Presenters :

Josefin Nilsson, PhD-student, Stockholm University

Pseudo-compliance or Convergence? Content teachers work together to learn about language.

02:30 PM - 06:00 PM

Presenters :

Margaret Gleeson, Victoria University Of Wellington

'Today we spend more time on reading the texts together'. The fifth grade team reflects on subject literacy teaching

02:30 PM - 06:00 PM

Presenters :

Lise Iversen Kulbrandstad, Head Of PhD In Teaching And Teacher Education, Inland Norway University Of Applied Sciences

X 02:30 PM -
06:00 PM

● **Room 1**

S016 | Challenging the state of the art in L2 complexity research

Speakers

Scott Jarvis, University Of Utah
Elma Kerz, RWTH Aachen University
Jan Hulstijn, University Of Amsterdam
Roeland Van Hout, Radboud University
Kristopher Kyle, Assistant Professor, Linguistics Department, University Of Oregon
Masaki Eguchi, University Of Oregon
Karin Rasmusson, Lund University
Gabriele Pallotti, University Of Modena And Reggio Emilia
Bram Bulté, Vrije Universiteit Brussel
Magali Paquot, FNRS | UCLouvain

Moderators

Magali Paquot, FNRS | UCLouvain
Rosmawati ., Postdoctoral Researcher, The University Of Sydney

Current L2 complexity research, although very prolific, has been limited in scope in terms of conceptualisations, linguistic phenomena investigated, construct operationalisations and methods for gauging complexity (Biber et al., 2011; Bulté & Housen, 2012; Ortega, 2012). This is unfortunate since complexity is regarded as one of the major research variables in applied linguistic research: measures of linguistic complexity are widely used to describe L2 performance, assess L2 proficiency, and trace L2 development (Housen et al., 2012; Norris and Ortega, 2009; Wolfe-Quintero et al., 1998). This symposium therefore aims to feature contributions that challenge the status quo in current L2 complexity research by focussing on hitherto underexplored complexity phenomena (e.g. morphological complexity, phonological complexity, lexicogrammatical complexity), exploring different conceptualisations of complexity and the links between them (e.g. absolute vs. relative complexity, traditional vs. usage-based approaches to complexity), and/or by developing novel ways of capturing complexity phenomena and operationalising complexity constructs and their associated dimensions (e.g. multidimensional approaches to diversity, sophistication and compositionality for lexical and syntactic complexity). In the review process, we would also like to prioritize contributions that address one or more of the challenges mentioned above on the basis of L2 data other than English.

Click here for detailed program
(https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/abstractfiles/AILA_1629108532SCHEDULE.pdf)

From complicated to complex: What a measure of complexity ultimately needs to capture

02:30 PM - 06:00 PM

Presenters :

Scott Jarvis, University Of Utah

Using information-theoretic measures and complexity contours to understand second language writing development

02:30 PM - 06:00 PM

Presenters :

Elma Kerz, RWTH Aachen University

**Complexity research from the perspective of Language as a
Complex Adaptive system**

02:30 PM - 06:00 PM

Presenters :

Jan Hulstijn, University Of Amsterdam

**Defining adult L2 complexity in learning Dutch, using big data: the
usefulness of L1-L2 complementary language similarity measures**

02:30 PM - 06:00 PM

Presenters :

Roeland Van Hout, Radboud University

**Lexicogrammatical constructions and complexity research:
Contingency, frequency, and salience at different levels of
granularity**

02:30 PM - 06:00 PM

Presenters :

Kristopher Kyle, Assistant Professor, Linguistics Department, University Of Oregon

**Predicting lexical proficiency using lexical and phraseological
sophistication measures.**

02:30 PM - 06:00 PM

Presenters :

Masaki Eguchi, University Of Oregon

Phrasal complexity in Swedish as a second language

02:30 PM - 06:00 PM

Presenters :

Karin Rasmusson, Lund University

**Lexical and morphological complexity in written productions: a
comparative study on Spanish- and German-speaking learners of
Italian**

08:30 AM - 12:00 Noon

Presenters :

Gabriele Pallotti, University Of Modena And Reggio Emilia

**X 02:30 PM -
06:00 PM**

● Room 1

S020 2/2 | CLIL for all? Catering to diversity in bilingual education

Speakers

Xabier San Isidro, Coordinator Of Symposium S020, Nazarbayev University
 Jianqiu Tian, Associate Professor, Peking University
 Seonmin Park, KAIST
 Eun Gyong Kim, Professor, Korea Advanced Institute Of Science And Technology
 Aleksandra Bartosiewicz, PhD Student, University Of Cordoba
 Petra Glithero, Korea Advanced Institute Of Science And Technology
 Benan Rifaioğlu Alahdab, Teacher
 Yasemin Bayyurt, Bogazici Universitesi
 Ana Otto, Madrid Open University
 Antonio Vicente Casas Pedrosa, Presenter, Jaen University
 Grace McClintic, University Of Jaen
 Nina Karen Lancaster, University Of Jaén
 Sebnem Yalcin, Bogaziçi University
 Diego Rascón Moreno, University Of Jaén

Moderators

María Luisa Pérez-Cañado, University Of Jaén
 Xabier San Isidro, Coordinator Of Symposium S020, Nazarbayev University
 Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

This symposium addresses one of the chief concerns which has repeatedly underpinned CLIL discussions: the lack of egalitarianism, which, according to the recent specialized literature, is inherent in the application of this approach, with its corollary inadequacy for attention to diversity. Now that CLIL is steadily embedding itself in mainstream education, it becomes incumbent on stakeholders to ensure CLIL contributes to the integration of all students, regardless of their socioeconomic status, educational background, or achievement level, thereby making it accessible to all. This has surfaced as major challenge which could seriously curtail-or even fatally undermine- everything that has been achieved in the previous decades of CLIL implementation. The presentations, posters, and discussion within this symposium will attempt to shed light on the issue of how (and if) CLIL works across different levels of attainment, what types of curricular practices can most effectively be implemented to cater to diversity, and which teacher education issues need to be most urgently addressed. It will pool the insights of practitioners, policy-makers, and researchers and foster international dialogue in order to promote a multi-tiered system of support to cater to diversity in CLIL and promote the success of more vulnerable and underserved learners.

Watch the symposium introduction here
 (https://us02web.zoom.us/rec/play/cc8OBWMgQljunFGDyd4ENaohoKEiHMYwva4mRtltRA4zcbSBeEo_S9azja2XyHAbnG3TEsHoxNiL02nC.0DGrMmmIqSv7cM9d?startTime=1627373869000&_x_zm_rtaid=TPky1IFQRqSsVH1H6LrVOW.1627560977511.7164755adaf07ca7766c54c8f0717d8e&_x_zm_rhtaid=70).

Student and Teacher Perspectives in Spain on Attention to Diversity in Bilingual Education

02:30 PM - 06:00 PM

Presenters :

Diego Rascón Moreno, University Of Jaén

Parents' perspectives in Spain on Attention to Diversity in Bilingual Education**02:30 PM - 06:00 PM****Presenters :**

Antonio Vicente Casas Pedrosa, Presenter, Jaen University

Integrated pedagogies to embrace diversity in a multicultural Spanish school**02:30 PM - 06:00 PM****Presenters :**

Ana Otto, Madrid Open University

Quality teaching practices in CLIL**02:30 PM - 06:00 PM****Presenters :**

Grace McClintic, University Of Jaen

Stakeholder Perspectives on catering to diversity in Content and Language Integrated Programs in a Moroccan context**02:30 PM - 06:00 PM****Presenters :**

Nina Karen Lancaster, University Of Jaén

Exploring changing teacher competences in CLIL classrooms: A case study from Turkey**02:30 PM - 06:00 PM****Presenters :**

Sebnem Yalcin, Bogaziçi University

Yasemin Bayyurt, Bogazici Universitesi

Benan Rifaioğlu Alahdab, Teacher

The CLIL Model of Teaching in the College English Curriculum in Mainland China: Policies, Perceptions, Practices**02:30 PM - 06:00 PM****Presenters :**

Jianqiu Tian, Associate Professor, Peking University

English language competence as the bridge to access and equal opportunities in HE: an EMI case in Kazakhstan**02:30 PM - 06:00 PM****Presenters :**

Xabier San Isidro, Coordinator Of Symposium S020, Nazarbayev University

Developing a CLIL course for mechanical engineering students at an Asian university**02:30 PM - 06:00 PM****Presenters :**

Seonmin Park, KAIST

ICL (integrating content and language) biology courses for Asian undergraduate students

02:30 PM - 06:00 PM

Presenters :

Eun Gyong Kim, Professor, Korea Advanced Institute Of Science And Technology

Petra Glithero, Korea Advanced Institute Of Science And Technology

Readability and motivation in the CLIL classroom: A Spanish perspective

02:30 PM - 06:00 PM

Presenters :

Aleksandra Bartosiewicz, PhD Student, University Of Cordoba

X 02:30 PM -
06:00 PM

● Room 1

S030 | Cross-linguistic influence in L3 phonological development

Speakers

Jennifer Cabrelli, University Of Illinois-Chicago
Irina Stan, University Of Milan
Magdalena Wrembel, Adam Mickiewicz University, Poznań
Miriam Geiss, University Of Konstanz
Svenja Schmid, University Of Konstanz
Halina Lewandowska, Adam Mickiewicz University
Romana Kopeckova, University Of Münster
Christina Nelson, University Of Münster

Moderators

Romana Kopeckova, University Of Münster
Lilly Göthe, Volunteer, University Of Groningen

Extant studies into the acquisition of third language (L3) phonology report complex patterns of interaction between native and non-native languages. These studies have often focused either on a single point in time or been cross-sectional in design, which may preclude our full understanding of the nature of L3 phonological development. The aim of this symposium is thus to address this methodological gap and invite scholars working in the field to explore two core questions: 1. What is the (changing) role of the background languages in the course of L3 phonological development? 2. How is the phonology of the background languages affected with the increasing L3 use and experience? By examining the multidirectional dynamic nature of cross-linguistic influence in the multilingual's perception and production over time, we hope to advance research on this prevalent yet under-researched aspect of L3 acquisition. The evidence from process-oriented L3 phonology studies with diverse language pairings will be discussed also from a pedagogical perspective.

The schedule is as follows:

14.30 - 14.35: Introductory welcome by symposium organizers
14.35 - 15.15: Featured presentation by Jennifer Cabrelli (30 mins + 10 mins discussion)
15.15 - 15.30: Magdalena Wrembel, Ulrike Gut & Anna Balas
15.30 - 15.45: Irina Stan
15.45 - 16.00: Anna Balas & Magdalena Wrembel
16.00 - 16.30: coffee break
16.30 - 16.45: Miriam Geiss & Svenja Schmid
16.45 - 17.00: Halina Lewandowska & Magdalena Wrembel
17.00 - 17.15: Romana Kopeckova, Ulrike Gut, Christina Nelson & Wander Lowie
17.15 - 17.30: Christina Nelson
17.30 - 17.45: Halina Lewandowska
17.45 - 18.00 General discussion"

Epistemological and methodological considerations in the examination of regressive L3 phonological effects on an L1 versus L2
02:30 PM - 06:00 PM

Presenters :

Jennifer Cabrelli, University Of Illinois-Chicago

CLI trends in the perception and production of L2/L3 rhotics in adolescents; L1 group comparison

02:30 PM - 06:00 PM

Presenters :

Magdalena Wrembel, Adam Mickiewicz University, Poznań

Re-attunement in L3 speech perception

02:30 PM - 06:00 PM

Presenters :

Irina Stan, University Of Milan

Speech perception development in young multilinguals: Evidence from multi-feature analyses

02:30 PM - 06:00 PM

Presenters :

Anna Balas, Adam Mickiewicz University

VOT patterns in the English of heritage speakers

02:30 PM - 06:00 PM

Presenters :

Miriam Geiss, University Of Konstanz

Svenja Schmid, University Of Konstanz

The development of vowel production in L2 and L3 over the first year of L3 learning

02:30 PM - 06:00 PM

Presenters :

Halina Lewandowska, Adam Mickiewicz University

Multilingual phonological development through the lens of different time scales

02:30 PM - 06:00 PM

Presenters :

Romana Kopeckova, University Of Münster

Do the background languages change with increasing exposure to L3? Comparing cross-linguistic influence in adolescent and adult multilingual learners

02:30 PM - 06:00 PM

Presenters :

Christina Nelson, University Of Münster

The effect of L3 training on vowel reduction in L2 and L3

02:30 PM - 06:00 PM

Presenters :

Halina Lewandowska, Adam Mickiewicz University

X 02:30 PM -
06:00 PM

● Room 1

S055 | Gender in literacy and language education

Speakers

Thorsten Merse, Researcher And Teacher Educator, LMU Munich
 Suha Alansari, King Abdulaziz University
 Christine Ott, University Of Wuerzburg
 Melanie Fleischhacker, University Of Klagenfurt
 Jane Sunderland, Honorary Reader In Gender And Discourse, Lancaster University
 Dietha Koster, Postdoctoral Researcher, University Of Münster
 Clara Stumm, AILA Solidarity Awardee, University Of Bonn
 Yaqiong Cui, University Of Chinese Academy Of Sciences

Moderators

Christine Ott, University Of Wuerzburg
 Dietha Koster, Postdoctoral Researcher, University Of Münster
 Lotte De Haan, AILA2021 Volunteer

Though research on the role of gender in literacy and language education knows a long tradition, many questions remain unanswered (Menard-Warwick, Mori & Williams, 2017). The field's richness in theoretical and methodological approaches towards the topic and its many subthemes contribute to the ongoing debates. On the one hand, studies have focused on (the production of) gender representations, and their intersections with parameters such as sexuality, ethnicity, class in learning materials (e.g. Sunderland, 2015, Mills & Mustapha, 2015). The panel interlinks this research branch with studies and meta-analysis on how gendered language affects one's perceptions, including perceptions of occupations and vocational self-efficacy (e.g. Gabriel, Gygax & Kuhn, 2018; Vervecken & Hannover, 2015). On the other hand, research addresses the role of gender in literacy and language teaching and learning, e.g. language teachers' gender-related attitudes on learners' motivation or capabilities or- lately questioned- gender-specific programming in children's literacy education. Latest methodological approaches to this diverse field will be discussed (e.g. Litosseliti, 2006; 2018). The panel concludes with reflections on how to transfer knowledge on gender from the fields of Applied Linguistics (in)to language classes, contributing to a model of language-related "gender-competence(s)". **Click here** (https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1629188662055AILAWorldCongressofAppliedLinguistics_Program.pdf) for the detailed program.

Achieving LGBTIQ+ Inclusion, Deconstructing Heteronormativity – Queer Interventions into Foreign Language Teacher Education

02:30 PM - 06:00 PM

Presenters :

Thorsten Merse, Researcher And Teacher Educator, LMU Munich

Representations of Gender Identity in Global and Glocal ELT Textbooks

02:30 PM - 06:00 PM

Presenters :

Suha Alansari, King Abdulaziz University

Princess vs. Adventurer. Gender in German learning materials

02:30 PM - 06:00 PM

Presenters :

Christine Ott, University Of Wuerzburg

**New Perspectives on Gender(ed) Discourses and Textbook Analysis:
Top-Down vs. Bottom-Up Approaches**

02:30 PM - 06:00 PM

Presenters :

Melanie Fleischhacker, University Of Klagenfurt

Moving beyond gender representations in learning materials

02:30 PM - 06:00 PM

Presenters :

Jane Sunderland, Honorary Reader In Gender And Discourse, Lancaster University

**"It's a man here, but it could be a woman" - Insights from teacher
talk around Dutch language learning texts**

02:30 PM - 06:00 PM

Presenters :

Dietha Koster, Postdoctoral Researcher, University Of Münster

Beauticians are all men? Gyga et al. (2008) revisited.

02:30 PM - 06:00 PM

Presenters :

Clara Stumm, AILA Solidarity Awardee, University Of Bonn

**Becoming Uyghur elites: How do female Uyghur students in a
mainstream Chinese university negotiate their gendered identities
through language learning**

02:30 PM - 06:00 PM

Presenters :

Yaqiong Cui, University Of Chinese Academy Of Sciences

X 02:30 PM -
06:00 PM

● Room 1

S056 2/2 | Hate Speech: Power, Incitement and Violence through Language

Speakers

Rasmus Nielsen, University Of Southern Denmark
Konstanze Marx, Greifswald University
Annika Frank, TU Dortmund
Jana Neitsch, University Of Southern Denmark
Klaus Geyer, University Of Southern Denmark
Sabine Ylönen, Universität Jyväskylä
Carolina Perez-Arredondo, Assistant Professor, Andrés Bello University

Moderators

Nicole Baumgarten, University Of Sheffield
Rasmus Nielsen, University Of Southern Denmark
Klaus Geyer, University Of Southern Denmark
Marta Maggioni, AILA2021 Volunteer
Siemone Zuidema, AILA2021 Volunteer

The issue of hate speech and hostile language currently receives a significant amount of attention. In recent studies, a majority of social media users have stated that they encountered hate speech at least once on Facebook, Twitter or other platforms. Hate speech can be roughly defined as any communication that attacks individuals or groups "on the grounds of 'race', colour, descent, national or ethnic origin, age, disability, language, religion or belief, sex, gender, gender identity, sexual orientation and other personal characteristics or status" (Council of Europe 2016). However, there is no consensus on what actually constitutes hate speech. Besides, still relatively little is known about the linguistic and communicative mechanisms underlying the expression and perception of hate speech, particularly in online communication and social media. In our symposium, we will discuss hate speech considering the following key aspects: 1. The notion of hate speech and its characteristics. Featured speaker: Björn Technau 2. Methods to detect and analyse hate speech. Featured speaker: Nicole Baumgarten 3. Hate speech in online communication and social media. Featured speaker: Liriam Sponholz

Misogynistic abuse on Twitter against female politicians in Chile: A case study on the depenalization of abortion.

02:30 PM - 06:00 PM

Presenters :

Carolina Perez-Arredondo, Assistant Professor, Andrés Bello University

On dehumanising metaphors in xenophobic hate speech discourse on-line

02:30 PM - 06:00 PM

Presenters :

Klaus Geyer, University Of Southern Denmark

Forms of counter speech in German and Finnish social media

02:30 PM - 06:00 PM

Presenters :

Sabine Ylönen, Universität Jyväskylä

The perception and evaluation of written and spoken hate speech in German

02:30 PM - 06:00 PM

Presenters :

Jana Neitsch, University Of Southern Denmark

Insults in Law and Everyday Life – Pragmatic Approaches

02:30 PM - 06:00 PM

Presenters :

Annika Frank, TU Dortmund

Folk perceptions of Hate Speech in Denmark

02:30 PM - 06:00 PM

Presenters :

Rasmus Nielsen, University Of Southern Denmark

Recontextualization of Hate Speech as an appropriation and positioning process in social media

02:30 PM - 06:00 PM

Presenters :

Konstanze Marx, Greifswald University

X 02:30 PM -
06:00 PM

● **Room 1**

S065 2/2 | Interdisciplinary approaches to L2 fluency

Speakers

Sandra Goetz, Philipps-University Marburg
Serge Bibauw, Universidad Central Ecuador; KU Leuven; UCLouvain
Jon Clenton, Hiroshima University
Jennifer Francois, ESL Specialist, German Specialist, Middle Tennessee State University
Maarit Mutta, University Of Turku
Clare Wright, University Of Leeds

Moderators

Pauliina Peltonen, University Of Turku
Pekka Lintunen, Symposium S065, University Of Turku
Penny Heisterkamp, AILA2021 Volunteer

The symposium focuses on current trends in L2 (second language) fluency research. L2 fluency is a complex phenomenon that has been studied from various perspectives, notably as an indicator of oral proficiency. Being studied as one dimension of L2 proficiency (see the CAF framework, e.g., Housen, Kuiken & Vedder, 2012), L2 fluency is a current topic in SLA and relevant to applied linguistic research more broadly. Moreover, besides L2 learning, fluency has also been explored in other fields, including translation, sign language, language assessment, and English as a lingua franca research. The symposium aims to bring together researchers working on fluency-related topics to build connections across disciplines. A forthcoming volume focusing on current approaches to L2 fluency, titled "Fluency in L2 Learning and Use" (Multilingual Matters; edited by Pekka Lintunen, Maarit Mutta & Pauliina Peltonen), forms the foundation for the workshop. By bringing together different perspectives on L2 fluency and building on the multidisciplinary approach to L2 fluency introduced in the volume, the symposium extends current L2 fluency research to new areas and provides directions for future L2 fluency studies. In particular, the symposium highlights theoretically or methodologically novel perspectives on L2 fluency, including, e.g., multimodality and fluency in interaction.

S065 detailed programme, click here
(https://drive.google.com/file/d/1tKj_1uOdVGyYvIPwgONUay5gOYIFEP06/view?usp=sharing)

Fluency in ENL, ESL, and EFL: an interdisciplinary approach to English as a first, second, and foreign language

02:30 PM - 06:00 PM

Presenters :

Sandra Goetz, Philipps-University Marburg

Automatizing L2 fluency measurement: validity and developmental sensitivity of temporal fluency metrics variations

02:30 PM - 06:00 PM

Presenters :

Serge Bibauw, Universidad Central Ecuador; KU Leuven; UCLouvain

Investigating the extent to which vocabulary knowledge and skills can predict aspects of fluency

02:30 PM - 06:00 PM

Presenters :

Jon Clenton, Hiroshima University

Investigating the Effect of Multiword Unit Knowledge on Fluency in Computer-based Speaking Tasks for Elementary and Middle School English Learners

02:30 PM - 06:00 PM

Presenters :

Jennifer Francois, ESL Specialist, German Specialist, Middle Tennessee State University

Analysing fluency in L2 writing: a focus on the use of formulaic sequences in L2 French

02:30 PM - 06:00 PM

Presenters :

Maarit Mutta, University Of Turku

Assessing Study Abroad effects on adult L2 Mandarin fluency development

02:30 PM - 06:00 PM

Presenters :

Clare Wright, University Of Leeds

**X 02:30 PM -
06:00 PM**

● Room 1

S071 2/2 | L2 Classroom Discourse: Micro-analytic, Multimodal, and Multilingual Perspectives

Speakers

Christine Jacknick, Borough Of Manhattan Community College

Yo-An Lee, Sogang University

Rémi Van Compernelle, Carnegie Mellon University

Stephen Looney, Penn State University

Yumi Matsumoto, Assistant Professor , University Of Pennsylvania

Piibi-Kai Kivik, Indiana University

Elisa Räsänen, Lecturer, Indiana University

Sarah Creider, Teachers College, Columbia University

Moderators

Christopher Jenks, Supreme Ruler Of Pluto, Aalborg University

Olca Sert, Mälardalen University

Mark Van Huizen, AILA2021 Volunteer

Classrooms are organized according to an architecture of discourse features and structures. These discourse features and structures, such as participation frameworks, are used to accomplish a range of pedagogical activities. In second/foreign or additional language (L2) classrooms, this architecture is complicated by the peculiar task of using a language that both represents the pedagogical objective and the medium of communication. The last decade has witnessed a growing body of research into L2 classrooms; such work draws from a number of theoretical frameworks, including the micro-analytic (e.g. Jenks and Seedhouse 2015; Walsh 2011), multimodal (Sert 2015), and multilingual (e.g. Matsumoto 2019). It is through these micro-analytic, multimodal, and multilingual perspectives that we can achieve a nuanced understanding of the institutional business of teaching and learning L2s. To this end, this symposium brings together presentations that unpack the micro-analytic, multimodal, and multilingual realities of L2 classroom discourse. Our symposium will host ambitious research projects that further our understanding of discursive practices in L2 classrooms. The symposium will illustrate the interactive work of classrooms with "cross-sectional, longitudinal, and retrospective" (Jakonen 2018) approaches with the goal of identifying how end users, such as educators and students, can benefit from such discourse analytic work.

S071 detailed programme, click here
(<https://drive.google.com/file/d/1kOFtnG38e7FjcYWOk11JHG4tfuXIX8UV/view?usp=sharing>)

What counts as 'participation'?

02:30 PM - 06:00 PM

Presenters :

Christine Jacknick, Borough Of Manhattan Community College

'So you are saying...': Formulating what the teacher said

02:30 PM - 06:00 PM

Presenters :

Yo-An Lee, Sogang University

Topic management and opportunities for learning in an advanced French and Francophone Studies classroom

02:30 PM - 06:00 PM

Presenters :

Rémi Van Compernelle, Carnegie Mellon University

Teacher Responses to Questions about Grammaticality in an ESL Classroom: Complex Multimodal Gestalts and the Moral Order of Classroom Interaction**02:30 PM - 06:00 PM****Presenters :**

Stephen Looney, Penn State University

Being Clear: Framing, Focusing, and Breaking it down**02:30 PM - 06:00 PM****Presenters :**

Sarah Creider, Teachers College, Columbia University

“Because ice cream is delicious.”: Shared codes that emerged in Two Writing Classroom Interactions**02:30 PM - 06:00 PM****Presenters :**

Yumi Matsumoto, Assistant Professor , University Of Pennsylvania

Eunhee Kim, Presenter, State University Of New York

Jay Lee, Presenter, University Of Pennsylvania

Past learning in the spotlight: shared histories in classroom talk**02:30 PM - 06:00 PM****Presenters :**

Piibi-Kai Kivik, Indiana University

Elisa Räsänen, Lecturer, Indiana University

X 02:30 PM -
06:00 PM

● Room 1

S085 | Language teaching in deaf education: practices and challenges

Speakers

Lodenir Karnopp, Federal University Of Rio Grande Do Sul
 Aiko Sano, Presenter, Ritsumeikan University
 Mizuho Tanaka, Hokkaido Sapporo School For The Deaf
 Daniel Fobi, Project Officer , University Of Leeds
 Cátia De Fronza, UNISINOS
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen
 Johan Hjulstad, Project Manager, Oslo Metropolitan University
 Hilde Haualand, Presenter, Oslo Metropolitan University
 Thilanka Wijesinghe, PhD Candidate, University Of Cambridge
 Ofra Rosenstein, Retired Head Of The Department Of English Language And Literature , Gordon College Of Education
 Laura Kanto, University Of Jyväskylä
 Anu Savolainen, Special Classroom Teacher, Valteri Centre For Learning And Consulting
 Helsa Borinstein, Sign Language Interpreter, Overseas Interpreting
 Natasha Parkins-Maliko

Moderators

Marjon Tammenga-Helmantel, SLO
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen
 Helsa Borinstein, Sign Language Interpreter, Overseas Interpreting
 Natasha Parkins-Maliko

(This symposium is supported with sign-language interpretation) The deaf and deaf education are often not on the agenda of politicians and researchers. (Language) policy is often not developed with deaf learners in mind and sometimes even negatively affects them. Language pedagogy and applied linguistics have paid little attention to deaf education, making it a research domain largely unnoticed. As a result, insights for effective language teaching to deaf learners and related to that implications and guidelines for teaching practice are sparse. This symposium [quotrightB?]'including a school visit[quotrightB?]'explores the challenges for language teaching in deaf education including the perspectives of teachers, parents, students, and school board. We intend to provide a platform to exchange and share experiences and insights from both research and teaching practice addressing the following questions: What insights can applied linguistics and (foreign) language pedagogy offer for this specific teaching context? How does the teaching practice look like when teaching sign language and oral languages? What is the perspective of the students? How do school organizations facilitate language teaching? Special interest is reserved for teaching materials, from bilingual video materials to written textbooks. Those who have developed materials and tools are invited to present these items in talks, posters and on material display tables.

-
- 14:30 – 14:32: Welcome (by Marjon and Cátia)
 - 14:32 – 14:50: Featured speaker: Lodenir Karnopp
 - 14:50 – 15:00: Q&A
 - 15:00 – 15:15: Aiko Sano
 - 15:15 – 15:20: Q&A
 - 15:20 – 15:35: Daniel Fobi
 - 15:35 – 15:40: Q&A
 - 15:40 – 15:55: Cátia De Fronza
 - 15:55 – 16:00: Q&A
 - 16:00 – 16:15: Marita Everhardt

- 16:15 – 16:20: Q&A
- 16:20 – 16:50: BREAK
- 16:50 – 17:05: Johan Hjulstad
- 17:05 – 17:10: Q&A
- 17:10 – 17:25: Thilanka Wijesinghe
- 17:25 – 17:30: Q&A
- 17:30 – 17:45: Ofra Rosenstein
- 17:45 – 17:50: Q&A
- 17:50 – 18:05: Laura Kanto
- 18:05 – 18:10: Q&A
- 18:10 – 18:25: Anu Savolainen
- 18:25 – 18:30: Q&A

Bilingual deaf education in Brasil: narratives and materials

02:30 PM - 06:00 PM

Presenters :

Lodenir Karnopp, Federal University Of Rio Grande Do Sul

Using BOLT as a self-reflective tool for teacher education in a translanguaging class for Deaf students in Japan

02:30 PM - 06:00 PM

Presenters :

Aiko Sano, Presenter, Ritsumeikan University

Mizuho Tanaka, Hokkaido Sapporo School For The Deaf

Interaction between actors of signed language interpreting in inclusive tertiary classrooms

02:30 PM - 06:00 PM

Presenters :

Daniel Fobi, Project Officer , University Of Leeds

Ruth Swanwick, University Of Leeds

Jackie Salter, Director Of Student Education, University Of Leeds

Teaching materials for deaf education: what do we have and what do deaf students need?

02:30 PM - 06:00 PM

Presenters :

Cátia De Fronza, UNISINOS

Marjon Tammenga-Helmantel, SLO

Challenges in the identification of native and non-native prosody in cochlear implant users and vocoder simulations

02:30 PM - 06:00 PM

Presenters :

Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

How to build sign language teacher education and a professional practice community for sign language teachers?

02:30 PM - 06:00 PM

Presenters :

Johan Hjulstad, Project Manager, Oslo Metropolitan University

Hilde Haualand, Presenter, Oslo Metropolitan University

What works and what doesn't? Views on teaching Sinhala language literacy skills to primary school Deaf students in Sri Lanka

02:30 PM - 06:00 PM

Presenters :

Thilanka Wijesinghe, PhD Candidate, University Of Cambridge

How to teach deaf students to read L2 English through grammar

02:30 PM - 06:00 PM

Presenters :

Ofra Rosenstein, Retired Head Of The Department Of English Language And Literature , Gordon College Of Education

Adapting multiple sign language development assessment tools for Finnish Sign Language

02:30 PM - 06:00 PM

Presenters :

Laura Kanto, University Of Jyväskylä

Distance Teaching FinSL

02:30 PM - 06:00 PM

Presenters :

Anu Savolainen, Special Classroom Teacher, Valteri Centre For Learning And Consulting

**X 02:30 PM -
06:00 PM**

● Room 1

S086 | Language testing and assessment in Latin America

Speakers

Dina Tsagari, Professor, Oslo Metropolitan University

Ana Lúcia Barbosa De Carvalho E Silva, Researcher, University Of Campinas

Gloria Toledo, Pontifical Catholic University Of Chile

Anamaria Sagre, University Of Arizona

Isadora Moraes, PhD Candidate / AILA Solidarity Awardee, State University Of Londrina

Juliana Tonelli, Londrina State University

Gabriel Amorim, English Teacher, Núcleo De Línguas | Universidade Federal Do Espírito Santo

Moderators

Isadora Moraes, PhD Candidate / AILA Solidarity Awardee, State University Of Londrina

Hongying Peng, AILA2021 Volunteer, University Of Groningen

Language testing and assessment issues have been part of the agenda in Latin American countries for some time, particularly due to the need to comply with different international demands. Historically, knowledge on language testing and assessment has basically been produced by the main English speaking countries such as the USA, the UK, Canada and Australia. However, many Latin American countries adapt and shape such knowledge to their local realities by putting together local and global expertise aiming at finding specific solutions to their specific problems, thus generating local knowledge development. Although the more than 20 Latin American countries are characterized by huge socio-historical-educational diversity, there are also common or similar problems when it comes to language testing and assessment, and these involve issues related to the development of stakeholders' language assessment literacy, classroom language assessment, development of high-stakes language exams, among others. This has motivated the foundation of LAALTA - Latin American Association for Language Testing and Assessment in 2017. Therefore, this symposium aims at providing researchers with the opportunity of sharing studies conducted on language testing and assessment in Latin American contexts.

Collaboration and Sharing: Building LAL expertise in Latin American Countries

02:30 PM - 06:00 PM

Presenters :

Dina Tsagari, Professor, Oslo Metropolitan University

Aviation English assessment for military and civil pilots in Brazil: similarities and differences

02:30 PM - 06:00 PM

Presenters :

Ana Lúcia Barbosa De Carvalho E Silva, Researcher, University Of Campinas

Interlanguage development in Haitian secondary students and how L1 teachers assess students in Chile

02:30 PM - 06:00 PM

Presenters :

Andrea Lizasoain, Universidad Austral De Chile

Multimodal Feedback in EFL Teaching and Learning: Gesture, Gaze, and Intonation

02:30 PM - 06:00 PM

Presenters :

Anamaria Sagre, University Of Arizona

Promoting English teacher educators' language assessment literacy in Brazil

02:30 PM - 06:00 PM

Presenters :

Isadora Moraes, PhD Candidate / AILA Solidarity Awardee, State University Of Londrina

Teaching languages to young learners in Brazil: focus on teachers' assessment literacy

02:30 PM - 06:00 PM

Presenters :

Juliana Tonelli, Londrina State University

Designing Indicators for a Placement Test: Drawbacks and Affordances

02:30 PM - 06:00 PM

Presenters :

Gabriel Amorim, English Teacher, Núcleo De Línguas | Universidade Federal Do Espírito Santo

**X 02:30 PM -
06:00 PM**

● Room 1

S089 2/2 | Learner diversity as an asset in the (inclusive) FL classroom: Challenges and solutions

Speakers

Panagiota Kotsoni, Aristotle University Of Thessaloniki

Irina Golubeva, Associate Professor, Director Of Graduate Program In Intercultural Communication , University Of Maryland Baltimore County

Bora Bushati, University Of Graz

Katja Heim, Interim Professor, University Of Wuppertal / University Of Duisburg-Essen

Katerina Kanella, Presenter, National And Kapodistrian University Of Athens

Gayannee Kedia, University Of Graz

Moderators

Julia Weltgen, University Of Bremen

Joanna Pfingsthorn, University Of Bremen

Ting Huang , AILA2021 Volunteer, Fudan University

The symposium revolves around the question to what extent various forms of learner diversity prove themselves and are perceived as an asset in institutionalized foreign language (FL) teaching in relation to principles of inclusive education. In this context, we perceive learner diversity as an umbrella term that encompasses various dimensions of individual variation observed at school since in school contexts a broad concept of inclusion should be used. It and refers to e.g. learner neurodiversity, cultural and linguistic variation, multilingualism, specific learning differences, cognitive and learning styles. In its discussions the symposium intends to focus on epistemological changes and trends in the understanding of learner diversity as a factor relevant for inclusive FL instruction as well as their implications for ascertaining equal opportunities for all learners in the FL classroom. A particular interest will also be given to attitudes to learner diversity expressed by various stakeholders as well as methodological approaches and ideas that embed learner diversity into teaching practice. We welcome contributions based on both research and teaching practice from various cultural settings that critically explore, examine and exemplify challenges and solutions associated with the accommodation to learner diversity in the inclusive foreign language classroom.

Learning Disabilities, Learning Style, and PSTM: Predictive Factors for Foreign Language Vocabulary Learning in Inclusive Classrooms

02:30 PM - 06:00 PM

Presenters :

Panagiota Kotsoni, Aristotle University Of Thessaloniki

Translanguaging practices as a means of ensuring an inclusive environment in multilingual classrooms

02:30 PM - 06:00 PM

Presenters :

Irina Golubeva, Associate Professor, Director Of Graduate Program In Intercultural Communication , University Of Maryland Baltimore County

Friendship networks as a language learning resource in multilingual classes

02:30 PM - 06:00 PM

Presenters :

Bora Bushati, University Of Graz

Designing inclusive TEFL environments - Expert teachers' views on achievement gaps & learners' resources

02:30 PM - 06:00 PM

Presenters :

Katja Heim, Interim Professor, University Of Wuppertal / University Of Duisburg-Essen

The importance of "Learning Identity" and the concept of "Differentiated Instruction" for effective grammar acquisition in Foreign Language Lesson.

02:30 PM - 06:00 PM

Presenters :

Katerina Kanella, Presenter, National And Kapodistrian University Of Athens

X 02:30 PM -
06:00 PM

● Room 1

S090 2/2 | Learning and teaching interactions in pragmatic aspects: Language use in contexts inside and outside English language classrooms

Speakers

Akira Taneichi, Yokohama City University
Megumi Okugiri, Professor, University Of The Sacred Heart, Tokyo
Lala Takeda, Showa Women's University
Shin Ishikawa, Kobe University
Tom Gally, The University Of Tokyo
Tomoko Watanabe, Showa Women's University
Yuka Shigemitsu, Tokyo Polytechnic University
Keiko Tsuchiya, Yokohama City University
Shuyuan Liu, Penn State University
Hirokazu Nukuto, Fukuoka Jo Gakuin University Junior College
Shuyuan Liu, Queen's University

Moderators

Lala Takeda, Showa Women's University
Kazuko Tanabe, Japan Women's University
Anne-Marie Van Boeckel, AILA2021 Volunteer, Rijksuniversiteit Groningen

Changes in social situations and the development of science and technology from the late 20th century to the early 21st century have prompted major reforms in the method and purpose of foreign language education. Under such circumstances, previous studies on social interactions have made it clear that smooth communication is established, not only through the observance of the rules in language use, but also through interactions between speakers and listeners in certain contexts. This symposium intends to focus on the assumption that the appropriate use of pragmatic strategies is considered to contribute efficient communication between interactants not only in the context of second language interactions (cf. Gass and Selinker 2008), but also in the context of lingua franca interactions. Throughout the symposium, the contributors will provide the audience with the chance to consider how, and to what extent, the instructors should apply the findings of pragmatic research to foreign language education. By clarifying the multidimensional negotiation of pragmatic and strategic aspects related to language use in conversational dialogue through research on the pragmatic behaviors mainly in pedagogic and academic settings, each paper will bring up issues on how to deal with pragmatic aspects of foreign language instruction and acquisition.

Reconsideration of Interpretations on Silence in Classroom Interactions

02:30 PM - 06:00 PM

Presenters :

Akira Taneichi, Yokohama City University

The approach to introductions in English presentations by Japanese university students

02:30 PM - 06:00 PM

Presenters :

Megumi Okugiri, Professor, University Of The Sacred Heart, Tokyo
Shin Ishikawa, Kobe University
Tom Gally, The University Of Tokyo
Lala Takeda, Showa Women's University

The use of English vague language and discourse co-construction in discussions spoken in English as a lingua franca**02:30 PM - 06:00 PM****Presenters :**

Tomoko Watanabe, Showa Women's University

Clarification request in ELF conversation: A discourse analytical study of conversation between Indians and Japanese business persons**02:30 PM - 06:00 PM****Presenters :**

Yuka Shigemitsu, Tokyo Polytechnic University

Framing learners/users' pragmatic behaviours: pedagogic orientalism in interlanguage and performativity in English as a Lingua Franca**02:30 PM - 06:00 PM****Presenters :**

Keiko Tsuchiya, Yokohama City University

The use of pragmatic strategies by newly arrived international undergraduates in English as a lingua franca academic group discussion**02:30 PM - 06:00 PM****Presenters :**

Shuyuan Liu, Penn State University

Learning and Teaching Interactions in Pragmatic Aspects: Language Use in Contexts inside and outside English Language Classrooms**02:30 PM - 06:00 PM****Presenters :**

Hirokazu Nukuto, Fukuoka Jo Gakuin University Junior College

X 02:30 PM -
06:00 PM

● Room 1

S096 1/2 | Made at Home: Family Language Policy in a Mobile World

Speakers

Annick De Houwer, Harmonious Bilingualism Network
Sandra Ballweg, Bielefeld University
Oana Cusen, Kwansei Gakuin University
Francesco Goglia, University Of Exeter
Guofang Li, Professor And Canada Research Chair, University Of British Columbia
Zoe Nikolaidou, Södertörn University
Maria Rydell, Stockholm University
Polina Vorobeva, Doctoral Researcher, University Of Jyväskylä
Naoko Takei, Senior Lecturer, Simon Fraser University

Moderators

Xiao Lan Curdt-Christiansen, University Of Bath
Kristin Vold Lexander, Inland Norway University Of Applied Sciences
Katharina Polsterer, AILA2021 Volunteer, University Of Groningen

Everything begins with the family, and language is the key to communication among family members for all types of endeavours. This is why Family Language Policy (FLP) matters. Whether explicit decisions on what language to use and what language to (dis)continue or implicit language practices within the family, FLP reflects broader societal attitudes and ideologies about languages, sociocultural values, sociopolitical positions and individual identities. We welcome submissions which address the following three sub-themes: Theme 1) includes families with transnational experiences and intercultural marriages. This theme focuses on how divergent cultural values and beliefs are negotiated and how changes in socio-political-cultural environments lead to changes in language practices. Theme 2) highlights studies undertaken in contexts where forceful political decisions and massive internal migration are taking place and where FLP interacts intensively with state and school policies. Theme 3) explores changes in technology and their impact on immediate and extended family members regarding FLP. It focuses on digitally-mediated communications in transnational, contemporary families across time and space. Featured Speakers: Prof Annick De Houwer (theme 1); Dr Mingyue GU (theme 2); Prof Åsa Palviainen (theme 3).

How do mothers' language attitudes relate to their language choice with children? New findings from English-German and Polish-German bilingual families.

02:30 PM - 06:00 PM

Presenters :

Annick De Houwer, Harmonious Bilingualism Network

Blurred Biographies and Global Selves: Parents Re-Inventing themselves through their Family Language Policy

02:30 PM - 06:00 PM

Presenters :

Sandra Ballweg, Bielefeld University

One Week, One Language: Family Language Policy in an Intercultural Family Based in Japan

02:30 PM - 06:00 PM

Presenters :

Oana Cusen, Kwansei Gakuin University

Onward migration from Italy to the UK: changing family language policies

02:30 PM - 06:00 PM

Presenters :

Francesco Goglia, University Of Exeter

Transnationalism and Cultural Capital: Young Chinese Study Abroad Learners and Families' Investment Strategies in Second Language Learning in Canada

02:30 PM - 06:00 PM

Presenters :

Guofang Li, Professor And Canada Research Chair, University Of British Columbia

What's at stake? Migration trajectories and family language ideologies in Greek-speaking families in Sweden

02:30 PM - 06:00 PM

Presenters :

Zoe Nikolaidou, Södertörn University

Maria Rydell, Stockholm University

Language policy negotiation within single-parent Russian-speaking families in Finland

02:30 PM - 06:00 PM

Presenters :

Polina Vorobeva, Doctoral Researcher, University Of Jyväskylä

Language practices of Japanese mixed heritage youth from an intercultural competence

02:30 PM - 06:00 PM

Presenters :

Naoko Takei, Senior Lecturer , Simon Fraser University

X 02:30 PM -
06:00 PM

● **Room 1**

S107 | Opening Up the L2 Classroom: OER-Enhanced Approaches to Multiliteracies

Speakers

Chantelle Warner, University Of Arizona
 Chelsea Timlin, University Of Arizona
 Keith Wagner, PhD Student, University Of Texas At Austin
 Marylise Rilliard, Ph.D. Candidate, University Of Texas At Austin
 Beatrice Dupuy, Professor Of French / Public And Applied Humanities, University Of Arizona
 Kate Paesani, University Of Minnesota
 Esther Boucher-Yip, Associate Teaching Professor, Worcester Polytechnic Institute
 Gabriela Zapata, Associate Professor, Texas A&M University
 Carl Blyth, University Of Texas At Austin

Moderators

Carl Blyth, University Of Texas At Austin
 Gabriela Zapata, Associate Professor, Texas A&M University
 Daan Van Soeren, AILA2021 Volunteer

Advocates of multiliteracies pedagogies for second language (L2) learning have recently claimed that open educational resources (OER) (Blyth, 2013) facilitate the inclusion of new textual genres into L2 curricula (Warner & Dupuy, 2018). Moreover, the use of OER in L2 education is said to help instructors provide more inclusive content that relates to the lifeworld of their learners. For example, teacher-created OER often go beyond logocentric text and incorporate multimodal designs typical of digital media. Finally, research has shown that the creation of OER leads educators to critically reflect on and improve their pedagogical practices (OER Research Hub's 2014 Evidence Report). The purpose of this symposium is to explore how OER-enhanced instruction grounded in multiliteracies pedagogies can contribute to the enrichment of the L2 learning process by making content more inclusive as well as more relevant to learners. The featured speakers will be Dr. Chantelle Warner and Dr. Beatrice Dupuy. Their talks will be followed by presentations on two themes: Models of OER-Enhanced, Multiliteracies-Grounded L2 Instruction and Studies on the Incorporation of OER in Multiliteracies Pedagogies. This symposium is organized by Dr. Gabriela C. Zapata (Texas A&M University) and Dr. Carl Blyth (University of Texas, Austin).

The OER Life Cycle as a Template for Professional Development: Case Studies from the FLLITE Project

02:30 PM - 06:00 PM

Presenters :

Chantelle Warner, University Of Arizona

Interacting With, Around, and About Texts: Social, Linguistic, and Textual-Thinking Affordances of Multiliteracies-based Digital Social Reading

02:30 PM - 06:00 PM

Presenters :

Chelsea Timlin, University Of Arizona

Finding an authentic foreign language text as an Instagram user

02:30 PM - 06:00 PM

Presenters :

Keith Wagner, PhD Student, University Of Texas At Austin

Openness vs. Privacy: Addressing One of the Challenges of OERs

02:30 PM - 06:00 PM

Presenters :

Marylise Rilliard, Ph.D. Candidate, University Of Texas At Austin

Opening up communication in L2 classrooms: OERs' potential to foster multimodal pedagogies among future L2 faculty

02:30 PM - 06:00 PM

Presenters :

Beatrice Dupuy, Professor Of French / Public And Applied Humanities, University Of Arizona

Supporting Teachers Implementing Multiliteracies Pedagogy: A Model for OER-Enhanced Professional Development

02:30 PM - 06:00 PM

Presenters :

Kate Paesani, University Of Minnesota

Challenges and possibilities in adopting OER for L2 writing instruction

02:30 PM - 06:00 PM

Presenters :

Esther Boucher-Yip, Associate Teaching Professor, Worcester Polytechnic Institute

**X 02:30 PM -
06:00 PM**

● Room 1

S111 2/2 | Multilingualism in European education

Speakers

Csanád Bodó, Eötvös Loránd University
 János Imre Heltai, Senior Lecturer, Károli Gáspár University
 Bernadett Jani-Demetriou, ELTE BTK
 Petteri Laihonon, Afinla Representative, Speaker, Moderator, Centre For Applied Language Studies
 Heiko Marten, Rezekne Academy Of Technologies
 Sanita Lazdina, Rezekne Academy Of Technologies
 Nicole Nau, Adam Mickiewicz University
 Shu-Chen Huang, National Chengchi University
 Irina Moira Cavaion, Researcher, Science And Scientific Centre Koper
 Marianne Starren, Radboud University
 Lukas Urbanek, University Of Münster
 Jordi Jager, NHL Stenden University Of Applied Sciences

Moderators

Jos Swanenberg, Tilburg University
 Eva Knopp, Radboud University
 János Imre Heltai, Senior Lecturer, Károli Gáspár University
 Hans Van De Velde, Fryske Akademy / Utrecht University
 Mirjam Günther-van Der Meij, NHL Stenden University Of Applied Sciences
 Petteri Laihonon, Afinla Representative, Speaker, Moderator, Centre For Applied Language Studies
 Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

With the increase of multilingual pupils in European schools and research insights claiming that language skills are transferable across languages, varieties and registers (Cenoz and Gorter 2015; Cummins 2008), there is a call for a change towards multilingual educational models. Recent research suggests that both multilingual and monolingual pupils would benefit from a so-called heteroglossic approach in which majority as well as minority, immigrant languages and dialects are incorporated in instruction (May 2014; Flores and Beateens-Beardsmore 2015). This approach has been termed the multilingual turn in education (Conteh & Meier 2014). Melo-Pfeifer argues that the multilingual turn "legitimizes the use of multilistic approaches to languages and cultures, as well as the development of an integrated language learning curriculum (namely for the L3 or additional languages), that fully acknowledges pupils' linguistic biographies and previous knowledge" (2018, p. 207). This symposium focuses on multilingual education models in highly diverse areas in Europe (e.g. province of Friesland - the Netherlands, Catalonia and Basque Country - Spain, South Tyrol- Italy, etc.). It aims at exploring different multilingual education models that involve all languages (minority, majority, foreign, immigrant, dialects, etc.) spoken in the areas, including amongst others, didactical approaches such as translanguaging, CLIL and immersion.

Named languages and speakers' perspectives: Csángó as a contested language in the context of minority education

02:30 PM - 06:00 PM

Presenters :

Csanád Bodó, Eötvös Loránd University

Bringing Romani into European schools: Translanguaging for equal opportunities

02:30 PM - 06:00 PM

Presenters :

János Imre Heltai, Senior Lecturer, Károli Gáspár University

Analysing Roma students' linguistic practices based on heteroglossia

02:30 PM - 06:00 PM

Presenters :

Bernadett Jani-Demetriou, ELTE BTK

The practices of naming languages: analysis of language portraits of participants to an educational program of a contested language

02:30 PM - 06:00 PM

Presenters :

Petteri Laihonon, Afinla Representative, Speaker, Moderator, Centre For Applied Language Studies

New Perspectives on Latgalian in Education in Latvia: Ideologies, Reforms and Practices

02:30 PM - 06:00 PM

Presenters :

Nicole Nau, Adam Mickiewicz University

Sanita Lazdina, Rezekne Academy Of Technologies

Heiko Marten, Rezekne Academy Of Technologies

The learning of neighbor languages in the Asian context of Taiwan

02:30 PM - 06:00 PM

Presenters :

Shu-Chen Huang, National Chengchi University

Contact Based Neighbouring Language Learning and Teaching (CoBLaLT): principles, method, tools, current and further research

02:30 PM - 06:00 PM

Presenters :

Irina Moira Cavaion, Researcher, Science And Scientific Centre Koper

Dialogues between German and Dutch native and non-native speakers in the classroom; whose language?

02:30 PM - 06:00 PM

Presenters :

Marianne Starren, Radboud University

Get to know your neighbours through bilingual Dutch-German CBLE Digi+ - Preliminary results on attitude development and pupils' perception of effectiveness

02:30 PM - 06:00 PM

Presenters :

Lukas Urbanek, University Of Münster

Jordi Jager, NHL Stenden University Of Applied Sciences

x 02:30 PM -
06:00 PM

● **Room 1**

S119 | Proficiency: Wanting it in Instruction, and Seeing it in Varied Assessment

Speakers

Erwin Tschirner, University Of Leipzig
Xun Yan, Associate Professor, University Of Illinois At Urbana-Champaign
Fernando Rubio, University Of Utah
Lucia Taylor, Dixie State University
Margaret Malone, Director, Assessment And Research, ACTFL
Yu Wu, University Of Rhode Island
Paula Winke, Michigan State University
Susan Gass, Michigan State University

Moderators

Susan Gass, Michigan State University
Paula Winke, Michigan State University

Proficiency assessment is key to understanding the success of foreign language programs. Yet, far too often proficiency assessments do not mirror the curricula they are purported to assess. This symposium is intended to present innovative ways that secondary and post-secondary programs have aligned instruction with proficiency-based standards. From our own experience, we see full development of a robust assessment system as including numerous phases: 1) collection of baseline data from language programs. This entails not only current assessment measures, but also information from actual classrooms (observations, interviews, etc.); 2) triangulation of data sources; 3) acquainting students and instructors with the goals of proficiency-based learning and teaching; and finally 4) development of appropriate placement measures into specific language programs. The main goal of the Symposium is to engage in discussions of various ways that the instruction-assessment link has been implemented, dealing with both traditional assessments (e.g., standardized tests) and alternative assessments (e.g., portfolio, self-assessments, observations). A secondary goal is to understand reasonable growth patterns of language students with an eye to determining reasonable expectations for language programs and setting appropriate goals.

Understanding and supporting language development through proficiency assessment

02:30 PM - 06:00 PM

Presenters :

Erwin Tschirner, University Of Leipzig

Using textbooks to identify core content domains for LCTL proficiency assessment in US universities

02:30 PM - 06:00 PM

Presenters :

Xun Yan, Associate Professor, University Of Illinois At Urbana-Champaign

Proficiency and complexity in Spanish as a second language

02:30 PM - 06:00 PM

Presenters :

Fernando Rubio, University Of Utah
Lucia Taylor, Dixie State University

Using proficiency-based professional development to transform classrooms in higher education

02:30 PM - 06:00 PM

Presenters :

Margaret Malone, Director, Assessment And Research, ACTFL

Students are stakeholders too: Exploring how student perspectives can inform proficiency-oriented instruction

02:30 PM - 06:00 PM

Presenters :

Le Anne Spino, University Of Rhode Island

Yu Wu, University Of Rhode Island

Vocabulary Size, Oral Proficiency, Metacognitive Awareness, and Anxiety: Factors that Contribute to Varied Performance in Proficiency-based Listening Comprehension

02:30 PM - 06:00 PM

Presenters :

Yu Wu, University Of Rhode Island

Yang Wang, Brown University

Self-assessment as a method for measuring proficiency in college-level language programs

02:30 PM - 06:00 PM

Presenters :

Paula Winke, Michigan State University

X 02:30 PM -
06:00 PM

● Room 1

S127 2/2 | ReNLA: Autonomy in the time of complexity in a changing world

Speakers

Kevin Yung, Assistant Professor, Education University Of Hong Kong

Jo Mynard, Kanda University Of International Studies

Michael Carroll, Momoyama Gakuin University

Leena Kuure, University Of Oulu

Riikka Tumelius, Doctoral Researcher, University Of Oulu

Diego Mideros, Moderator, The University Of The West Indies

Paola Palma, University Of The West Indies

Carmen Becker, TU Braunschweig

Xinyang Lu, University Of Southampton

Moderators

Diego Mideros, Moderator, The University Of The West Indies

Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury

Xuesong Gao, University Of New South Wales

Joanna Porkert, AILA2021 Volunteer, University Of Groningen

In this symposium, presenters will explore the critical issues related to learner and teacher autonomy in the time of complexity in a changing world. Complexity is an emerging theme in language learning and teaching research, and a reality that all language learners and teachers cope with in their pursuit of autonomous learning and teaching. Against this background, researchers will report on research conducted in multiple contexts using a variety of theoretical perspectives and constructs to deconstruct and understand autonomy in language learning. These include studies that critically examine how language learner identity and agency can be used to generate insights into autonomous language learning. The studies may also investigate how language teachers undertake strategic efforts and achieve autonomy in professional practice. Presenters will use emerging perspectives, such as complexity, ecological, and socio-cultural theories to examine a variety of topics in language learning autonomy research. The symposium will help develop nuanced understandings of emerging topics in learner autonomy research in the contexts of: learning in the classroom and beyond, self-access centres, language advising settings, and technology-enhanced language learning. All presenters will work towards synergizing efforts and intellectual investment towards a better understanding of autonomy in this complex and rapidly changing world.

The shifting role of advising in self-access: How can we support the basic psychological needs of our students?

02:30 PM - 06:00 PM

Presenters :

Jo Mynard, Kanda University Of International Studies

Learner autonomy in transition: The affordances of online multimodal interaction between learning advisors and learners

02:30 PM - 06:00 PM

Presenters :

Jo Mynard, Kanda University Of International Studies

Autonomy through online spaces: How classrooms and online resources interact to foster independent learning and the

development of linguistic identity.**02:30 PM - 06:00 PM****Presenters :**

Michael Carroll, Momoyama Gakuin University

Language students as potential change agents in language pedagogy - professional vision in emergence**02:30 PM - 06:00 PM****Presenters :**

Leena Kuure, University Of Oulu

Riikka Tumelius, Doctoral Researcher, University Of Oulu

Out-of-class learning in a Spanish for Specific purposes course: A case study in the aviation industry in Trinidad and Tobago**02:30 PM - 06:00 PM****Presenters :**

Paola Palma, University Of The West Indies

Diego Mideros, Moderator, The University Of The West Indies

Learning English “autonomously” in private tutoring within a “non-autonomous” system: A complexity theory perspective**02:30 PM - 06:00 PM****Presenters :**

Kevin Yung, Assistant Professor, Education University Of Hong Kong

Creating physical and social spaces for Autonomous Language Learning in the teenage EFL classroom**02:30 PM - 06:00 PM****Presenters :**

Carmen Becker, TU Braunschweig

Language Learner Autonomy and Social Networks during Residence Abroad: Autonomous Chinese-Speaking Students' Linguistic and Social Experiences in a UK University**02:30 PM - 06:00 PM****Presenters :**

Xinyang Lu, University Of Southampton

x 02:30 PM -
06:00 PM

● Room 1

S135 | ReN: Intercultural mediation in language and culture teaching and learning/ La médiation interculturelle en didactique des langues et des cultures

Speakers

Noriko Iwasaki, Nanzan University
 Anthony Liddicoat, Warwick University
 Angela Scarino, University Of South Australia
 Barbara Pizziconi, SOAS, University Of London
 Wai Meng Chan, National University Of Singapore
 Yukiko Saito, National University Of Singapore
 Martine Derivry, INSPE | University Of Bordeaux
 Seo Won Chi, National University Of Singapore
 Jacqueline BREUGNOT, University Of Koblenz-Landau
 Elli Suzuki, Université Bordeaux Montaigne
 Mariko Himeta, Daito Bunka University, Tokyo

Moderators

Anthony Liddicoat, Warwick University
 Martine Derivry, INSPE | University Of Bordeaux
 Sannah Debreczeni, AILA2021 Volunteer

This symposium reports on a ReN project on intercultural mediation in languages and cultures teaching and learning by an international team of researchers working multilingually, primarily using English and French. It approaches mediation from two perspectives. The first focuses on the features and processes of mediation that emerge in different language teaching and learning contexts. These presentations investigate how mediation can be understood as a language teaching and learning activity and consider mediation from multiple perspectives including, how mediation is to be understood in diverse contexts of teaching and learning, how teachers and learners act as mediators, how mediation is involved in learning processes, how mediation might be assessed, and the understandings and capabilities teachers and learners need to develop in order to mediate in language learning and use. The second perspective examines the ways that collaborative research across languages and cultures is itself an act of mediation and how such mediation can both expand and challenge existing understandings of the research field. Thinking through different languages creates a better understanding of terms, concepts and ways of working created in different research traditions. This work of using two languages in a plurilingual perspective is an essential act of mediation.

Intercultural mediation as a research process: Médiation interculturelle comme un processus de recherche

02:30 PM - 06:00 PM

Presenters :

Anthony Liddicoat, Warwick University
 Martine Derivry, INSPE | University Of Bordeaux

The distinctive nature of reflection and reflexivity in intercultural language learning

02:30 PM - 06:00 PM

Presenters :

Angela Scarino, University Of South Australia
 Michelle Kohler

Researchers' positioning in intercultural mediation: Features of the field and methodological issues**02:30 PM - 06:00 PM****Presenters :**

Jacqueline BREUGNOT, University Of Koblenz-Landau

Elli Suzuki, Université Bordeaux Montaigne

Mariko Himeta, Daito Bunka University, Tokyo

Friends as mediators in study abroad contexts in Japan**02:30 PM - 06:00 PM****Presenters :**

Barbara Pizziconi, SOAS, University Of London

Noriko Iwasaki, Nanzan University

Short-term study abroad and intercultural interactions: Towards a data-informed description and classification of intercultural mediations**02:30 PM - 06:00 PM****Presenters :**

Wai Meng Chan, National University Of Singapore

Seo Won Chi, National University Of Singapore

Yukiko Saito, National University Of Singapore

Sasiwimol Klayklung, National University Of Singapore

Daniel Kwang Guan Chan, National University Of Singapore

Teaching culture as teachers' mediation: a case study of Japanese language teachers**02:30 PM - 06:00 PM****Presenters :**

Yukiko Saito, National University Of Singapore

Investigating the Role of Intercultural Mediators in the Legitimate Peripheral Participation of Students on Short-Term Study Abroad**02:30 PM - 06:00 PM****Presenters :**

Seo Won Chi, National University Of Singapore

Mediating the intercultural dimension in language teaching and learning: a case study**02:30 PM - 06:00 PM****Presenters :**

Martine Derivry, INSPE | University Of Bordeaux

Geneviève Zarate

George Alao

X 02:30 PM -
06:00 PM

● **Room 1**

S142 2/2 | ReN: Methodologies for Researching Writing for Academic Publication by Multilingual Writers

Speakers

Ju Chuan Huang, National Taiwan Ocean University
James Corcoran, Assistant Professor, York University
Sally Burgess, Lecturer, University Of La Laguna
Laura-Mihaela Muresan, Bucharest University Of Economic Studies
Laurie Knox, Senior Lecturer, University Of Tennessee Knoxville
Mary Jane Curry, Associate Professor, University Of Rochester
Theresa Lillis, The Open University

Moderators

Mary Jane Curry, Associate Professor, University Of Rochester
Theresa Lillis, The Open University
Sara Razaghi, AILA2021 Volunteer, University Of Groningen

Methodologies for studying pedagogies of writing for publication

This fourth AILA symposium organized by the Research Network on Academic Publishing and Presenting in a Global Context addresses the necessity for continued rigorous research on the fast-moving developments in academic publishing around the world-including multilingual scholars' commitments to publishing in languages other than English, the emergence of English-medium journals published outside of Anglophone contexts, the potential and problems of open-access journals, evaluation metrics and regimes, and policies and pedagogies for publishing. The symposium therefore will focus on the development and deployment of a range of research methodologies used to investigate writing for publication in a global context, including the social practices of publishing, pedagogies for writing for publication, and texts written for publication. The morning session opens with a featured discussion of the 'text history' methodology developed by Lillis and Curry (2010) that enables researchers to trace the evolution of texts written for publication. The morning symposium includes two additional strands, one will focus on methodologies for researching publishing and presenting scholarly work and the afternoon strand will focus on research on studying pedagogies supporting writing for publication and another covering additional methodologies for investigating writing for publication. The symposium ends with a general discussion with audience.

Lillis, T., & Curry, M.J. (2010). Academic writing in a global context: The politics and practices of publishing in English. London: Routledge.

Conducting Qualitative Research on Pedagogies for Scholarly Writing: Challenges and Strategies

02:30 PM - 06:00 PM

Presenters :

Ju Chuan Huang, National Taiwan Ocean University

The Potential and Limitations of a Case Study Approach to Researching Publishing Pedagogies

02:30 PM - 06:00 PM

Presenters :

James Corcoran, Assistant Professor, York University

Ethnographic accounts of research publication trajectories as input for course evaluation and design

02:30 PM - 06:00 PM

Presenters :

Sally Burgess, Lecturer, University Of La Laguna

Training professional researchers in Romanian higher education – development opportunities for trainers and students alike

02:30 PM - 06:00 PM

Presenters :

Laura-Mihaela Muresan, Bucharest University Of Economic Studies

Tracking the Emergence of a Disciplinary Voice: An Application of Text History and Conversation Analysis

02:30 PM - 06:00 PM

Presenters :

Laurie Knox, Senior Lecturer, University Of Tennessee Knoxville

X 02:30 PM -
06:00 PM

● **Room 1**

S162 | Talking together, thinking together: Alignment in second language conversation and interaction

Speakers

Dwight Atkinson, University Of Arizona
 Huiyang Shen, Xi'an Jiaotong University
 Marije Michel, Co-chair AILA & Mentor, Groningen University
 Christine Appel, Open University Of Catalonia
 Bryan Smith, Arizona State University
 Marco Cappellini, Aix Marseille University, CNRS, LPL
 Benjamin Holt, University Of Lille
 Marion Coumel, University Of Warwick
 Vanja Vukovic, PhD Student, University Assistant, University Of Vienna
 Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

Moderators

Marije Michel, Co-chair AILA & Mentor, Groningen University
 Marco Cappellini, Aix Marseille University, CNRS, LPL
 Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

Alignment happens when interlocutors implicitly agree on the use of particular linguistic elements, such as words and multi-word expressions, structures, pronunciations, and prosody. Pickering and Garrod (2004) theorised alignment as the convergence of mental representations to reach shared understanding through aligning at all semiotic levels (e.g., phonetics, morphosyntax, gestures). Alignment has been widely studied in L1 interaction, both in experimental/psycholinguistic and in naturalistic conversations, seeing the phenomenon as an automatic, resource-free cognitive process. Less explored to date is the question whether and how alignment operates in L2 interaction. Rather than automatic, Costa et al. (2008) suggest that for a variety of reasons L2 alignment might include strategic choices. Alignment is a promising theoretical perspective in which to view L2 interaction, acquisition and pedagogy. It is a complementary framework in guiding our understanding of the dynamics of socio-cognitive processes in place during L2 interaction/acquisition and elaborating pedagogical approaches. In this symposium we aim to bring together researchers whose work approaches L2 alignment in a range of contexts, including face-to-face, online, and individual interaction with printed materials during writing among others. We hope to promote a pluridisciplinary approach, encompassing for instance psycholinguistics, NLP, SLA and discourse and interaction analysis.

Alignment in Applied Linguistics & Beyond

02:30 PM - 06:00 PM

Presenters :

Dwight Atkinson, University Of Arizona

Effects of Context on L2 Syntactic Alignment of Chinese Ba-construction

02:30 PM - 06:00 PM

Presenters :

Huiyang Shen, Xi'an Jiaotong University

Alignment of morphosyntactic structures during task-based text chat interaction among peers in an EAP classroom

02:30 PM - 06:00 PM

Presenters :

Marije Michel, Co-chair AILA & Mentor, Groningen University

Lexical and Syntactic Alignment during English-Spanish Teletandem Meetings

02:30 PM - 06:00 PM

Presenters :

Christine Appel, Open University Of Catalonia

Marije Michel, Co-chair AILA & Mentor, Groningen University

Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

Linguistic alignment and focus on form in task-based intra-institutional telecollaboration

02:30 PM - 06:00 PM

Presenters :

Bryan Smith, Arizona State University

Multimodal alignment in conversational side sequences

02:30 PM - 06:00 PM

Presenters :

Benjamin Holt, University Of Lille

Marco Cappellini, Aix Marseille University, CNRS, LPL

L2 speakers in interactions: The effects of lexical overlap, proficiency, attention and motivation on syntactic alignment

02:30 PM - 06:00 PM

Presenters :

Marion Coumel, University Of Warwick

A quantitative investigation of alignment processes in English as a lingua franca interactions

02:30 PM - 06:00 PM

Presenters :

Vanja Vukovic, PhD Student, University Assistant, University Of Vienna

Morphosyntactic alignment in L1-L2 task-based teletandem interaction

02:30 PM - 06:00 PM

Presenters :

Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

X 02:30 PM -
06:00 PM

● Room 1

S170 2/2 | The dynamics and challenges of teacher education for immersion and CLIL contexts: Preparing teachers to integrate language and content

Speakers

Susan Ballinger, McGill University

T.J. Ó Ceallaigh, Presenter, Mary Immaculate College

Corinne Mathieu, Assistant Professor, University Of Wisconsin - Green Bay

Paula Kristmanson, Director, University Of New Brunswick- Second Language Research Institute Of Canada

Felicitas Fein, University Of Koblenz-Landau

Nerea Villabona, University Of The Basque Country

Siv Björklund, Åbo Akademi University

Diane Tedick, University Of Minnesota

Moderators

Diane Tedick, University Of Minnesota

Ruth Fielding, Monash University

Andre Korporaal, AILA2021 Volunteer

Immersion and CLIL contexts have grown globally over the past several decades (e.g., Tedick, 2015; Mehisto & Genesee, 2015; Pérez-Cañado, 2016), and there are increasing calls for quality teacher education for CLIL and immersion teachers in a range of different contexts. Teacher education is a complex process, and additional factors add complexity to the education needs of immersion and CLIL teachers. Teaching in immersion or CLIL requires a special knowledge base and skill set that emphasize pedagogies for content and language integration (e.g., Llinares, Morton, & Whittaker, 2012; Lyster, 2007; Tedick & Zilmer, 2018). In this symposium we will explore international perspectives on the dynamics and challenges of teacher education for immersion and CLIL settings at all educational levels. The symposium will begin with featured speaker, Susan Ballinger (McGill University), who will focus on the importance of developing teachers' CLIL awareness (Lindahl, Baecher, & Tomas, 2015) while reporting on three recent projects in diverse content-based contexts. Symposium organizers Diane Tedick and Ruth Fielding invite proposals that are closely linked to the symposium theme at either pre-service or in-service levels to enable discussion of the needs and experiences of novice and more experienced CLIL and immersion teachers.

Teacher language awareness for content and language integration

02:30 PM - 06:00 PM

Presenters :

Susan Ballinger, McGill University

Transformed identities: the process of secondary immersion teacher development

02:30 PM - 06:00 PM

Presenters :

T.J. Ó Ceallaigh, Presenter, Mary Immaculate College

Muiris Ó Laoire, Presenter, Munster Technological University, Ireland

Máire Uí Chonghaile, Presenter, Mary Immaculate College, Ireland

Redesigning secondary Spanish immersion materials for content and language integration: A materials perspective on immersion teacher education

02:30 PM - 06:00 PM

Presenters :

Corinne Mathieu, Assistant Professor, University Of Wisconsin - Green Bay

Experiential and Embedded Professional Learning (PL) for Educators in Immersion and Multilingual Spaces

02:30 PM - 06:00 PM

Presenters :

Paula Kristmanson, Director, University Of New Brunswick- Second Language Research Institute Of Canada

Educating the educators – Which teacher competences are crucial for providing successful CLIL education?

02:30 PM - 06:00 PM

Presenters :

Felicitas Fein, University Of Koblenz-Landau

“We don’t correct the language but we learn in English”: CLIL teachers’ knowledge of language and content integration

02:30 PM - 06:00 PM

Presenters :

Nerea Villabona, University Of The Basque Country

Student teachers’ reflections and experiences of language sensitivity and scaffolding in immersion classrooms.

02:30 PM - 06:00 PM

Presenters :

Siv Björklund, Åbo Akademi University

Using a Rubric to Assess Preservice Immersion Teacher Development: Teacher Candidate and Supervisor Perspectives

02:30 PM - 06:00 PM

Presenters :

Diane Tedick, University Of Minnesota

x 02:30 PM -
06:00 PM

● Room 1

S176 | The Professional Bilingual. Interpreting Institutional Discourse

Speakers

Uldis Ozolins, Presenter, Western Sydney University

Sabine Braun, Director, Centre For Translation Studies, University Of Surrey

Jessica P. B. Hansen, University Of Oslo

Rahaf Farag, Research Associate, Johannes Gutenberg University Of Mainz

Mary Phelan, Dublin City University

Gry Sagli, Oslo Metropolitan University

Tatjana Felberg, Presenter, Oslo Metropolitan University- OsloMet

Hilde Fiva Buzungu, PhD Candidate, Oslo Metropolitan University

Magnus Dahnberg, Senior Lecturer, Stockholm University

Gro Hege Saltnes Urdal, Interpreter Trainer And Researcher , Western Norway University Of Applied Sciences

Elisabet Tiselius, Stockholm University

Hanne Skaaden, Workshop Organizer, Oslo Metropolitan University

Emre Murat Bozer, Bogaziçi University

Moderators

Hanne Skaaden, Workshop Organizer, Oslo Metropolitan University

Mieke Breukelman, AILA2021 Volunteer

In institutional encounters such as police interviews, doctor-patient consultations, court hearings and a plethora of other settings, interpreters serve high status professionals in their communication with clients and patients. Yet, the interpreters' own process of professionalization is underdeveloped, and the ways in which interpreting quality affects these professionals' exercise of discretion has received little attention. Since Cecilia Wadensjö's (1992, 1998) seminal studies on interpreting as interaction research on interpreting in institutional encounters has grown. Yet, the field still debates the value of its professional ethics. Moreover, a recent development is increased use of remote interpreting, where the interpreter interacts with the interlocutors via technological solutions. The technology seems to alter interactional aspects of importance to interpreting quality in ways that we have only started to explore. In the different interpreting settings mentioned, aspects of interpreting are yet to be explored as is the nature and underlying skills required for the different interpreting modes of remote vs onsite interpreting, short sequence consecutive vs. long sequence consecutive, sight translation and simultaneous interpreting. With focus on the interrelationship between practice, research and education the symposium invites poster and paper presentations that focus on different aspects of the process of interpreting and its professionalization.

Remote Interpreting: Technology, Interaction and Future Perspectives.

02:30 PM - 06:00 PM

Presenters :

Sabine Braun, Director, Centre For Translation Studies, University Of Surrey

Co-creating an interactional space in video-interpreted interaction

02:30 PM - 06:00 PM

Presenters :

Jessica P. B. Hansen, University Of Oslo

Turn taking in Arabic-German interpreter-mediated encounters via telephone

02:30 PM - 06:00 PM

Presenters :

Rahaf Farag, Research Associate, Johannes Gutenberg University Of Mainz

The United Nations sustainable development goals and public service interpreting

02:30 PM - 06:00 PM

Presenters :

Mary Phelan, Dublin City University

“Dangerous for the patient and very difficult for the healthcare personnel”: Involving healthcare educators in research on interpreting

02:30 PM - 06:00 PM

Presenters :

Gry Sagli, Oslo Metropolitan University

Tatjana Felberg, Presenter, Oslo Metropolitan University- OsloMet

Making the case for radical impartiality in interpreting

02:30 PM - 06:00 PM

Presenters :

Hilde Fiva Buzungu, PhD Candidate, Oslo Metropolitan University

Uldis Ozolins, Presenter, Western Sydney University

Combining Theory and Practice in Interpreter Training

02:30 PM - 06:00 PM

Presenters :

Magnus Dahnberg, Senior Lecturer, Stockholm University

Training deaf and hearing signed language interpreting students together. Exploring the experiences from the interpreter trainers' perspective

02:30 PM - 06:00 PM

Presenters :

Elisabet Tiselius, Stockholm University

Gro Hege Saltnes Urdal, Interpreter Trainer And Researcher , Western Norway University Of Applied Sciences

Deaf Sign Language Interpreters and the Market

02:30 PM - 06:00 PM

Presenters :

Gro Hege Saltnes Urdal, Interpreter Trainer And Researcher , Western Norway University Of Applied Sciences

Students developing their professional characteristics as interpreters for deafblind individuals

02:30 PM - 06:00 PM

Presenters :

Gro Hege Saltnes Urdal, Interpreter Trainer And Researcher , Western Norway University Of Applied Sciences

X 02:30 PM -
06:00 PM

● Room 1

S199 | ReN: Migrants in working life: language and global (im)mobilities

Speakers

Fiona O'Neill, University Of South Australia
Shaila Shams, Doctoral Candidate, Simon Fraser University
Emre Murat Bozer, Bogaziçi University
Irasema Mora-Pablo, University Of Guanajuato
Maiju Strömmer, University Of Jyväskylä
Florian Hiss, UiT The Arctic University Of Norway
Sanna Mustonen, University Of Jyväskylä
Kristina Humonen, Newcastle University Business School
Minna Suni, University Of Jyväskylä

Moderators

Jo Angouri, University Of Warwick
Julie Kerekes, University Of Toronto
Minna Suni, University Of Jyväskylä

Accessing work is a condition for migrants' settlement in the new country, a priority for national governments and international bodies and on all integration policy agendas. Crossing boundaries, however, is challenging and research has reported the barriers migrants face when going through prototypical gatekeeping events (e.g., job interviews) but also in daily practices at work. Linguistic gatekeeping research has shown repeatedly the nuanced ways in which those perceived as 'different' to 'us' are excluded from decision centers and are often kept in low positions even years after entering the 'new' market. Language provision for migrants and mobile workers is also increasingly tied to working life needs and practices, and more research has to analyse the inclusive or anti-inclusive effects of this trend. This panel aims to go beyond descriptive work in gatekeeping and language education studies and to provide a new way forward for theorizing and studying the field.

Communicative expertise in contemporary policing: navigating multilingual, multicultural interactions

02:30 PM - 06:00 PM

Presenters :

Fiona O'Neill, University Of South Australia

Language, Race, and Religion: An Ethnography of Skilled Bangladeshi Muslim Immigrants' Settlement in Canada

02:30 PM - 06:00 PM

Presenters :

Shaila Shams, Doctoral Candidate, Simon Fraser University

Construction of Expat Workplace Identities: Japanese Language Teachers in Istanbul

02:30 PM - 06:00 PM

Presenters :

Emre Murat Bozer, Bogaziçi University

“Neither from here nor from there”: Return migrants accessing job opportunities as English teachers at a high cost.

02:30 PM - 06:00 PM**Presenters :**

Irasema Mora-Pablo, University Of Guanajuato

Language and discursive practices governing workplace safety: A case of a multilingual mine in northern Finland**02:30 PM - 06:00 PM****Presenters :**

Maiju Strömmer, University Of Jyväskylä

Access and agency: Practical training as a L2 learning environment for migrants**02:30 PM - 06:00 PM****Presenters :**

Sanna Mustonen, University Of Jyväskylä

'Language policies? Maybe we should have some.' – Diversity at work between strategy and ideology**02:30 PM - 06:00 PM****Presenters :**

Florian Hiss, UiT The Arctic University Of Norway

"[They] thought I couldn't be a chef because I didn't speak Finnish"; negotiating professional roles in a multilingual setting.**02:30 PM - 06:00 PM****Presenters :**

Kristina Humonen, Newcastle University Business School

Jo Angouri, University Of Warwick

**x 06:30 PM -
07:30 PM****Cooking together in Gather.Town | Activity Center | Kitchens**

Do you have a (traditional) dish or drink which you would like to prepare live for and with other AILA delegates? During lunch and dinner times we have arranged some time slots, when others can join you in the virtual kitchen. We hope to have dishes/drinks from different parts of our AILA world! Do you want to host such a cooking session? Please sign up here (https://rug.eu.qualtrics.com/jfe/form/SV_bOVx9ytR1QeRMEu) and let us know what dish you wish to make.

Go to Gathertown! (<https://gather.town/app/nM0MiFeylg8bqcR/AILA%202021>)

**⌘ 07:00 PM -
08:00 PM**

Speed-Meeting

After a long congress day, it may be time for you to meet and mingle with other virtual delegates. This can be done by Speed-Meetings in which you get to talk for 4 minutes with a randomly selected delegate, and you can do as many rounds as you wish. Who knows who you will meet!

We will set the timer for one hour, but 30 minutes in total will be fine, too. We will repeat this activity tomorrow.

Join us here! (<https://app.joinglimpse.com/join?key=AD1140A>)

Thursday, August 19, 2021

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S032 1/2 | Data-driven learning: Expanding corpus-based applications and evaluating their effectiveness

Speakers

Ana Frankenberg-Garcia, University Of Surrey
Yurong Zheng, Mentor, Harbin Engineering University
Rezan Alharbi, King Saud University
Xiaoya Sun, Nanyang Technological University
Biagio Ursi, Aix-Marseille University
Virginie André, University Of Lorraine

Moderators

Alex Boulton, University Of Lorraine
Nina Vyatkina, University Of Kansas
Iryna Menke-Bazhutkina, AILA2021 Volunteer, University Of Groningen

Data-Driven Learning (DDL), i.e. teaching and learning languages with the help of corpora, has been shown to be effective and efficient for many pedagogical purposes and in various contexts. Nevertheless, in its canonical form it is still far from common educational practice. Furthermore, more methodologically rigorous empirical evaluations of DDL processes and outcomes are needed. To address these issues, we invite proposals that focus on one of two broad DDL strands: (1) DDL and open educational resources and practices. Proposals may address the use of open-access corpora in DDL, the development of open educational resources and practices in DDL (e.g., open educational tools, language and content course curricula, teacher and learner guides), DDL and the web/search engines, and more. (2) Empirical evaluation and research methodology in DDL. Proposals may report on quantitative, qualitative, or mixed-method empirical studies of DDL outcomes, behaviors, and representations in language and/or content courses, address intersections of DDL with other approaches and methodologies, or discuss methodological issues in DDL research. Collaborative proposals and proposals addressing DDL for languages other than English or beyond a university context are especially welcome.

Data-driven learning

Expanding corpus-based applications and evaluating their effectiveness

Morning (Alex)		Afternoon (Nina)
08:30–09:15 Ana Frankenberg-Garcia	Invited	14:30–15:15 Alex Boulton
09:15–09:35 Yurong Zheng	2 talks	15:15–15:35 Tanjun Liu & Shuo Yu
09:40–10:00 Rezan Alharbi		15:40–16:00 Bruna Sommer-Farias & Adriana Picoral
10:00–10:30	Coffee	16:00–16:30
10:30–10:50 Xiaoya Sun (& Guangwei Hu)	2 talks	16:30–16:50 John Liontas, Imelda Bangun & Siying Li
10:55–11:15 Biagio Ursi & Virginie André		16:55–17:15 Reka Jablonkai & Neva Cebren
11:15–12:00	Discussion	17:15–18:00
12:00–13:30 Lunch		
13:30–14:30 AILA plenary (Simone Pfenninger)		
Liverooms, Watch recording, Chat, Q&A, Break-out rooms		

Dynamic data-driven learning

08:30 AM - 12:00 Noon

Presenters :

Ana Frankenberg-Garcia, University Of Surrey

Corpus-driven Approach of English Vocabulary Learning at Chinese Tertiary Level Program

08:30 AM - 12:00 Noon

Presenters :

Yurong Zheng, Mentor, Harbin Engineering University

Learning L2 Non-Congruent Collocations: The Effect of a Corpus-assisted Contrastive Analysis and Translation Approach

08:30 AM - 12:00 Noon

Presenters :

Rezan Alharbi, King Saud University

Direct and Indirect Data-Driven Learning: Affordances and Constraints

08:30 AM - 12:00 Noon

Presenters :

Xiaoya Sun, Nanyang Technological University

Corpora in interaction: A conversational study of Data-Driven Learning interactions with the FLEURON database

08:30 AM - 12:00 Noon

Presenters :

Biagio Ursi, Aix-Marseille University

⌘ 08:30 AM -
12:00 Noon

● Room 1

S046 1/2 | English as a lingua franca as a multidimensional resource in professional communication

Speakers

Milene Mendes De Oliveira, Researcher, University Of Potsdam
 Tiina Räisänen, University Of Oulu
 Li-Chin Chen, National Taichung University Of Science & Technology
 Akiko Hagiwara, Tokyo University Of Pharmacy And Life Sciences
 Marcelo Concário, São Paulo State University - UNESP
 Aliya Aimoldina, AILA Solidarity Awardee, Kazakhstan Branch Of Lomonosov Moscow State University
 Alexandra Borschke, University Of Potsdam
 Iira Rautiainen, Doctoral Researcher, University Of Oulu
 Yuko Ikuta, Professor, Department Of International Understanding, Faculty Of International Studies. Chair, Bunkyo University Language Education Committee, Bunkyo University
 Marie-Luise Pitzl, Austrian Academy Of Sciences
 Miyuki Takino, Yokohama City University
 Paola Vettorel, University Of Verona
 Pentti Haddington, University Of Oulu
 Stefan Diemer, Trier University Of Applied Sciences
 Valeria Franceschi, University Of Verona
 Mauranen Anna, Symposium Convener, AFinLA

Moderators

Milene Mendes De Oliveira, Researcher, University Of Potsdam
 Tiina Räisänen, University Of Oulu
 Sanne Van Eijdsen, AILA2021 Volunteer, University Of Groningen

Globalization has strongly impacted professional communication. In this regard, English as a lingua franca (ELF) constitutes an essential resource in the multilingual repertoires of various professionals. It can be considered an asset that enables intercultural contact - and, on the best case scenario, intercultural understanding. Still, this common resource can also pose several difficulties arising from practitioners' different competences or intercultural misunderstandings at a conceptual level. Also, the contexts of use may be challenging for workers who may be forced to step out of their comfort zones and develop new repertoires, including drawing upon multimodal resources in meaning-making. This symposium aims at investigating both how English used as a lingua franca contributes to successful communication in various professional contexts and how it challenges interactants' emerging common ground. Therefore, we welcome contributions featuring empirical or theoretical studies and methodological accounts that shed light on the use of English as a lingua franca in professional communication and contribute to our understanding of English in its various manifestations in the era of globalization. We particularly welcome novel approaches to the study of English as a lingua franca at work. **For a detailed program, click [here](https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1628860048_s046Symposiumsprogram12082021.xlsx) (https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1628860048_s046Symposiumsprogram12082021.xlsx)**

In academic terms: English as the Lingua Franca

08:30 AM - 12:00 Noon

Presenters :

Mauranen Anna, Symposium Convener, AFinLA

Interculturality in simulated online (B)ELF interactions

08:30 AM - 12:00 Noon

Presenters :

Milene Mendes De Oliveira, Researcher, University Of Potsdam

Conceptualizations of English as a lingua franca in a globalizing start-up company: tensions between authenticity, formality and practicality

08:30 AM - 12:00 Noon

Presenters :

Tiina Räisänen, University Of Oulu

Does 'okay' mean different things in lectures by professors of English as lingua franca and natives?

08:30 AM - 12:00 Noon

Presenters :

Li-Chin Chen, National Taichung University Of Science & Technology

Modifiers in English-medium master's thesis defenses in Taiwan universities

08:30 AM - 12:00 Noon

Presenters :

Li-Chin Chen, National Taichung University Of Science & Technology

A Comparison of Metadiscourse Markers in Scientific Research Abstracts: An Interlanguage Study

08:30 AM - 12:00 Noon

Presenters :

Akiko Hagiwara, Tokyo University Of Pharmacy And Life Sciences

Kaoru Kobayashi, Tokyo University Of Agriculture

English as lingua franca: a brief report on the education of communication professionals in a Brazilian University

08:30 AM - 12:00 Noon

Presenters :

Marcelo Concário, São Paulo State University - UNESP

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S115 | Metaphor, argumentation, and political discourse: Metaphor as means of argumentation and persuasion

Speakers

Lydia Schebesta, University Of Bern

Ana Lalic, University Of Sarajevo

Djouroukoro Diallo, Research Associate, Center For The Study Of Language And Society (CSLS)

Lotte Van Poppel, Assistant Professor, University Of Groningen

Roosmaryn Pilgram, Assistant Professor, Leiden University

Moderators

Djouroukoro Diallo, Research Associate, Center For The Study Of Language And Society (CSLS)

Mieke Breukelman, AILA2021 Volunteer

In this symposium, the papers will discuss how metaphors link to argumentation in political discourse as well as to various epistemic contexts of language use. As metaphor and discourse are considered to be "beyond the sentence", the following papers of scholars are welcome in this symposium: relationship between argumentation, persuasion, political discourse and metaphors expressing power relations in healthcare, education, business, politics etc.

Argumentation, Political Discourse and Discursive Representation: A Discourse-Historical Analysis of the Political Discourse on Roma in Switzerland

08:30 AM - 12:00 Noon

Presenters :

Lydia Schebesta, University Of Bern

The metaphor and power discourse: political metaphors and indirect speech acts in a pre-modern Italian language variety

08:30 AM - 12:00 Noon

Presenters :

Ana Lalic, University Of Sarajevo

Conceptual metaphors as means of persuasion for exclusion in Swiss right-wing political discourse

08:30 AM - 12:00 Noon

Presenters :

Djouroukoro Diallo, Research Associate, Center For The Study Of Language And Society (CSLS)

Types of resistance to metaphor in argumentation

08:30 AM - 12:00 Noon

Presenters :

Lotte Van Poppel, Assistant Professor, University Of Groningen

Roosmaryn Pilgram, Assistant Professor, Leiden University

The Effect of Metaphor in Argumentation: A Quantitative Study on the Evaluation of Arguments that Contain Metaphors as Premises

08:30 AM - 12:00 Noon

Presenters :

Roosmaryn Pilgram, Assistant Professor, Leiden University

⌘ 08:30 AM -
12:00 Noon

● Room 1

S027 1/2 | Conversation Analysis and Interactional Linguistics in foreign language learning: understanding what provides for 'competent' interaction

Speakers

Satoko Hamamoto, Yasuda Women's University
Benio Suzuki, Utsunomiya University
Zachary Nanbu, Kobe University
Josephine Lee, Ewha Womans University
Hyun Sunwoo, Sogang University
Tim Greer, Kobe University
Daisuke Kimura, Tokyo Institute Of Technology
Joan Kelly Hall, The Pennsylvania State University
Katharina Kley, Rice University
Sam Schirm, University Of Waterloo
Tianfang Wang, Penn State University
Taiane Malabarba, University Of Potsdam

Moderators

Taiane Malabarba, University Of Potsdam
Dagmar Barth-Weingarten, University Of Potsdam
Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

Despite the growing body of research focused on language learners' interactional resources (e.g. Pekarek Doehler et al., 2018), too little is still known about learners' ability to employ linguistic and embodied resources to jointly engage in interactional practices for turn taking organization, turn design, repair, topic management, action accomplishment, etc. (Hall, Hellermann, and Pekarek Doehler, 2011; Wong and Waring, 2010). Therefore also what makes for "greater or less competence" (Waring 2018: 60) in a given situation is still to be established. Against this background, this symposium intends to gather studies on foreign language learners' interactional practices which will help us advance our understanding of L2 learners' interactional competence/repertoires/expertise (cf. Hall, 2018, 2019) and develop criteria for assessing it. It will specifically bring together scholars from Conversation Analysis and Interactional Linguistics to continue fleshing out how these approaches may advance SLA research. The papers' detailed examinations of the development of foreign language practices will thus contribute to classroom interaction research and at the same time help to provide novice and more experienced language teachers with necessary tools to support L2 learners in the development of their 'grammar-for-interaction' (Pekarek Doehler, 2018). Keywords: Conversation Analysis/ Interactional Linguistics; FL learning; Interactional competence; Classroom interaction.

Welcome to Part 1 of the symposium, Conversation Analysis and Interactional Linguistics in foreign language learning: understanding what provides for 'competent' interaction organized by Taiane Malabarba & Dagmar Barth-Weingarten (University of Potsdam). The symposium has the following structure:

- Watch the recorded video available on Dryfta
- Type your questions and comments to the Q&A area
- Join the live 5-min Q&A after each video

Please see the schedule below for the specific slots of each presentation. If you have any technical issues, please contact me via the Chat box or e-mail me tmalabar@uni-potsdam.de (mailto:tmalabar@uni-potsdam.de).

SCHEDULE

08:30 – 08:40 | Welcome and organizational matters

WATCH: 08:40 – 09:00 | Greer

LIVE: 09:00 – 09:05 | Q&A with Greer

WATCH: 09:05 – 09:25 | Lee

LIVE: 09:25 – 09:30 | Q&A with Lee

WATCH: 09:30 – 09:50 | Kimura

LIVE: 09:50 – 09:55 | Q&A with Kimura

WATCH: 09:55 – 10:15 | Suzuki

LIVE: 10:15 – 10:20 | Q&A with Suzuki

10:20 – 10:45 | COFFEE BREAK

WATCH: 10:45 – 11:05 | Sunwoo

LIVE: 11:05 – 11:10 | Q&A with Sunwoo

WATCH: 11:10 – 11:30 | Hamamoto

LIVE: 11:30 – 11:35 | Q&A with Hamamoto

WATCH: 11:35 – 11:55 | Nambu & Greer

LIVE: 11:55 – 12:00 | Q&A with Nambu & Greer

Coaxing competence: 'Feigned' non-understanding in roleplay interaction

08:30 AM - 12:00 Noon

Presenters :

Tim Greer, Kobe University

Recipient affiliation and interactional competence in EFL interaction

08:30 AM - 12:00 Noon

Presenters :

Josephine Lee, Ewha Womans University

Local enactment and ongoing expansion of biographical repertoires: Analysis of an English-mediated peer language tutorial

08:30 AM - 12:00 Noon

Presenters :

Daisuke Kimura, Tokyo Institute Of Technology

The role of L1 knowledge for L2 development in peer interaction in an EFL context

08:30 AM - 12:00 Noon

Presenters :

Benio Suzuki, Utsunomiya University

Developmental change in non-native English speaker's interactional competence: a case study of a Korean college student

08:30 AM - 12:00 Noon

Presenters :

Hyun Sunwoo, Sogang University

Assessment of Japanese ESL Learners' Interactional Competence during Their Study Abroad Program

08:30 AM - 12:00 Noon

Presenters :

Satoko Hamamoto, Yasuda Women's University

General and explicit test prompts: Their consequences for turn-taking and topic management in paired EFL discussion tests

08:30 AM - 12:00 Noon

Presenters :

Zachary Nanbu, Kobe University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S036 | Discourse on 'Disability' within Digital Media

Speakers

Konstanze Marx, Greifswald University
Annamária Fábián, University Of Bamberg
Igor Trost, University Of Passau

Moderators

Konstanze Marx, Greifswald University
Luisa Velásquez, AILA2021 Volunteer

Although disability is an established topic of discourse analysis in the social sciences, few studies have discussed it from a linguistic point of view. There is an increasing number of people living with disabilities worldwide following an impressive revolution in health care over the past 70 years. Moreover, the recent impact of digital media has made them more visible than ever. Therefore, the aim of this interdisciplinary panel is to explore public discourses on disability in digital media. The focus is threefold, as we would like to highlight the communication strategies and practices involved in talking about 'Disability' in public, examine the framing of disability in digital media and their cognitive impact on the public, analyze and reveal linguistic strategies and communication practices in the discourse of disability which are sensitive to people living with disabilities. Contributions from different linguistic fields, for instance discourse analysis, internet linguistics, cognitive linguistics, frame semantics and neurolinguistics are invited. They should undertake a multi-faceted analysis on disability in digital media and/or contribute to an awareness in the public of the power of language, the force of words and the linguistic mechanisms which contribute to the rise, maintenance and spread of prejudice and stereotypes in society.

Framing 'disability' in online political discourses on inclusive education of children living with disability

08:30 AM - 12:00 Noon

Presenters :

Igor Trost, University Of Passau

Framing 'disability' in German and in English tweets – Discourse Analysis and Corpus Linguistics

08:30 AM - 12:00 Noon

Presenters :

Annamária Fábián, University Of Bamberg

Speaking about sayability

08:30 AM - 12:00 Noon

Presenters :

Konstanze Marx, Greifswald University

**⌕ 08:30 AM -
12:00 Noon**

● Room 1

S041 1/2 | Early Foreign Language Learning in classroom settings

Speakers

Alessandra Corda, Amsterdam University Of Applied Sciences
 Wander Lowie, University Of Groningen
 Lieneke Ritzema, University Of Groningen
 Sakiko Yoneda, Tamagawa University
 Yoichi Nishimura, Seigakuin University
 Vi Thanh Son, Senior Lecturer, University Of Gothenburg
 Vera Savic, AILA Solidarity Awardee, University Of Kragujevac
 Claire Goriot, Postdoctoral Researcher, University Of Amsterdam/Wageningen University
 Barbara Hofer, Researcher, Lecturer, English Teacher, DYME Innsbruck University, Free University Of Bolzano
 Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht
 Sybille Heinzmann, Pedagogical University Of St. Gallen

Moderators

Alessandra Corda, Amsterdam University Of Applied Sciences
 Wander Lowie, University Of Groningen
 Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen

The growing tendency to start early with second language instruction seems to indicate that an early start has lasting advantages for L2 learning. However, evidence is mixed and there are many mediating factors affecting the L2 learning process. In this symposium we are inviting papers concerning research in early foreign language learning (EFL) in classroom contexts, describing and exploring variables affecting FL proficiency levels. These variables may be school and curriculum related (like age of onset, hours of instruction, type of instruction, group size) or student related (like language background, typological distance, extramural FL exposure, parents' attitude, personality, motivation, and willingness to communicate). Particularly relevant to this symposium is research carried on in areas with one officially recognized language, but with a growing multilingual population due to immigration. An interesting research question, as pointed out by Singleton & Pfenninger (2019), concerns the interplay between the home language(s) and the two languages learnt at school on foreign language proficiency levels. From a methodological point of view, only research acknowledging the complexity of early learning is relevant to this symposium, to stimulate the discussion on the impact of multiple factors on attained levels of FL proficiency.

S041 detailed programme, click here
 (https://drive.google.com/file/d/1mx2Wvr3TO671Wp6dH_BbJtABb1UGCGUV/view?usp=sharing)

Making sense of language competence: English CEFR levels of young learners in the Netherlands

08:30 AM - 12:00 Noon

Presenters :

Wander Lowie, University Of Groningen
 Alessandra Corda, Amsterdam University Of Applied Sciences
 Lieneke Ritzema, University Of Groningen

Relations between attained competence levels in English and individual differences: results from a Dutch national survey among young learners

08:30 AM - 12:00 Noon

Presenters :

Lieneke Ritzema, University Of Groningen

Measuring interactional oral competence related to CEFR levels among young learners: results from a Dutch national survey

08:30 AM - 12:00 Noon

Presenters :

Alessandra Corda, Amsterdam University Of Applied Sciences

Wander Lowie, University Of Groningen

Lieneke Ritzema, University Of Groningen

Examining the efficacy of a new Japanese Course of Study in enhancement of Japanese primary school pupils' English proficiency

08:30 AM - 12:00 Noon

Presenters :

Sakiko Yoneda, Tamagawa University

Yoichi Nishimura, Seigakuin University

Multiple factors on young language learners' linguistics knowledge in L2 learning.

08:30 AM - 12:00 Noon

Presenters :

Vi Thanh Son, Senior Lecturer, University Of Gothenburg

Acquiring Literacy in EFLL: Reading Strategies and Reading Success of EFL Learners

08:30 AM - 12:00 Noon

Presenters :

Vera Savic, AILA Solidarity Awardee, University Of Kragujevac

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S045 1/2 | Emotions and Second Language learning

Speakers

Kata Baditzné Pálvölgyi, Eötvös Loránd University
 Fernando Bustos
 Cristina Herrero Fernández, Nebrija University
 Margarita Planelles, Nebrija University
 Empar Devís Herraiz, Universitat De Barcelona
 Carmen Fonseca, Featured Speaker, University Of Huelva
 Mari Cruz Amorós Céspedes, University Of Alicante
 Dolors Font-Rotchés, University Of Barcelona
 Karina Oliveira De Paula, Texas Tech University
 Sanchez-Mesas Javier, Qatar University
 Antonio Fernández-García, University Of Huelva
 Irini Mavrou, Universidad Antonio De Nebrija | University College London
 Laura Martorell Morales, University Of Barcelona
 Marta Gallego García, PhD Student, Lecturer, Nebrija University, KU Leuven
 Muzakki Bashori, PhD Student, Radboud University Nijmegen
 Xiaoting Shi, Xi'an Jiaotong University
 Teresa Simon, PhD Candidate, Nebrija University
 Maureen Kendrick, University Of British Columbia

Moderators

Francisco José Cantero Serena, Head Of Applied Phonetics Laboratory, University Of Barcelona
 Dolors Font-Rotchés, University Of Barcelona
 Mark Van Huizen, AILA2021 Volunteer

Emotion research is mainly dominated by psychology and cognitive sciences where linguistics and language research still can contribute. But, the variability of emotions and of affective factors indicate the need to consider at least the following main subthemes to have a broader picture of emotions in language learning: Prosody and emotional expression. Prosodic features (intonational accent, intensity, duration), speech speed and pauses are extremely important because they provide significance (affection), i.e. allow the speaker to express emotions, (joy, sadness, anger, fear,...) or (DIS)courtesy or irony to interlocutors, key aspects to achieve a good communicative competence. Further analyses of how emotional expressions are prosodically characterised may explain how the language learners' communicative competence evolves. Emotions and intercultural communication. Emotions are cultural artifacts that can be explained by analysing the intercultural dimension. In plurilingual and pluricultural classrooms, exploring the analysis of emotions in different languages may help to understand learners' emotional reactions. Emotions and communicative contexts. In the foreign language classroom, productive communicative contexts can be activated through the proposal of different types of tasks that can feed students' curiosity. But, curiosity in the language classroom needs to be further studied in relation to meaningful interactions, to teachers' and learners' oral and written language production.

Expressing insecurity by prosodic features in the spontaneous speech of Hungarian learners of Spanish

08:30 AM - 12:00 Noon

Presenters :

Kata Baditzné Pálvölgyi, Eötvös Loránd University

Projecting emotions on texts: The relation between working memory capacity, emotional intelligence, and emotional vocabulary

in L2 writing.

08:30 AM - 12:00 Noon

Presenters :

Fernando Bustos

**Acquisition of the intonation of mitigating politeness in L2 Spanish
by Chinese immigrants in Spain**

08:30 AM - 12:00 Noon

Presenters :

Cristina Herrero Fernández, Nebrija University

Margarita Planelles, Nebrija University

Empar Devís Herraiz, Universitat De Barcelona

**Emotions, affective factors and emotional expression in the
language classroom**

08:30 AM - 12:00 Noon

Presenters :

Carmen Fonseca, Featured Speaker, University Of Huelva

**La expresión de las emociones por hablantes de ELE: ¿contexto o
prosodia?**

08:30 AM - 12:00 Noon

Presenters :

Mari Cruz Amorós Céspedes, University Of Alicante

**Emotion and Prosodic Features of Emphasis in Spanish Spoken by
Chinese People**

08:30 AM - 12:00 Noon

Presenters :

Dolors Font-Rotchés, University Of Barcelona

**Chinese EFL Learners' Cognition of Color and Color-Related
Emotional Expressions-In the Case of Red and Blue**

08:30 AM - 12:00 Noon

Presenters :

Xiaoting Shi, Xi'an Jiaotong University

**Intercultural climate in segregated classrooms: language, emotions
and gender**

08:30 AM - 12:00 Noon

Presenters :

Sanchez-Mesas Javier, Qatar University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S052 1/2 | Experiencing illness and disease. Putting perceptions and emotions into language

Speakers

Elena Semino, Lancaster University
Karina Frick, PostDoc, University Of Zurich
Susanne Kabatnik, University Of Greifswald
Susan Tamasi, Emory University
Carolyn Schneider, University Of Duisburg-Essen

Moderators

Daniel Knuchel, Moderator, University Of Zurich
Carolyn Schwegler, University Of Koblenz And Landau
Sannah Debreczeni, AILA2021 Volunteer

With the growing prevalence of technical possibilities in medicine and the digitalisation of (health-related) knowledge, new "normalities" evolve. On the one hand, individuals are increasingly confronted with a new (predictive) type of health-related information and decision-making. On the other hand, digital information about illnesses and diseases is emerging in an almost unmanageable abundance. From an individual's perspective, these developments lead to difficulties in finding and selecting valid and trustworthy health information. The new possibilities also create ambiguous conditions, such as the "healthy ill", which are accompanied by a variety of problems in subjective health perception and embodied experience. When these perceptions and experiences are communicated and manifest themselves in narrative structures, metaphorical expressions, or emotive sequences, they reveal underlying knowledge and coping strategies and, furthermore, can become objects of linguistic analysis. The goal of this symposium is to shed light on the complexity of such socio-semiotic constructions of experience: Different current approaches within applied linguistics such as metaphor analysis, analysis of narratives, or online communication provide useful tools to elucidate subjective experiences of illness and disease in times of medical technical and digital progress. Saskia Juenger (Health Sciences) and Elena Semino (Linguistics) will frame the symposium as keynote speakers.

S052 **detailed** **programme,** **click** **here**
(https://drive.google.com/file/d/19WVPatN6VkdN7Kz2CHeb_Gfg1p2qftDx/view)

Metaphor in the experience of illness

08:30 AM - 12:00 Noon

Presenters :

Elena Semino, Lancaster University

Illness and Disease Re-told: Writing About the Deceased

08:30 AM - 12:00 Noon

Presenters :

Karina Frick, PostDoc, University Of Zurich

Experiencing #depression on Twitter

08:30 AM - 12:00 Noon

Presenters :

Susanne Kabatnik, University Of Greifswald

Social Media as a Lens for Viewing Patient Perceptions of Healthcare

08:30 AM - 12:00 Noon

Presenters :

Susan Tamasi, Emory University

**"I have to be sincere, my mind is failing at times" Expressing
memory loss in the face of Alzheimer's Dementia**

08:30 AM - 12:00 Noon

Presenters :

Carolin Schneider, University Of Duisburg-Essen

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S053 | Extensive Reading for Specific Purposes in Second Language Acquisition

Speakers

Kiyomi Okamoto, Osaka University
Mami Yoshida, Kyoto University Of Foreign Studies
Marcel Vanamelsvoort, Juntento University
Yuko Hijikata, University Of Tsukuba
Cristina Tat, Kwansei Gakuin University
Paul Sevigny, Associate Professor, Ritsumeikan Asia Pacific University
Vicky A. Richings, Kobe Shoin Women's University
Noriko Hanabusa, Univ. Of Notre Dame
Geri Atanassova, Ohio State University
Thomas E Bieri, Moderator, Presenter, Nanzan University

Moderators

Thomas E Bieri, Moderator, Presenter, Nanzan University
Michelle Mattuzzi, AILA2021 Volunteer

Extensive reading (ER) is an instructional approach which involves providing learners with large amounts of comprehensible input often using texts which are graded for lexical and syntactical difficulty to match varied levels of linguistic competence among learners. How to best define the approach, what elements are essential or not, whether and how to assess it, what direct and indirect gains can be identified, and what specific purposes and settings it is useful for are all being discussed and debated among practitioners and theorists, with significant growth in interest and use in East and Southeast Asia. This full-day symposium, chaired by Thomas E. Bieri and Thomas N. Robb, includes various multimodal presentations addressing reading pedagogy for varied purposes and contexts and for promotion of lexical competence. The first strand commences with Kiyomi Okamoto presenting about an ER-based project in a community learning setting. The second strand begins with Charlie Browne presenting on intersections between extensive reading and contextualized vocabulary acquisition. Presentations addressing areas including the application of ER in diverse pedagogical settings and for varied purposes, including development of lexical competencies, and detailing how the variables in the environment and curriculum encourage or restrict implementation and outcomes follow the featured presenters.

HERO program: University outreach extensive reading scheme for professional development as a feasible language learning option for working adults

08:30 AM - 12:00 Noon

Presenters :

Kiyomi Okamoto, Osaka University

Bridging to ungraded novels: How can ER prepare L2 readers and what are effective approaches and strategies?

08:30 AM - 12:00 Noon

Presenters :

Mami Yoshida, Kyoto University Of Foreign Studies

Background Knowledge as a Moderating Factor in Extensive Reading Comprehension and Vocabulary Learning

08:30 AM - 12:00 Noon

Presenters :

Marcel Vanamelsvoort, Juntento University

Development of L2 Reading Attitude Through Extensive Reading

08:30 AM - 12:00 Noon

Presenters :

Yuko Hijikata, University Of Tsukuba

Reading to write, writing to read.

08:30 AM - 12:00 Noon

Presenters :

Cristina Tat, Kwansei Gakuin University

Community Literacy Activists: Amateur authors writing graded readers for specific purposes

08:30 AM - 12:00 Noon

Presenters :

Paul Sevigny, Associate Professor, Ritsumeikan Asia Pacific University

Shoichi Manabe, Ritsumeikan Asia Pacific University

Introducing a new university ER program using M-Reader:**Reflections on management**

08:30 AM - 12:00 Noon

Presenters :

Vicky A. Richings, Kobe Shoin Women's University

Simon Bibby, Kobe Shoin Women's University

Philip Spaelti, Kobe Shoin Women's University

From Extensive Reading to Extensive Listening/Viewing in the Japanese Classroom

08:30 AM - 12:00 Noon

Presenters :

Noriko Hanabusa, Univ. Of Notre Dame

Extensive reading in the beginning and intermediate Arabic FL classroom – effects on reading anxiety and attitudes towards reading

08:30 AM - 12:00 Noon

Presenters :

Geri Atanassova, Ohio State University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S054 1/2 | Fluidity and Fixity: Standards, networks and situated complexity in language and literacy practices

Speakers

Mike Baynham, University Of Leeds
Akiko Katayama, University Of Tokyo
Margaret Early, University Of British Columbia
Stef Slembrouck, Ghent University
Lara-Stephanie Krause, University Of Leipzig
Mastin PRINSLOO, Symposium Organizer, Presenter, University Of Cape Town
Carolyn McKinney, University Of Cape Town
Obaidul Hamid, The University Of Queensland, Australia
Sue Ollerhead, Macquarie University, Sydney
Maureen Kendrick, University Of British Columbia

Moderators

Lara-Stephanie Krause, University Of Leipzig
Mastin PRINSLOO, Symposium Organizer, Presenter, University Of Cape Town
Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

This symposium features studies of contrasting homogenizing and heterogenizing dynamics in language, literacy and semiosis. On one hand, there is a recent emphasis on the fluidity of linguistic and literacy dynamics, and on literacies as multiple. Monolingualist perspectives on language and unitary notions of literacy as always the 'same thing' have been problematized by research that pays attention to the contingency and dynamism of linguistic phenomena in terms of movement and fluidity. Recent attention to such concepts as spatialised repertoires, translanguaging, trans-semiotics and metrolingualism, amongst others, index these concerns in language and literacy studies. On the other hand, persistent standard language and literacy ideologies continue to stabilize the various zonings off of territories as sites of standardised language and literacies which come to dominate in institutional settings, such as in schooling. Thus, along with attention to movement and flow, of people as well as linguistic and semiotic resources, come renewed emphases on various kinds of borders rather than their transcendence, as seen in resistances to migration on the part of conservative nationalists as well as in the continued influence of linguistic, literacy and semiotic essentialisms. The papers grapple with these entangled dynamics of fluidity and fixity in multiple contexts.

From events to assemblages: transborder literacies in an embordered world

08:30 AM - 12:00 Noon

Presenters :

Mike Baynham, University Of Leeds

Being and staying “monolingual” : A rhizomatic analysis of life and language narrated by “Japanese-only” users

08:30 AM - 12:00 Noon

Presenters :

Akiko Katayama, University Of Tokyo

Digital stories as pedagogic possibility: Refugee background youth realizing literacies in and across geopolitical, social, emotional, and semiotic borders

08:30 AM - 12:00 Noon

Presenters :

Margaret Early, University Of British Columbia

Maureen Kendrick, University Of British Columbia

Translanguaging and “its volatile exchange rates”.

08:30 AM - 12:00 Noon

Presenters :

Stef Slembrouck, Ghent University

**Relanguaging in South African English classrooms: Between
languagING and languageS**

08:30 AM - 12:00 Noon

Presenters :

Lara-Stephanie Krause, University Of Leipzig

**‘Like Family’: Intimacy and discord between domestic workers and
their employers**

08:30 AM - 12:00 Noon

Presenters :

Mastin PRINSLOO, Symposium Organizer, Presenter, University Of Cape Town

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S063 | Implicit and incidental learning; Technology in teaching, assessing and learning; Language in Dietary Counseling

Speakers

Yang Liu, Beijing Institute Of Technology

Duy Van Vu, PhD Researcher, KU Leuven

Susanna Kouri, Project Manager, Vocational College Lappia

Dana Di Pardo Léon-Henri, Associate Professor And Researching Lecturer, University Of Bourgogne Franche-Comté, France

Yu-Feng Diana Yang, Associate Professor, National Sun Yat-Sen University

Moderators

Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen

Duy Van Vu, PhD Researcher, KU Leuven

Aline Oelen, AILA2021 Volunteer

This symposium consists of papers from three symposia that have been cancelled, but the authors wanted to present their papers; therefore, this is a 3 topic symposium;

the papers will be presented at the following times.

- 8.30-9.00 Nao-robot assists immigrants to learn and develop their Finnish language with tailor-made lessons at their workplaces (Susanna Kouri)
- 9.00-9.30 The Effects of Input Mode on the Implicit Learning of Classifier-Noun Collocations (Yang Liu)
- 9.30-10.0 A longitudinal study on the effect of mode of reading on incidental collocation learning and predictors of learning gains (Duy van Vu)

BREAK

- 10.30-11.00 Diagnostic Language Assessment and Evaluation with an Artificial Intelligence Virtual Trainer (AIVT) (Dana Di Pardo Leon-Henri)
- 11.00-11.30 Working for Challenges in an English Mobile Urban Game: English Language Learners and their Gaming Dialogues (Diana Yang)

Nao-robot assists immigrants to learn and develop their Finnish language with tailor-made lessons at their workplaces

08:30 AM - 12:00 Noon

Presenters :

Susanna Kouri, Project Manager, Vocational College Lappia

The Effects of Input Mode on the Implicit Learning of Classifier-Noun Collocations

08:30 AM - 12:00 Noon

Presenters :

Yang Liu, Beijing Institute Of Technology

A longitudinal study on the effect of mode of reading on incidental collocation learning and predictors of learning gains

08:30 AM - 12:00 Noon

Presenters :

Duy Van Vu, PhD Researcher, KU Leuven

Diagnostic Language Assessment and Evaluation with an Artificial Intelligence Virtual Trainer (AIVT)

08:30 AM - 12:00 Noon

Presenters :

Dana Di Pardo Léon-Henri, Associate Professor And Researching Lecturer, University Of Bourgogne Franche-Comté, France

Working for Challenges in an English Mobile Urban Game: English Language Learners and their Gaming Dialogues

08:30 AM - 12:00 Noon

Presenters :

Yu-Feng Diana Yang, Associate Professor, National Sun Yat-Sen University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S057 1/2 | Foreign/Second Language Education in Europe: post-war history and crosslinguistic perspectives

Speakers

Richard Smith, University Of Warwick
 Nathalie Van Der Sanden-Piva, University Of Grenoble
 Christiane Fäcke, University Of Augsburg
 Lucilla Lopriore, Roma Tre University
 Alice Gruber, Heilbronn University Of Applied Sciences
 Christine Vidon, Lecturer And Coordinator Of French Proficiency , University Of Groningen
 Claire Tardieu, Professor Of English Didactics, New Sorbonne University Paris 3
 Grégory Miras, Associate Professor, University Of Rouen
 Guillaume Gentil, Carleton University
 Shona Whyte, University Of Côte D'Azur

Moderators

Christiane Fäcke, University Of Augsburg
 Daan Van Soeren, AILA2021 Volunteer

This symposium proposes a comparative analysis of foreign language education and research since 1945 in different European countries. In spite of efforts by the Council of Europe to pursue consensual language policies, divergences in language policy and research traditions have led to fragmentation of the field and often miscommunication. In France, for example, FL specialists work in la didactique des langues rather than applied linguistics, and the terms Fremdsprachendidaktik and Glottodydaktyka reveal the continued existence of national traditions arising from country-specific terminology and disciplinary cultures. The AILA ReN Crosslinguistic perspectives on L2 studies seeks to improve collaboration across scholarly communities by comparing terms and concepts in second and foreign language teaching across languages and research cultures, and this symposium explores the historical reasons for these differences, which have been little studied from a country-comparative perspective.

S057 detailed programme, click here
 (https://drive.google.com/file/d/11O227sOnj9IjzaMz4pOgir0rvUk_cyHX/view?usp=sharing)

Unity and diversity in European language education: perspectives from historical research

08:30 AM - 12:00 Noon

Presenters :

Richard Smith, University Of Warwick

Foreign / Second Language Teaching in France and in the Netherlands after World War 2: traditions, stakes and goals.

08:30 AM - 12:00 Noon

Presenters :

Nathalie Van Der Sanden-Piva, University Of Grenoble

Curricula between Berlin and Bavaria. An Analysis of Language Teaching Methods in Germany since 1945 Reflected Through Language Curricula

08:30 AM - 12:00 Noon

Presenters :

Christiane Fäcke, University Of Augsburg

Cycles of hope and disenchantment: language education in England, 1960–2020

08:30 AM - 12:00 Noon

Presenters :

Richard Smith, University Of Warwick

Language policies, curriculum development and teaching materials: the interface between theory and practice in Italian foreign language education

08:30 AM - 12:00 Noon

Presenters :

Lucilla Lopriore, Roma Tre University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S074 | L2 writing research: The dynamics and complexity of writing development

Speakers

Gary Fogal, Sophia University
 Ryo Nitta, Rikkyo University
 Yurong Zheng, Mentor, Harbin Engineering University
 Junping Hou, AILA2020 Committee Member, Xi'an University; University Of Groningen
 Attila M. Wind, Assistant Lecturer, Eötvös Loránd University
 Marije Michel, Co-chair AILA & Mentor, Groningen University
 Alexander Imig, Chukyo University

Moderators

Gary Fogal, Sophia University
 Penny Heisterkamp, AILA2021 Volunteer
 Alexander Gilmore, Associate Professor, Tokyo University

The application of complex dynamic systems theory (CDST) to L2 writing scholarship has gained significant momentum over the past 15 years. As this research domain matures, there is now grounds to consider the past, present, and future of research on L2 writing from a CDST perspective. To this end, this symposium begins with Gary Fogal (Sophia University) as a featured speaker. Fogal will provide a descriptive report that underscores how said research has developed over these 15 years. Drawing on over 40 studies, Fogal will highlight thematic research strands that have surfaced in this time. This talk aims to help academics with varied interests to better understand the historical context of the field and to assist new researchers eager to join the conversation. In addition to Fogal, the symposium brings together experts with a wide range of interests to broaden the scope of CDST's contribution to understanding how various aspects of L2 writing develop, and more broadly for the field of applied linguistics, how such studies contribute to ongoing debates about the mechanisms driving language change. The symposium introduces a range of aspects related to CDST and L2 writing scholarship, including theory, research, praxis, and methods.

SCHEDULE

08:30 – 09:10: Fogal
 09:15 – 09:35: Nitta & Baba
 09:40 – 10:00: Zheng
 10:00 – 10:30: Break (break-out rooms available for socializing)
 10:30 – 10:50: Hou & Verspoor
 10:55 – 11:15: Wind
 11:20 – 11:40: Live session, general discussion and Q&A
 11:45 – 11:50: Poster Pitch: Imig & D'Angelo
 12:00 – 13:30: Lunch and opportunity to connect

Speakers will conclude their individual segments with a live 5-min Q&A, followed by another live panel session with all speakers at 11:20.

L2 writing scholarship from a complexity theory perspective: An overview of fifteen years of research
08:30 AM - 12:00 Noon

Presenters :

Gary Fogal, Sophia University

Understanding L2 writing development from the perspective of learner agency: Biographical retrodiction

08:30 AM - 12:00 Noon

Presenters :

Ryo Nitta, Rikkyo University

Kyoko Baba, Kinjo Gakuin University

Dynamic Lexical Richness in Chinese EFL Learners' Writing: A Longitudinal Learner Corpus-based Study

08:30 AM - 12:00 Noon

Presenters :

Yurong Zheng, Mentor, Harbin Engineering University

Coordination of linguistic subsystems as sign of automatization?

08:30 AM - 12:00 Noon

Presenters :

Junping Hou, AILA2020 Committee Member, Xi'an University; University Of Groningen

Coevolution of self-regulation and linguistic complexity in second language writing development

08:30 AM - 12:00 Noon

Presenters :

Attila M. Wind, Assistant Lecturer, Eötvös Loránd University

Epistemic Writing and Mediation – CEFR-informed Second-order Observations

08:30 AM - 12:00 Noon

Presenters :

Alexander Imig, Chukyo University

James DAngelo, Chair, Global Liberal Studies Major, Chukyo-University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S084 | Language teaching and learning in the classroom: challenges and opportunities for longitudinal research

Speakers

Elsa Tragant, Associate Professor, University Of Barcelona
 Leslie Piggott, Utrecht University
 Ingela Holmström, Stockholms Universitet
 Abid El Majidi, Utrecht University
 Maria Nelly Gutierrez Arvizu, Professor, Universidad De Sonora
 Hedi Kwakkel, PhD Student, Behavioural Science Institute / Radboud University
 Maria Coady, University Of Florida
 Chie Ogawa, Associate Professor, Kyoto Sangyo University
 Ronald Leow, Professor, Language Program Director, Georgetown University
 Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

Moderators

Saioa Cipitria, AILA2021 Volunteer, University Of Groningen
 Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht
 Leslie Piggott, Utrecht University

Many studies on the effect of instruction on second language acquisition apply short term interventions and focus on the acquisition of specific language features. Such studies have provided evidence for positive effects of explicit FFI on L2 acquisition (Norris & Ortega, 2000; Spada & Tomita, 2015). However, several scholars have stressed the need for classroom studies that are set in an ecologically valid environment, evaluate language development from a multi-componential view, and follow language development over a longer period of time. Longitudinal classroom studies meeting these requirements are rare, as indicates DeKeyser & Botana's recent literature review (2019) of 194 publications. Moreover, Larsen-Freeman (2015) argues that there is still a gap between findings of L2 learning and teaching studies on the one hand, and the practice of foreign language teachers on the other hand. This symposium will discuss research challenges and opportunities on longitudinal classroom studies in L2 acquisition. Contributions take a teaching pedagogical, a learning process or an outcome perspective. Discussion will focus on ways in which researchers and teachers can collaborate in such studies and how they can benefit from this collaboration. Participation by action researchers who are also language teachers or teacher educators, is encouraged.

Thinking strategically about longitudinal classroom research

08:30 AM - 12:00 Noon

Presenters :

Elsa Tragant, Associate Professor, University Of Barcelona

Teaching English as a foreign language with and without explicit form-focused instruction: teachers' account on a two-year intervention study

08:30 AM - 12:00 Noon

Presenters :

Leslie Piggott, Utrecht University

Developing the Swedish Sign Language teaching at an interpreter program through an action research-based project

08:30 AM - 12:00 Noon

Presenters :

Ingela Holmström, Stockholms Universitet

The potential of debate as an effective vehicle for L2 writing development in secondary education

08:30 AM - 12:00 Noon

Presenters :

Abid El Majidi, Utrecht University

Stories in language teaching: improving vocabulary and oral skills in public EFL elementary schools

08:30 AM - 12:00 Noon

Presenters :

Maria Nelly Gutierrez Arvizu, Professor, Universidad De Sonora

Predicting the development of phonological awareness in Dutch-English bilingual primary education

08:30 AM - 12:00 Noon

Presenters :

Hedi Kwakkel, PhD Student, Behavioural Science Institute / Radboud University

The 1963 Coral Way Bilingual Program: A Longitudinal Analysis

08:30 AM - 12:00 Noon

Presenters :

Maria Coady, University Of Florida

Form-focused Intervention on the Development of Japanese University Students' Oral Performances

08:30 AM - 12:00 Noon

Presenters :

Chie Ogawa, Associate Professor, Kyoto Sangyo University

Challenges in ISLA: Theoretical, empirical, methodological, pedagogical, and curricular

08:30 AM - 12:00 Noon

Presenters :

Ronald Leow, Professor, Language Program Director, Georgetown University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S096 2/2 | Made at Home: Family Language Policy in a Mobile World

Speakers

Michelle Mingyue Gu, The Education University Of Hong Kong

Åsa Palviainen, University Of Jyväskylä

Fatma Said , Assistant Professor In Applied Linguistics , Zayed University, UAE

Anna Ritter, University Of Regensburg

Natalia Ringblom, Stockholm University | Dalarna University

Kristin Vold Lexander, Inland Norway University Of Applied Sciences

Thi Minh Thu Bui, Monash University

Moderators

Xiao Lan Curdt-Christiansen, University Of Bath

Kristin Vold Lexander, Inland Norway University Of Applied Sciences

Ting Huang , AILA2021 Volunteer, Fudan University

Everything begins with the family, and language is the key to communication among family members for all types of endeavours. This is why Family Language Policy (FLP) matters. Whether explicit decisions on what language to use and what language to (dis)continue or implicit language practices within the family, FLP reflects broader societal attitudes and ideologies about languages, sociocultural values, sociopolitical positions and individual identities. We welcome submissions which address the following three sub-themes: Theme 1) includes families with transnational experiences and intercultural marriages. This theme focuses on how divergent cultural values and beliefs are negotiated and how changes in socio-political-cultural environments lead to changes in language practices. Theme 2) highlights studies undertaken in contexts where forceful political decisions and massive internal migration are taking place and where FLP interacts intensively with state and school policies. Theme 3) explores changes in technology and their impact on immediate and extended family members regarding FLP. It focuses on digitally-mediated communications in transnational, contemporary families across time and space. Featured Speakers: Prof Annick De Houwer (theme 1); Dr Mingyue GU (theme 2); Prof Åsa Palviainen (theme 3).

Constructing classed language ideologies and linguistic practices across borders: Family language policy in migrant families in Hong Kong

08:30 AM - 12:00 Noon

Presenters :

Michelle Mingyue Gu, The Education University Of Hong Kong

Data collection on digital practices in families: practical and ethical issues

08:30 AM - 12:00 Noon

Presenters :

Åsa Palviainen, University Of Jyväskylä

“She performs her reading like Shams!”: Digital applications and platforms as partners in parental language policy implementation

08:30 AM - 12:00 Noon

Presenters :

Fatma Said , Assistant Professor In Applied Linguistics , Zayed University, UAE

The impact of digital technologies on the language practices within the Russian-German immigrant families in Germany

08:30 AM - 12:00 Noon

Presenters :

Anna Ritter, University Of Regensburg

The real and virtual public space of Cyprus, Estonia and Sweden, its relevance to family language policy and language transmission

08:30 AM - 12:00 Noon

Presenters :

Natalia Ringblom, Stockholm University | Dalarna University

Heritage language use in digital family interaction: children's agency and parents' ideologies

08:30 AM - 12:00 Noon

Presenters :

Kristin Vold Lexander, Inland Norway University Of Applied Sciences

"I want to learn Vietnamese to speak to my grandma" – Intergenerational ties as key factor in family language policy

08:30 AM - 12:00 Noon

Presenters :

Thi Minh Thu Bui, Monash University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S097 1/2 | Maximising multilingual potential in schools

Speakers

Åsta Haukås, University Of Bergen
Linda Fisher, University Of Cambridge
Dieuwerke Rutgers, University Of Cambridge
Irina Tiurikova, University Of Bergen
André Storto, University Of Bergen
Euline Cutrim Schmid, Professor, University Of Education Schwäbisch Gmünd
Heike Speitz, University Of South-Eastern Norway
Aasne Vikøy, Western Norway University Of Applied Sciences
Shu-Chen Huang, National Chengchi University
Kathrin Wild, Europa University Flensburg
Marianne Turner, Monash University
Meng Liu, PhD Candidate, Presenter, University Of Cambridge
Tracey Costley, University Of Essex
Radha Iyer, Queensland University Of Technology
Michal Tannenbaum, Tel Aviv University

Moderators

Åsta Haukås, University Of Bergen
Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

The need to develop linguistic proficiency beyond English, to use the full linguistic repertoire to advance learning, and to help learners negotiate their future multilingual lives are just some of the demands placed on schools which, with the movement of people worldwide, are increasingly diverse spaces. This symposium will contribute to work exploring the challenge of maximising the multilingual potential of schools. Questions as to why and how schools can design and enact a multilingual policy are central. Our plenary speaker is Professor Britta Hufeisen (TU Darmstadt), who will present her model and strategies for developing schools as multilingual contexts in her talk 'Implementing a multilingual whole school policy'. Additional papers will be sought that address this sub-theme of policy with regard to multilingual schooling. Key to enacting any policy level plans at a classroom level are teachers. Our second sub-theme is, therefore, teachers' beliefs about multilingualism and multilingual pedagogies. The final sub-theme of multilingual identity is focused on the learners' conceptions of themselves as multilinguals, which has been shown to be conducive to aspects of language learning.

Developing multilingual identity in school – insights from two parallel studies

08:30 AM - 12:00 Noon

Presenters :

Linda Fisher, University Of Cambridge
Åsta Haukås, University Of Bergen

Understanding the role of multilingualism in educational achievement: Evidence from UK secondary schools

08:30 AM - 12:00 Noon

Presenters :

Dieuwerke Rutgers, University Of Cambridge

Multilingualism and Open-mindedness in secondary school students

08:30 AM - 12:00 Noon

Presenters :

Irina Tiurikova, University Of Bergen

Engaging schoolchildren in debates about multilingual schooling: challenges and potentials.

08:30 AM - 12:00 Noon

Presenters :

André Storto, University Of Bergen

A classroom-based investigation into pre-service EFL teachers evolving understandings of a plurilingual pedagogy to foreign language education

08:30 AM - 12:00 Noon

Presenters :

Euline Cutrim Schmid, Professor, University Of Education Schwäbisch Gmünd

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S100 | Multimodality in the Applied Linguistics of Teaching- & Learning-Related Interaction

Speakers

Steven Thorne, Portland State University | University Of Groningen
Sara Routarinne, University Of Turku
Keiko Yoshioka, Leiden University
Matteo Farina, University Of Adelaide | Flinders University
Helena Torres-Purroy, Associate Lecturer, University Of Lleida
Sònia Mas-Alcolea, University Of Lleida
Baohua Yu, The Education University Of Hong Kong
Matthias Grein, University Of Tübingen
Bernd Tesch, Full Professor, University Of Tübingen
Eton Churchill, Kanagawa University
Anamaria Sagre, University Of Arizona
Dwight Atkinson, University Of Arizona
Elif Burhan-Horasanlı, University Of Arizona
Amable Daiane Custodio Ribeiro, PhD Student In Second Language Acquisition & Teaching, University Of Arizona, USA
James Carpenter, Rikkyo University

Moderators

Dwight Atkinson, University Of Arizona
Elena Taylor
Lilly Göthe, Volunteer, University Of Groningen

Befitting a term beginning with "multi-," multimodality has been studied from diverse perspectives. This symposium focuses on approaches to multimodality involving multiple parties in interaction engaged in teaching- and/or learning-related activities ("teaching and learning-related" because some interaction studies, e.g., in CA-based research, can have meaningful implications for teaching/learning without focusing on them per se). Ultimately, teaching and learning take place through embodied interaction, involving a wide range of ecological-semiotic tools and affordances such as gesture, gaze, facial expression, non-gestural body movement, meaningful objects, text, emoticons, and virtual social structures (e.g., activity systems, genres, routines) (Block, 2014). Such resources together form dynamic "action packages" through which humans "inhabit each other's actions" (Goodwin, 2013:15), as commonly studied in the analysis of video-recorded--including computer-mediated (Meyer et al. 2017)--interaction. Teaching and learning have usually been studied apart from rather than a part of basic human interaction. As Goodwin pointed out, however, "pedagogy [and learning are] built into the organization of action itself" (2018, no page numbers). This symposium will contribute to applied linguistic research by elaborating on the richness, organization, and dynamicity of teaching- and learning-related interaction across modes, tools, and affordances.

The multimodal organization of action in teaching and learning in Mobile Augmented Reality

08:30 AM - 12:00 Noon

Presenters :

Steven Thorne, Portland State University | University Of Groningen

Taking notes in science class – epistemic positions in comprehensive school

08:30 AM - 12:00 Noon

Presenters :

Sara Routarinne, University Of Turku
Riitta Juvonen, University Of Helsinki

Are L2 mimetics expressive? Mimetics and accompanying gestures in motion event descriptions in L2 Japanese**08:30 AM - 12:00 Noon****Presenters :**

Keiko Yoshioka, Leiden University

Multimodality in Facebook interactions**08:30 AM - 12:00 Noon****Presenters :**

Matteo Farina, University Of Adelaide | Flinders University

Learning by doing, stumbling and communicating: a critical multimodal approach to scientists' expertise acquisition**08:30 AM - 12:00 Noon****Presenters :**

Helena Torres-Purroy, Associate Lecturer, University Of Lleida
Sònia Mas-Alcolea, University Of Lleida

The effect of integrating student-developed digital videos into teaching and learning on students' autonomy and digital literacy skills**08:30 AM - 12:00 Noon****Presenters :**

Baohua Yu, The Education University Of Hong Kong

Norms and practices in the foreign language classroom. From epistemological perspectives to interactional analysis and the reconstruction of practical logics**08:30 AM - 12:00 Noon****Presenters :**

Matthias Grein, University Of Tübingen
Bernd Tesch, Full Professor, University Of Tübingen

Intercorporeal X-Frames in Skill Learning**08:30 AM - 12:00 Noon****Presenters :**

Eton Churchill, Kanagawa University

Co-operative Action, Embodiment, and Multimodality in Second/Foreign Language Teaching-involved Learning**08:30 AM - 12:00 Noon**

Presenters :

Amable Daiane Custodio Ribeiro, PhD Student In Second Language Acquisition & Teaching, University Of Arizona, USA

Anamaria Sagre, University Of Arizona

Elif Burhan-Horasanli, University Of Arizona

Dwight Atkinson, University Of Arizona

Jorge Andres Mejia Laguna, Graduate Associate, Pontificia Universidad Javeriana / University Of Arizona

Veronica Oguilve, University Of Arizona

‘Let them Imagine’: How Congenitally Blind, Japanese EFL Students Achieve Socio-Cognitive Alignment**08:30 AM - 12:00 Noon****Presenters :**

James Carpenter, Rikkyo University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S117 | Problematizing Neoliberal Language Policy and Practice in English Medium of Instruction (EMI) Higher Education: Transnational Issues and Possibilities

Speakers

Peter De Costa, Michigan State University
Sara Hillman, Texas A&M University At Qatar
Heath Rose, University Of Oxford
Steven Yeung, Chinese University Of Hong Kong
Sandra Kouritzin, University Of Manitoba
Yingliang He, Penn State University
Penny Ding, Assistant Professor In Chinese Studies/Applied Linguistics, University Of Liverpool

Moderators

Peter De Costa, Michigan State University
Wendy Li, Nagoya University Of Commerce & Business
Curtis Green, Michigan State University

Given the neoliberal turn in language education (De Costa, Park & Wee, 2016; 2019) and the exponential rise in transnational higher education (TNHE) as mediated through the establishment of satellite campuses by Western universities, English-as-a-medium (EMI) of instruction (Macaro et al., 2018) has witnessed remarkable internationalization. From a language policy perspective, this recent development within this sector of education has, however, been criticized for its hegemonic and colonial tendencies (Phan, 2017) that shape the texture of the educational experience of mobile students who traverse physical and cultural borders. Building on this critique and recent research on university-based language policies (Hult & Kalkvist, 2016), our full-day symposium problematizes neoliberal EMI language policy and practice and adopts an ecological approach (Han, De Costa & Cui, 2019) to understand how English monolingual biases are negotiated within multilingual academic and social settings as various social actors engage in complex identity work that often results in individuals being sorted and sieved according to the various levels of capital that they possess. Using Western-partnered institutions in Asia and the Middle East as focal points, our international panel of presenters examines how students, faculty and administrators reclaim local languages through making strategic policy and pedagogical decisions.

Unpacking Profit and Pride in EMI Higher Education: How Universities Manage this Precarious Balancing Act

08:30 AM - 12:00 Noon

Presenters :

Peter De Costa, Michigan State University

Oscillating between pride and shame: Negotiating language and identity as a Qatari international branch campus student

08:30 AM - 12:00 Noon

Presenters :

Sara Hillman, Texas A&M University At Qatar

University policy trends for English medium instruction (EMI) in the wake of transnational campus growth in China

08:30 AM - 12:00 Noon

Presenters :

Heath Rose, University Of Oxford

A narrative inquiry of a Hong Kong Chinese-medium school graduate navigating local and overseas English-medium universities**08:30 AM - 12:00 Noon****Presenters :**

Steven Yeung, Chinese University Of Hong Kong

The impact of neoliberalism on university language programs**08:30 AM - 12:00 Noon****Presenters :**

Sandra Kouritzin, University Of Manitoba

Ratemyprofessors.com – Embodiment of Neoliberal Education**08:30 AM - 12:00 Noon****Presenters :**

Yingliang He, Penn State University

Tianfang Wang, Penn State University

The Impact of Language Policy on TESOL Teacher Education in a Sino-foreign Institution**08:30 AM - 12:00 Noon****Presenters :**

Penny Ding, Assistant Professor In Chinese Studies/Applied Linguistics, University Of Liverpool

Peter De Costa, Michigan State University

⌘ 08:30 AM -
12:00 Noon

● Room 1

S139 | ReN: Language teachers in the 21st century: Perspectives and Trajectories

Speakers

Ursula Stickler, Senior Lecturer, Open University
Jenny Mendieta, Learning Adviser, The University Of Auckland
Sundeep Dhillon, PhD Researcher, University Of Warwick
Lucilla Lopriore, Roma Tre University
Aline Germain-Rutherford, Vice Provost, Academic Affairs, University Of Ottawa
Martina Emke, Affiliated Researcher, The Open University
Patricia Vasconcelos Almeida, Universidade Federal De Lavras

Moderators

Aline Germain-Rutherford, Vice Provost, Academic Affairs, University Of Ottawa
Martina Emke, Affiliated Researcher, The Open University
Ursula Stickler, Senior Lecturer, Open University
Regine Hampel, The Open University
Niklas Abel, AILA 2021 Volunteer, University Of Groningen
Banafsheh Karamifar, University Of Ottawa
Sarah Heiser, Open University UK

In the last decade, demands on language teachers in terms of digital skills have risen in line with the growth of information and communication technology (ICT). Several training initiatives have been developed over the past years to support language teachers' development of digital skills for the 21st century. Additionally, many institutions offer awards for "model teachers", and organisations often design their training around the notion of a "good" or "ideal" teacher. However, a key consideration is whether these models of excellence are genuinely keeping pace with the rapidly changing societal demands and expectations implicit in communication in the 21st century. Based on this context our Symposium invites language educators and researchers, to provide answers to the following questions: How do institutional models for continuing professional development (CPD) and teaching excellence reflect changing societal demands and expectations implicit in communication in the 21st century? To what extent has the digital revolution affected notions of the "ideal" language teacher, perceptions of language teacher training needs, and current models of language teacher training? We are particularly interested in creating a picture of current needs, training provision for the 21st century and teachers' beliefs about the "ideal teacher" across different cultural perspectives.

08:30 - 08:35: Start, introducing the format of the symposium

08:35 - 08:40: **Perspectives and Trajectories of Language Teachers in the 21st Century – an overview**

08:40 - 08:50: Interview

08:50 - 08:55: **Investigating the perspectives of English for Academic Purposes (EAP) teachers on their development and experience of digital literacy skills**

08:55 - 09:05: Interview

09:05 - 09:10: **A narrative inquiry of language teacher leadership in the context of technological innovation**

09:10 - 09:20: Interview

09:20 - 09:30: Discussion

09:30 - 09:35: **A platform for celebrating plurilingualism – insights from the Lincore LITE E-portfolio project**

09:35 - 09:45: Interview

09:45 - 09:50: **English language teachers' and learners' perceptions and needs: emerging professional perspectives and trajectories from a 5-country**

investigation in multilingual classrooms.

09:50 - 10:00: Interview

10:00 - 10:30: Coffee break

10:30 - 10:35: **Freelance language teachers' Twitter-based professional development: New (career) opportunities and persistent challenges**

10:35 - 10:45: Interview

10:45 - 10:55: Discussion

10:55 - 11:00: **Ideals of language teachers – from past to future**

11:00 - 11:10: Interview

11:10 - 11:15: **Pre-service language teachers' technobiographies: understanding digital practices**

11:15 - 11:25: Interview

11:25 - 11:40: Future of the ReN

11:40 - 11:50: Discussion

11:50 - 12:00: Rounding up and closing remarks

Perspectives and Trajectories of Language Teachers in the 21st Century – an overview**08:30 AM - 12:00 Noon****Presenters :**

Ursula Stickler, Senior Lecturer, Open University

Aline Germain-Rutherford, Vice Provost, Academic Affairs, University Of Ottawa

Martina Emke, Affiliated Researcher, The Open University

Regine Hampel, The Open University

Banafsheh Karamifar, University Of Ottawa

Sarah Heiser, Open University UK

Investigating the perspectives of English for Academic Purposes (EAP) teachers on their development and experience of digital literacy skills**08:30 AM - 12:00 Noon****Presenters :**

Sundeep Dhillon, PhD Researcher, University Of Warwick

A narrative inquiry of language teacher leadership in the context of technological innovation**08:30 AM - 12:00 Noon****Presenters :**

Jenny Mendieta, Learning Adviser, The University Of Auckland

A platform for celebrating plurilingualism – insights from the Lindire LITE E-portfolio project**08:30 AM - 12:00 Noon****Presenters :**

Aline Germain-Rutherford, Vice Provost, Academic Affairs, University Of Ottawa

English language teachers' and learners' perceptions and needs: emerging professional perspectives and trajectories from a 5-country investigation in multilingual classrooms.**08:30 AM - 12:00 Noon**

Presenters :

Lucilla Lopriore, Roma Tre University
Sezen Bektas Yuksel, Bogaziçi University
Stefania Kordia, Hellenic Open University

Freelance language teachers' Twitter-based professional development: New (career) opportunities and persistent challenges

08:30 AM - 12:00 Noon

Presenters :

Martina Emke, Affiliated Researcher, The Open University

Ideals of language teachers – from past to future

08:30 AM - 12:00 Noon

Presenters :

Ursula Stickler, Senior Lecturer, Open University

Pre-service language teachers' technobiographies: understanding digital practices

08:30 AM - 12:00 Noon

Presenters :

Patricia Vasconcelos Almeida, Universidade Federal De Lavras

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S155 | Researching and Teaching Academic Genres in a Changing and Interconnected World

Speakers

Carmen Perez-Llantada, University Of Zaragoza
 Raffaella Negretti, Presenter, Chalmers University Of Technology
 Elina Vitikka, PhD Researcher, University Of Helsinki
 Sylvia Jaworska, University Of Reading
 Duygu Candarli, University Of Dundee
 Elisa Marchioro Stumpf, Federal University Of Rio Grande Do Sul
 Elif Burhan-Horasanli, University Of Arizona
 Dorothy Worden-Chambers, The University Of Alabama
 Jeroen Gevers, University Of Arizona

Moderators

Christine Tardy, Moderator, University Of Arizona
 Bruna Sommer-Farias, Michigan State University
 Jeroen Gevers, University Of Arizona

Scholarship into genre has provided a productive and generative lens for understanding academic communication. Much of this work, to date, has focused on high-stakes written academic genres like research articles or dissertations, often through discourse analysis of rhetorical structures, rhetorical strategies, and lexicogrammatical features. Less attention has been paid to the ever-increasing range of new academic genres and methods for analyzing and teaching them. Scholars increasingly disseminate their work through blogs, tweets, and video abstracts, and even more traditional text-based genres incorporate visuals and animations in many research areas. Students, too, create multimodal portfolios, Instagram projects, TED talks, and 3-minute thesis (3MT) presentations. Technologies have facilitated new genre ecologies, marked by hybridity, fluidity, and evolving forms of authorship. This symposium (organized by Jeroen Gevers, Christine Tardy, and Bruna Sommer-Farias) will explore the possibilities for research and teaching genre in today's dynamic world of communication. Our featured speaker, Carmen Pérez-Llantada, will discuss how writers work across genres and modes (visual and verbal), as well as across languages and language varieties to reach diverse audiences. We envision contributions to address genre from various theoretical, methodological, and pedagogical perspectives, emphasizing genre innovation and change amid increased mobility and interconnectedness.

Genres, science and Web 2.0: intersemiotic relationships in the digital space

08:30 AM - 12:00 Noon

Presenters :

Carmen Perez-Llantada, University Of Zaragoza

Communicating to heterogeneous audiences: How STEM PhD students manipulate conventions and achieve agency in research writing

08:30 AM - 12:00 Noon

Presenters :

Raffaella Negretti, Presenter, Chalmers University Of Technology

Constructing authorial voice and expertise in science-based non-fiction written by Finnish scholars**08:30 AM - 12:00 Noon****Presenters :**

Elina Vitikka, PhD Researcher, University Of Helsinki

Email signatures as generic wriggle rooms: Performing the academic self in online communication**08:30 AM - 12:00 Noon****Presenters :**

Sylvia Jaworska, University Of Reading

Lexico-grammatical variation in online academic forum posts across tasks, first language background, and writing quality**08:30 AM - 12:00 Noon****Presenters :**

Duygu Candarli, University Of Dundee

Reading and writing in Portuguese as an additional language: designing a course based on the academic literacies model**08:30 AM - 12:00 Noon****Presenters :**

Elisa Marchioro Stumpf, Federal University Of Rio Grande Do Sul

Researching occluded genres in STEM fields: A case study on academic socialization into responding to reviewer comments**08:30 AM - 12:00 Noon****Presenters :**

Elif Burhan-Horasanlı, University Of Arizona

The use of questions in English-medium Master's thesis defenses at Taiwan universities**08:30 AM - 12:00 Noon****Presenters :**

Li-Chin Chen, National Taichung University Of Science & Technology

EAP Teachers Developing Knowledge of Diverse Genres through the Unfamiliar Genre Project**08:30 AM - 12:00 Noon****Presenters :**

Dorothy Worden-Chambers, The University Of Alabama

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S158 | Shadowing as a Practice in Second Language Acquisition: Connecting Inputs and Outputs

Speakers

Shuhei Kadota, Professor, Kwansei Gakuin University
Naoya Hase, Symposium Co-organizer (S158), Kwansei Gakuin University
Emiko Kaneko, University Of Aizu
Yuka Muraoka, Seigakuin University
Hiroshi Nakanishi, Seinan Gakuin University
Kayoko Ito, One Of The Members Of Symposium, Koyasan University
Yutaka Yamauchi, Soka University

Moderators

Naoya Hase, Symposium Co-organizer (S158), Kwansei Gakuin University
Shuhei Kadota, Professor, Kwansei Gakuin University
Alsu Buiting

Shadowing is a technique for enhancing L2 acquisition, in which learners repeat speech aloud as they hear it, as precisely as possible, while continuing to listen attentively to the incoming speech, though so far the task has usually been considered to be effective only in improving L2 listening comprehension through immediate "online" repetition of input speech. However, Kadota (2019) suggests, based on theoretical and empirical research, that shadowing enhances L2 learning in four different ways: 1) Shadowing facilitates automatic perception of input speech, which leads to improvement of L2 listening skill (input effect). 2) Shadowing enhances L2 learners' subvocal rehearsal rates in a phonological working memory and accelerates intake or internalization of words, formulas, constructions, etc. (practice effect). 3) Shadowing promotes speaking at L2 by simulating parts of the cognitive process involved in speech production (output effect). 4) Shadowing develops L2 metacognitive monitoring and control, that is, the executive functions, by the executive working memory (metacognitive monitoring effect). The present symposium is intended to examine the empirical data on the effectiveness of shadowing practice, and to provide a forum for discussion for researchers and educators engaged in learning and teaching various languages as L2.

Shadowing as a Practice in Second Language Acquisition: Connecting Inputs and Output

08:30 AM - 12:00 Noon

Presenters :

Shuhei Kadota, Professor, Kwansei Gakuin University

Assessing Shadowing Training for Developing L2 Listening and Speaking: Focusing on Input and Output Effects

08:30 AM - 12:00 Noon

Presenters :

Shuhei Kadota, Professor, Kwansei Gakuin University

Effects of shadowing and elicited imitation on L2 speaking

08:30 AM - 12:00 Noon

Presenters :

Emiko Kaneko, University Of Aizu

Shadowing and L2 Fluency: Is Shadowing Practice Effective for Preparing for Speaking Tests?

08:30 AM - 12:00 Noon

Presenters :

Yuka Muraoka, Seigakuin University

An eye-tracking study on the influence of audiovisual cues on shadowing performance

08:30 AM - 12:00 Noon

Presenters :

Naoya Hase, Symposium Co-organizer (S158), Kwansei Gakuin University

The Effect of Attentional Direction on Specific Aspects of Language Processing: Japanese EFL Learners and Shadowing Training

08:30 AM - 12:00 Noon

Presenters :

Hiroshi Nakanishi, Seinan Gakuin University

An analysis of L2 learners' shadowing recordings and evaluations

08:30 AM - 12:00 Noon

Presenters :

Kayoko Ito, One Of The Members Of Symposium, Koyasan University

Effects of continuous shadowing practice on L2 overall proficiency improvement

08:30 AM - 12:00 Noon

Presenters :

Yutaka Yamauchi, Soka University

Kayoko Ito, One Of The Members Of Symposium, Koyasan University

Megumi Nishikawa, Tokai University

**I 08:30 AM -
12:00 Noon**

● Room 1

S159 | Sign language for all?

Speakers

Graham Turner, Heriot-Watt University
 Suvi Sipronen, University Of Jyväskylä
 Onno Crasborn, Organiser, Radboud University
 Mari Kakuta, Kanto Gakuin University
 Sarah Sheridan, Trinity College Dublin
 Rannveig Sverrisdóttir, University Of Iceland
 Juhana Salonen, Project Researcher, University Of Jyväskylä
 Helsa Borinstein, Sign Language Interpreter, Overseas Interpreting
 Natasha Parkins-Maliko
 Ren Kikukawa, Freelance Sign Language Instructor

Moderators

Onno Crasborn, Organiser, Radboud University
 Siemone Zuidema, AILA2021 Volunteer
 Helsa Borinstein, Sign Language Interpreter, Overseas Interpreting
 Natasha Parkins-Maliko

(This symposium is supported with sign-language interpretation) Sign languages are minority languages in all countries. Although increasingly receiving official recognition by national governments, the number of users of sign languages is not substantially changing. The large number of hard-of-hearing people (about 10% of Western populations) would appear to make visual communication a priority for all of society, however. Why is sign language not taught to all children from an early age, so that they can profit from it when they become hard of hearing themselves and in communication with people with hearing loss? This symposium aims to discuss two different sides of this question. On the one hand, there is the linguistic distinction between full-fledged sign languages and speech-supporting signs. To what extent should teaching methods focus on sign languages as full-fledged languages, or make use of the gradual learning curve that is enabled by acquiring speech-supporting signs first? Are there pedagogical or linguistic arguments for a clear choice? On the other hand, there are ethical issues related to the increasing use of sign language by hearing people. In most countries, there are already more sign language learners than native users. What does this mean for deaf communities and for sign languages?

-
- 08:30 - 08:40 Opening of symposium Onno Crasborn
 - 08:45 - 09:10 Video Keynote Graham Turner
 - LUMOS and other spells of British Sign Language: Who will be enlightened by the proposed spread of signing in Scotland?
 - 09:10 - 09:25 Live Discussion
 - 09:30 - 09:45 Video Presentation Suvi Sipronen & Laura Kanto
 - L1 and L2 fluency in Finnish Sign Language narratives
 - 09:45 - 09:55 Live Questions
 - 10:00 - 10:15 Video Presentation Mari Kakuta & Ren Kikukawa
 - Sign Language recognition by the Deaf in Japan : Case study on the Deaf views towards sign language
 - 10:15 - 10:20 Live Questions
 - 10:25 - 10:40 Video Presentation Sarah Sheridan
 - Changing Landscapes: The Role of (Hearing) Sign Language Learners in the Re-Vitalisation Debate
 - 10:40 - 10:45 Live Questions
 - 10:50 - 11:05 Video Presentation Rannveig Sverrisdóttir

- Complexities of language 'survance' in Iceland: Icelandic Sign Language for all is not a solution
- 11:05 - 11:10 Live Questions
- 11:15 - 11:30 Video Presentation Juhana Salonen & Antti Kronqvist
 - The contribution of corpus to sign language teaching in mainstream schools
- 11:30 - 11:35 Live Questions
- 11:40 - 11:50 Video Presentation Onno Crasborn
 - Use of speech-supporting signs by hearing speakers: a threat or an opportunity for deaf communities?
- 11:50 - 12:00 Live Questions & final discussion

LUMOS and other spells of British Sign Language: Who will be enlightened by the proposed spread of signing in Scotland?

08:30 AM - 12:00 Noon

Presenters :

Graham Turner, Heriot-Watt University

L1 and L2 fluency in Finnish Sign Language narratives

08:30 AM - 12:00 Noon

Presenters :

Suvi Sipronen, University Of Jyväskylä

Sign Language recognition by the Deaf in Japan : Case study on the Deaf views towards sign language

08:30 AM - 12:00 Noon

Presenters :

Mari Kakuta, Kanto Gakuin University

Ren Kikukawa, Freelance Sign Language Instructor

Revisioning the deaf community: the journey to developing a mixed-modality multilingual identity

08:30 AM - 12:00 Noon

Presenters :

Sarah Sheridan, Trinity College Dublin

Complexities of language 'survance' in Iceland: Icelandic Sign Language for all is not a solution

08:30 AM - 12:00 Noon

Presenters :

Rannveig Sverrisdóttir, University Of Iceland

The contribution of corpus to sign language teaching in mainstream schools

08:30 AM - 12:00 Noon

Presenters :

Juhana Salonen, Project Researcher, University Of Jyväskylä

Use of speech-supporting signs by hearing speakers: a threat or an opportunity for deaf communities?

08:30 AM - 12:00 Noon

Presenters :

Onno Crasborn, Organiser, Radboud University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S181 | The Third Wind of Language Learning Strategy Research

Speakers

Andrew D. Cohen, Professor Emeritus, University Of Minnesota
Isobel Kaihui Wang
Xuesong Gao, University Of New South Wales
Jingjing Hu, Sun Yat-sen University
Akihiko Sasaki, Professor, Mukogawa Women's University
Natsumi Wakamoto, Doshisha Women's College Of Liberal Arts
Yumiko Imai, Professor, Doshisha Women's College Of Liberal Arts
Michi Saki, Associate Professor , Doshisha Women's College Of Liberal Arts
Tomomi Otsuka, Associate Professor, Osaka Jogakuin College
Bao Tram Nguyen, Macquarie University
Teresa Hernandez-Gonzalez, Department Of Education - Concordia University
Pamela Gunning, Lecturer, Department Of Education - Concordia University
Heath Rose, University Of Oxford
Akiko Fukuda, Rikkyo University

Moderators

Nathan Thomas, UCL Institute Of Education / University Of Oxford
Heath Rose, University Of Oxford
Amanda Bruscatto, University Of Groningen

The field of language learning strategies has experienced a number of twists and turns since its initial inception. The first wind of strategy research can be described as early studies that began in the 1970's with an initial focus on what 'good' language learners did and is characterized by its very practical focus. The second wind, as described by Dornyei and Ryan (2015), refers to studies taking place at and shortly after the turn of the century that typically incorporate a sense of self-directedness (e.g. self-regulation, agency, and autonomy) in their more thorough theoretical foundation. The third wind, a term which we are proposing, pertains to very recent work that can be delineated into two, albeit often overlapping, categories: 1) the incorporation of complexity theory perspectives with language learning strategies and self-directedness (e.g. Oxford, 2017; Oxford, Lavine, Amerstorfer, 2018; Griffiths, 2018) and 2) a return to previous conceptualizations that allow for both self- and other-regulated strategy usage (e.g. Thomas & Rose, 2019; Thomas, Rose, & Pojanapunya, 2019/forthcoming). We are interested in receiving proposals that address these and other recent developments and attempt to advance the field with empirical studies that incorporate innovative research methods and/or contribute to ongoing theoretical discussions.

How Strategies Actually Combine in the Performance of Language Tasks

08:30 AM - 12:00 Noon

Presenters :

Andrew D. Cohen, Professor Emeritus, University Of Minnesota
Isobel Kaihui Wang

Advancing a sociocultural Perspective on bilingual students' self-regulated strategic learning

08:30 AM - 12:00 Noon

Presenters :

Xuesong Gao, University Of New South Wales
Jingjing Hu, Sun Yat-sen University

The use of smartphone-based L2 learning strategies: From other-regulation to self-regulation**08:30 AM - 12:00 Noon****Presenters :**

Akihiko Sasaki, Professor, Mukogawa Women's University

Developing listening comprehension ability by helping college students to explore listening strategies to use English as a global lingua franca**08:30 AM - 12:00 Noon****Presenters :**

Natsumi Wakamoto, Doshisha Women's College Of Liberal Arts

Yumiko Imai, Professor, Doshisha Women's College Of Liberal Arts

Michi Saki, Associate Professor , Doshisha Women's College Of Liberal Arts

Tomomi Otsuka, Associate Professor, Osaka Jogakuin College

English writing strategy use development during a four-year training program: A mixed -method design in a Vietnamese context.**08:30 AM - 12:00 Noon****Presenters :**

Bao Tram Nguyen, Macquarie University

Gamification of Language Learning Strategy Instruction: From Other-Regulated to Self-Regulated Strategic Behaviour**08:30 AM - 12:00 Noon****Presenters :**

Teresa Hernandez-Gonzalez, Department Of Education - Concordia University

Pamela Gunning, Lecturer, Department Of Education - Concordia University

Shifting attitudes in the self-study of English as a foreign language: A case study of self-regulated language learning**08:30 AM - 12:00 Noon****Presenters :**

Akiko Fukuda, Rikkyo University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S190 | Virtual Exchange: affordances and challenges

Speakers

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

Karina Doi, Doctoral Researcher (PhD Student), University Of Jyväskylä

Aparajita Dey-Plissonneau, Assistant Professor In French, Dublin City University

Timo Ahlers, University Of Potsdam

Sake Jager, Projectmanager Teaching And Learning Innovation / Assistant Professor Applied Linguistics, University Of Groningen

Hsin-Chou Huang, Professor, National Taiwan Ocean University

Françoise Blin, School Of Applied Language And Intercultural Studies, Dublin City University

Judit Hahn, Senior University Lecturer, University Of Jyväskylä

Moderators

Sake Jager, Projectmanager Teaching And Learning Innovation / Assistant Professor Applied Linguistics, University Of Groningen

May Wu

Gerdiertje Oggel, Lecturer/coordinator Of Spanish Proficiency, University Of Groningen

Hongying Peng, AILA2021 Volunteer, University Of Groningen

Among the reported learning benefits of virtual exchange (VE) - previously referred to as telecollaboration - are areas as diverse as learner autonomy (Fuchs, Hauck & Müller-Hartmann 2012; O'Rourke, 2006), linguistic accuracy and fluency (Ware & O'Dowd, 2008), intercultural awareness (Müller-Hartmann, 2000; O'Dowd, 2006; Ware, 2005), online intercultural communication skills (Belz & Müller-Hartmann, 2003; Lenkaitis, Calo, & Venegas Escobar, 2019; Müller-Hartmann, 2006), electronic literacy (Helm, 2014) and teacher development (Dooly & Sadler, 2013; The EVALUATE Group, 2019).

Among the challenges are issues such as failed communication in telecollaboration (O'Dowd & Ritter, 2006), issues related to varying levels of participants' multimodal communicative competence and their impact on learner interaction and intercultural communicative competence (Hauck, 2007), the interrelationship between multimodal literacy and social presence (Kern and Develotte, 2018; Satar, 2016), and group formation and task design (Müller-Hartmann & Kurek, 2016).

This symposium offers three separate yet interrelated foci:

- 1) VE and language education
- 2) VE and multimodality
- 3) VE and critical digital literacy

Its aim is to identify gaps and outline future directions in VE research such as the need to sharpen VE participants' critical lens (Darvin, 2017).

An outline for the symposium, with an overview of times for live and recorded sessions can be found here (<https://drive.google.com/file/d/1UMAbRnZRSL0JDBjU28jV1JcKR2k6VEi/view?usp=sharing>).

Virtual Exchange and Teacher Education: Finding our Digital Footing in a Changing World

08:30 AM - 12:00 Noon

Presenters :

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

Virtual Exchange between Japan and Finland: Discourse practices of self-presentation in students' online introductions

08:30 AM - 12:00 Noon

Presenters :

Karina Doi, Doctoral Researcher (PhD Student), University Of Jyväskylä

Judit Hahn, Senior University Lecturer, University Of Jyväskylä

Systemic Tensions and Breakdowns in Tutor- Tutee Interactions via Videoconferencing for L2 Learning and Teaching: An Activity Theoretical Study

08:30 AM - 12:00 Noon

Presenters :

Aparajita Dey-Plissonneau, Assistant Professor In French, Dublin City University

Françoise Blin, School Of Applied Language And Intercultural Studies, Dublin City University

L2 Learning on the couch: Game-based language learning in Social Virtual Reality (SVR)

08:30 AM - 12:00 Noon

Presenters :

Timo Ahlers, University Of Potsdam

Development of language proficiency, intercultural competence and critical digital literacy across the disciplines: Results from the EU-funded project EVOLVE

08:30 AM - 12:00 Noon

Presenters :

Sake Jager, Projectmanager Teaching And Learning Innovation / Assistant Professor Applied Linguistics, University Of Groningen

Engaging EFL Learners in Telecollaboration: Analyzing Online Interaction, Group Functionality, and Intercultural Effectiveness

08:30 AM - 12:00 Noon

Presenters :

Hsin-Chou Huang, Professor, National Taiwan Ocean University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S192 1/2 | Ways of 'becoming': Exploring new materialist perspectives in Educational Research

Speakers

Kate Pahl, Presenter, Manchester Metropolitan University
Cristina Ros I Sole, Lecturer, Goldsmiths
Kimie Yamamura, Assistant Professor, Aoyama Gakuin University
Gabriele Budach, University Of Luxembourg
Anastasia Badder, University Of Luxembourg
Aisha Ravindran, Simon Fraser University
Diane Dagenais, Professor, Simon Fraser University
Francis Bangou, Associate Professor, University Of Ottawa
Magali Forte, Simon Fraser University
Monica Waterhouse, Université Laval
Nicole Siffrinn, University Of Southern Maine

Moderators

Gabriele Budach, University Of Luxembourg
Seyit Omer Gok, AILA2021 Volunteer

Traditionally, educational research has focused on learning as human centered, designed along predetermined pathways, and leading towards anticipated outcomes. Growing diversity in student populations, the networked nature of communication, and the complex ways in which we identify and belong, profoundly challenge our ability to predict and anticipate what happens for people in learning, and in life. New materialist perspectives contribute importantly to revisiting existing educational theory, by approaching learning, meaning making and knowledge formation as processes of becoming and as open-ended, indeterminate and unpredictable (Deleuze and Guattari 1987). We welcome contributions exploring: (*) assemblages (Coleman & Ringrose 2013) of people and things, technology and infrastructure, and their entanglement and inter-action (Barad 2007) in processes of teaching, learning and researching (*) experimentation and co-creation (Bennett 2010) as transforming people and materials producing new meanings and ways of knowing (*) affect examining the role of sensibilities and unconscious knowing of the body and mind, as sources for knowledge that is 'not yet known' (Spinoza [1677] 1981) We invite contributions from a broad range of angles, including theoretical, methodological and empirical reflection on teaching, learning and researching in contexts of schools, communities and teacher education, as well as language policy and curriculum research.

Meaning matters: multimodality, (new) materialism and co-production in applied linguistics

08:30 AM - 12:00 Noon

Presenters :

Kate Pahl, Presenter, Manchester Metropolitan University

Styling the self in a multilingual world

08:30 AM - 12:00 Noon

Presenters :

Cristina Ros I Sole, Lecturer, Goldsmiths

Performing experiments with ants and bananas for EFL scientific writing: Alloplastic amalgamation shaping the assemblages of "science"

08:30 AM - 12:00 Noon**Presenters :**

Kimie Yamamura, Assistant Professor, Aoyama Gakuin University

Re-territorialising learning: The experience of time in stop frame animation**08:30 AM - 12:00 Noon****Presenters :**

Gabriele Budach, University Of Luxembourg

“But what does it mean?”: Exploring new potentials for text in a Talmud Torah class in Luxembourg**08:30 AM - 12:00 Noon****Presenters :**

Anastasia Badder, University Of Luxembourg

**x 10:00 AM -
11:00 AM****Discussion group: Internship under the threat of Pandemic @ GatherTown**

On behalf of the organizer of S156 we would like to invite AILA friends to join the discussion group.

The topic is related to Internship under the threat of Pandemic. The sub-topics will be included but not limited to:

1. Are we ready to go viral?
2. How to deal with remote interns hear and there?
3. What might happen if an internship takes place virtually or remotely?

Date: August 19 (Thursday) and

Time: 10:00-11:00 AM (Amsterdam Time).

Location: Classroom @ GatherTown
(<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

**x 12:00 Noon -
01:30 PM*****Lunch***

X 12:15 PM -
01:00 PM

Body-Mind-Recharge in Gather.Town | Activity Center

During all lunch times in between symposia, we can revitalize with Iryna, an international and multilingual yoga teacher with over 10 years of experience. She will guide the 45 minutes yoga & stretching break to help you recharge and rebuild your mental and physical resources. Every session, she will start with breathing practice for a better focus, continue with yoga postures for shoulders, chest and lower back and finish with grounding meditation. This session is suitable and accessible for all levels and all you need is comfortable clothes for stretching, a mat, a towel or a chair to sit on.

Go to Gathertown! (<https://gather.town/app/nM0MiFeylg8bqcR/AILA%202021>)

X 12:15 PM -
01:15 PM

Cooking together in Gather.Town | Activity Center | Kitchens

Do you have a (traditional) dish or drink which you would like to prepare live for and with other AILA delegates? During lunch and dinner times we have arranged some time slots, when others can join you in the virtual kitchen. We hope to have dishes/drinks from different parts of our AILA world! Do you want to host such a cooking session? Please sign up here (https://rug.eu.qualtrics.com/jfe/form/SV_bOVx9ytR1QeRMEu) and let us know what dish you wish to make.

Go to Gathertown! (<https://gather.town/app/nM0MiFeylg8bqcR/AILA%202021>)

1 01:30 PM -
02:30 PM

Room 1

Keynote Simone Pfenninger

Speakers

Merel Keijzer, AILA Organizational Committee Member And Symposium Organizer, University Of Groningen
Simone Pfenninger, University Of Salzburg

Moderators

Merel Keijzer, AILA Organizational Committee Member And Symposium Organizer, University Of Groningen
May Wu (AILA2021 Team)



Simone Pfenninger

(University of Salzburg, Austria)

Simone is one of the rising stars in our field. She has done important research on the evaluation of teaching methodologies and the age factor, but also more fundamental research on research methodology. She represents the future of AL at the conference.

Her topic will be questioning causality in applied linguistics and she will discuss dynamic methodological perspectives on the future of inferential goals and causal concepts.

Questioning causality in applied linguistics

01:30 PM - 02:30 PM

Presenters :

Simone Pfenninger, University Of Salzburg

X 02:30 PM -
06:00 PM

● **Room 1**

S032 2/2 | Data-driven learning: Expanding corpus-based applications and evaluating their effectiveness

Speakers

Alex Boulton, University Of Lorraine
 Tanjun Liu, Post Doc Researcher, Hong Kong Baptist University
 Bruna Sommer-Farias, Michigan State University
 Adriana Picoral, University Of Arizona
 John Liontas, University Of South Florida
 Imelda Bangun, University Of South Florida
 Siying Li, University Of South Florida
 Reka Jablonkai, University Of Bath
 Neva Cebon, Researcher And Lecturer, University Of Primorska

Moderators

Alex Boulton, University Of Lorraine
 Nina Vyatkina, University Of Kansas
 Iryna Menke-Bazhutkina, AILA2021 Volunteer, University Of Groningen

Data-Driven Learning (DDL), i.e. teaching and learning languages with the help of corpora, has been shown to be effective and efficient for many pedagogical purposes and in various contexts. Nevertheless, in its canonical form it is still far from common educational practice. Furthermore, more methodologically rigorous empirical evaluations of DDL processes and outcomes are needed. To address these issues, we invite proposals that focus on one of two broad DDL strands: (1) DDL and open educational resources and practices. Proposals may address the use of open-access corpora in DDL, the development of open educational resources and practices in DDL (e.g., open educational tools, language and content course curricula, teacher and learner guides), DDL and the web/search engines, and more. (2) Empirical evaluation and research methodology in DDL. Proposals may report on quantitative, qualitative, or mixed-method empirical studies of DDL outcomes, behaviors, and representations in language and/or content courses, address intersections of DDL with other approaches and methodologies, or discuss methodological issues in DDL research. Collaborative proposals and proposals addressing DDL for languages other than English or beyond a university context are especially welcome.

Data-driven learning

Expanding corpus-based applications and evaluating their effectiveness

Morning (Alex)		Afternoon (Nina)
08:30–09:15 Ana Frankenberg-Garcia	Invited	14:30–15:15 Alex Boulton
09:15–09:35 Yurong Zheng	2 talks	15:15–15:35 Tanjun Liu & Shuo Yu
09:40–10:00 Rezan Alharbi		15:40–16:00 Bruna Sommer-Farias & Adriana Picoral
10:00–10:30	Coffee	16:00–16:30
10:30–10:50 Xiaoya Sun (& Guangwei Hu)	2 talks	16:30–16:50 John Liontas, Imelda Bangun & Siying Li
10:55–11:15 Biagio Ursi & Virginie André		16:55–17:15 Reka Jablonkai & Neva Cebon
11:15–12:00	Discussion	17:15–18:00
12:00–13:30 Lunch		
13:30–14:30 AILA plenary (Simone Pfenninger)		
Liverooms, Watch recording, Chat, Q&A, Break-out rooms		

Empirical evaluation and research methodology in data-driven learning

02:30 PM - 06:00 PM

Presenters :

Alex Boulton, University Of Lorraine

Data-driven learning (DDL): Corpus use in the learning of Chinese resultative constructions by L2 learners of Chinese

02:30 PM - 06:00 PM

Presenters :

Tanjun Liu, Post Doc Researcher, Hong Kong Baptist University

Teachers' perceptions on open educational resources: Dynamic DDL and MACAWS

02:30 PM - 06:00 PM

Presenters :

Bruna Sommer-Farias, Michigan State University

Adriana Picoral, University Of Arizona

The Effectiveness of Corpus-Based Language Learning on EAP Students' Lexical Collocation Competence and Academic Writing Proficiency

02:30 PM - 06:00 PM

Presenters :

John Liontas, University Of South Florida

Imelda Bangun, University Of South Florida

Siying Li, University Of South Florida

Establishing some tentative principles for corpus-based ESP courses

02:30 PM - 06:00 PM

Presenters :

Reka Jablonkai, University Of Bath

Neva Cebon, Researcher And Lecturer, University Of Primorska

**X 02:30 PM -
06:00 PM**

● Room 1

S004 1/2 | Academic language proficiency and academic achievement of L2 and L1 students in higher education

Speakers

Ineke Vedder, Research Associate Amsterdam Center For Language And Communication, University Of Amsterdam

Jordi Heeren, KU Leuven

Veronica Benigno, Principal Research Scientist, Pearson Education

Franke Teunisse, Programme Manager Language Testing , Radboud In'to Languages, Radboud University Nijmegen

Eleonora Piangerelli, University Of Pavia | University Of Bergamo

Rakel Österberg, Stockholm University

Akiko Nagao, Ryukoku University

Danijela Trenkic, University Of York

Folkert Kuiken, University Of Amsterdam

James Broadbridge, Bunkyo Gakuin University

Weilei Zhang, Dean, Shanghai University Of International Business And Economics

Peter Collins, Professor , Tokai University

Verbra Pfeiffer, Senior Lecturer, Stellenbosch University

Yukiko Hatasa, Hiroshima University

Zainab M. Gaffas, Assistant Professor Of Applied Linguistics & ELT, Umm Al-Qura University

Moderators

Folkert Kuiken, University Of Amsterdam

Penny Heisterkamp, AILA2021 Volunteer

The symposium investigates the links between academic language proficiency and academic achievement in higher education among international students and home students. International students do not enjoy the same level of academic success as home students and are at a greater risk of failure. Similar issues have been reported for home students from less traditional backgrounds (so-called 'first generation students'), since large differences in language and literacy ability have been found among L1 students. L2 and L1 students thus appear to have many problems in common, as academic language is a special register that has to be learned by everyone. The symposium will focus on (i) the definition of academic language proficiency as a construct; (ii) both global and specific measures for assessing academic language proficiency; (iii) the influence of individual learner variables on academic language proficiency; (iv) academic language proficiency as a predictor of academic achievement; (v) the effect of a remedial language program. Addressing these issues is crucial not just for identifying students at risk and providing practical remediation, but also for a full understanding of language learning development at advanced levels. Symposium organizers: Folkert Kuiken and Ineke Vedder (University of Amsterdam). Featured speaker: Danijela Trenkic (University of York).

The interplay between academic language proficiency, remedial programs and academic achievement in higher education

02:30 PM - 06:00 PM

Presenters :

Ineke Vedder, Research Associate Amsterdam Center For Language And Communication, University Of Amsterdam

Academic language proficiency as a predictor of university achievement in language minority speakers: implications for language support and policy

02:30 PM - 06:00 PM

Presenters :

Jordi Heeren, KU Leuven

Validity arguments for the automated assessment of English academic proficiency

02:30 PM - 06:00 PM

Presenters :

Veronica Benigno, Principal Research Scientist, Pearson Education

No more students under the RADAr: Developing and implementing a diagnostic assessment and remedial programme for academic communication.

02:30 PM - 06:00 PM

Presenters :

Franke Teunisse, Programme Manager Language Testing , Radboud In'to Languages, Radboud University Nijmegen

Translanguaging in a collaborative summary writing task among university students of immigrant background

02:30 PM - 06:00 PM

Presenters :

Eleonora Piangerelli, University Of Pavia | University Of Bergamo

Advanced literacy in the academic written production of bilingual users of Swedish and Spanish as a Heritage Language. Cross-linguistic influence.

02:30 PM - 06:00 PM

Presenters :

Rakel Österberg, Stockholm University

Alejandra Donoso, Senior Lecturer In Spanish, Linneaus University

Enrique Sologuren, Senior Lecturer And Researcher, Universidad De Chile

**X 02:30 PM -
06:00 PM**

● Room 1

S009 | Applied Linguistics and Language Teaching in a Neo-Nationalist Era

Speakers

Bryan Meadows, Seton Hall University

Aleksandra Kasztalska, Boston University

Liana Konstantinidou, Zurich University Of Applied Sciences

Paul McPherron, Hunter College Of The City University Of New York (CUNY)

Kyle McIntosh, Assistant Professor Of English & Writing, University Of Tampa

Moderators

Kyle McIntosh, Assistant Professor Of English & Writing, University Of Tampa

Paul McPherron, Hunter College Of The City University Of New York (CUNY)

This symposium will explore how resurgent nationalism across the world requires us to re-examine our theories and practices as we contend with political forces that seek to limit the movement of people, goods, and services across borders and, in many cases, to enact violence upon those with linguistic and/or ethnic backgrounds that differ from the dominant culture. Some questions that the symposium will address are: How does rising dissatisfaction with globalization, especially among the working class, affect public perception of second and/or foreign language learning and learners? Could neo-nationalism in some countries be seen as a corrective measure to the hegemony of English and Anglo-American power? How might the field of applied linguistics reaffirm a commitment to multilingualism and multiculturalism in opposition to nationalist ideologies without sounding like apologists for neoliberalism? To address these questions, presenters will offer illustrations and analysis of recent neo-nationalist movements in disparate contexts such as China, the United States, Germany, Canada, and elsewhere. The presentations will point to historical understandings and practical actions in response to the binary of nationalism versus neo-liberalism that many language educators and policy makers find themselves in across the globe.

Neo-nationalism, xenophobia, and language-in-education policy: Critical Discourse Analysis of state-level legislative proposals in the United States

02:30 PM - 06:00 PM

Presenters :

Bryan Meadows, Seton Hall University

Language Ideologies and English Language Teaching in Poland

02:30 PM - 06:00 PM

Presenters :

Aleksandra Kasztalska, Boston University

Aleksandra Swatek

Mobility or migration? Linguistic Participation or Integration? A novel curriculum in Applied Linguistics

02:30 PM - 06:00 PM

Presenters :

Liana Konstantinidou, Zurich University Of Applied Sciences

The changing role of English and foreign language teaching in China in a neo-nationalist era

02:30 PM - 06:00 PM

Presenters :

Paul McPherron, Hunter College Of The City University Of New York (CUNY)

Kyle McIntosh, Assistant Professor Of English & Writing, University Of Tampa

⌘ 02:30 PM -
06:00 PM

● Room 1

S027 2/2 | Conversation Analysis and Interactional Linguistics in foreign language learning: understanding what provides for 'competent' interaction

Speakers

Taiane Malabarba, University Of Potsdam
Joan Kelly Hall, The Pennsylvania State University
Carmen Taleghani-Nikazm, Professor, The Ohio State University
Katharina Kley, Rice University
Tianfang Wang, Penn State University
Shuyuan Liu, Queen's University
Yingliang He, Penn State University
Benio Suzuki, Utsunomiya University
Daisuke Kimura, Tokyo Institute Of Technology
Josephine Lee, Ewha Womans University
Sam Schirm, University Of Waterloo
Satoko Hamamoto, Yasuda Women's University
Hyun Sunwoo, Sogang University
Tim Greer, Kobe University
Zachary Nanbu, Kobe University
Budimka Uskokovic, The Ohio State University

Moderators

Taiane Malabarba, University Of Potsdam
Dagmar Barth-Weingarten, University Of Potsdam
Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

Despite the growing body of research focused on language learners' interactional resources (e.g. Pekarek Doehler et al., 2018), too little is still known about learners' ability to employ linguistic and embodied resources to jointly engage in interactional practices for turn taking organization, turn design, repair, topic management, action accomplishment, etc. (Hall, Hellermann, and Pekarek Doehler, 2011; Wong and Waring, 2010). Therefore also what makes for "greater or less competence" (Waring 2018: 60) in a given situation is still to be established. Against this background, this symposium intends to gather studies on foreign language learners' interactional practices which will help us advance our understanding of L2 learners' interactional competence/repertoires/expertise (cf. Hall, 2018, 2019) and develop criteria for assessing it. It will specifically bring together scholars from Conversation Analysis and Interactional Linguistics to continue fleshing out how these approaches may advance SLA research. The papers' detailed examinations of the development of foreign language practices will thus contribute to classroom interaction research and at the same time help to provide novice and more experienced language teachers with necessary tools to support L2 learners in the development of their 'grammar-for-interaction' (Pekarek Doehler, 2018). Keywords: Conversation Analysis/ Interactional Linguistics; FL learning; Interactional competence; Classroom interaction.

Welcome to Part 2 of the symposium, Conversation Analysis and Interactional Linguistics in foreign language learning: understanding what provides for 'competent' interaction organized by Taiane Malabarba & Dagmar Barth-Weingarten (University of Potsdam). The symposium has the following structure:

- Watch the recorded video available on Dryfta
- Type your questions and comments to the Q&A area
- Join the live 5-min Q&A after each video

Please see the schedule below for the specific slots of each presentation. If you have any technical issues, please contact me via the Chat box.

SCHEDULE

14:30 – 14:50 | CANCELLED

14:50 – 14:55

WATCH: 14:55 – 15:15 | Malabarba

LIVE: 15:15 – 15:20 | Q&A with Malabarba

WATCH: 15:20 – 15:40 | Schirm, Uskokovic & Taleghani-Nikazm

LIVE: 15:40 – 15:45 | Q&A with Schirm, Uskokovic & Taleghani-Nikazm

WATCH: 15:45 – 16:05 | Kley & Kunitz

LIVE: 16:05 – 16:10 | Q&A with Kley & Kunitz

WATCH: 16:10 – 16:30 | Wang, He, Khor, Liu, Kelly Hall & Wang

LIVE: 16:30 – 16:35 | Q&A with Wang, He, Khor, Liu, Kelly Hall & Wang

16:40 – 17:00 | COFFEE BREAK

WATCH: 17:00 – 17:30 | Featured speaker: Joan Kelly Hall

LIVE: 17:30 – 17:55 | Q&A + Final discussion

17:55 – 18:00 | Closing

18:00 – 19:00 | DRINKS AND POSTERS IN DEDICATED POSTER AREA / MEETING AT GATHERTOWN

Accomplishing requests over time in WhatsApp interaction: evolving linguistic repertoires or increased entitlement?

02:30 PM - 06:00 PM

Presenters :

Taiane Malabarba, University Of Potsdam

The competence in little words: Response patterns in German L2 interaction

02:30 PM - 06:00 PM

Presenters :

Sam Schirm, University Of Waterloo

Budimka Uskokovic, The Ohio State University

Carmen Taleghani-Nikazm, Professor, The Ohio State University

Expanding topics in beginning foreign language peer-to-peer interactions: Examples from Chinese and German

02:30 PM - 06:00 PM

Presenters :

Katharina Kley, Rice University

Learner's awareness of embodied resources in classroom interaction

02:30 PM - 06:00 PM

Presenters :

Tianfang Wang, Penn State University

Yingliang He, Penn State University

Shuyuan Liu, Penn State University

Yuanheng Wang, Ph.D. Candidate In Applied Linguistics, The Pennsylvania State University

**The interdependent relationship between the linguistic designs of
L2 teacher questions and L2 learners' developing interactional
repertoires**

02:30 PM - 06:00 PM

Presenters :

Joan Kelly Hall, The Pennsylvania State University

X 02:30 PM -
06:00 PM

● Room 1

S038 | Does task modality matter? Understanding linguistic differences across oral and written tasks

Speakers

Charlene Polio, Michigan State University
 Hyung-Jo Yoon, California State University, Northridge
 Parvaneh Tavakoli, University Of Reading
 Phuong-Thao Duong, KU Leuven
 Myeongeun Son, Nagoya University Of Commerce & Business
 Janire Zalbidea, Temple University
 Minkyung Kim, Nagoya University Of Commerce And Business

Moderators

Charlene Polio, Michigan State University
 Alsu Buiting

This full-day symposium focuses on issues related to task modality and their effects on second language performance and development. Tasks came to the forefront in the realm of various conceptions of task-based language teaching as well as in the realm of variation in second language oral performance. Over the past few years, with the recognition that writing can facilitate second language learning, researchers have begun trying to understand how task modality can affect language production (Gilabert, Manchón, & Vasylets, 2016). The first featured talk (Polio & Yoon) will discuss the history of and rationale for extending research on task complexity from oral to written language as well as the associated theoretical and methodological problems in doing so. We will solicit empirical studies that address task modality with regard to, but not limited to, task complexity, task repetition, effects of performing oral versus written tasks on short-term and long-term learning, and transfer of learning across modalities. The symposium will end with a second featured talk (Tavakoli) focusing on the relationship between the findings emerging from this body of research and the implications they offer to professional practice in L2 teaching and assessment.

Task differences in writing versus speaking: Apples and oranges?

02:30 PM - 06:00 PM

Presenters :

Charlene Polio, Michigan State University
 Hyung-Jo Yoon, California State University, Northridge

The role of modality in L2 language development

02:30 PM - 06:00 PM

Presenters :

Myeongeun Son, Nagoya University Of Commerce & Business

Linguistic Features Linked to Higher Rated Language Use During Second Language Speaking and Writing Performance: A Cross-Modality Study

02:30 PM - 06:00 PM

Presenters :

Minkyung Kim, Nagoya University Of Commerce And Business

Task modality, working memory, and L2 outcomes: An individual-differences approach

02:30 PM - 06:00 PM

Presenters :

Janire Zalbidea, Temple University

Task-modality effects: From theory to practice

02:30 PM - 06:00 PM

Presenters :

Parvaneh Tavakoli, University Of Reading

Tasks across modalities: The effects of Input-based and Output-based Tasks on vocabulary learning in oral and written mode

02:30 PM - 06:00 PM

Presenters :

Phuong-Thao Duong, KU Leuven

**X 02:30 PM -
06:00 PM**

● Room 1

S041 2/2 | Early Foreign Language Learning in classroom settings

Speakers

Vanessa Dewilde, Ghent University

Barbara Hofer, Researcher, Lecturer, English Teacher, DYME Innsbruck University, Free University Of Bolzano

Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

Sybille Heinzmann, Pedagogical University Of St. Gallen

Claire Goriot, Postdoctoral Researcher, University Of Amsterdam/Wageningen University

Roeland Van Hout, Radboud University

Jan Willem Chevalking, External PhD Candidate, Radboud University

Moderators

Alessandra Corda, Amsterdam University Of Applied Sciences

Wander Lowie, University Of Groningen

Siemone Zuidema, AILA2021 Volunteer

The growing tendency to start early with second language instruction seems to indicate that an early start has lasting advantages for L2 learning. However, evidence is mixed and there are many mediating factors affecting the L2 learning process. In this symposium we are inviting papers concerning research in early foreign language learning (EFL) in classroom contexts, describing and exploring variables affecting FL proficiency levels. These variables may be school and curriculum related (like age of onset, hours of instruction, type of instruction, group size) or student related (like language background, typological distance, extramural FL exposure, parents' attitude, personality, motivation, and willingness to communicate). Particularly relevant to this symposium is research carried on in areas with one officially recognized language, but with a growing multilingual population due to immigration. An interesting research question, as pointed out by Singleton & Pfenninger (2019), concerns the interplay between the home language(s) and the two languages learnt at school on foreign language proficiency levels. From a methodological point of view, only research acknowledging the complexity of early learning is relevant to this symposium, to stimulate the discussion on the impact of multiple factors on attained levels of FL proficiency.

S041 detailed programme, click here
(https://drive.google.com/file/d/1mx2Wvr3TO671Wp6dH_BbJtABb1UGCGUV/view?usp=sharing)

Can the teacher beat the game? Early foreign language learning in formal and informal settings.

02:30 PM - 06:00 PM

Presenters :

Vanessa Dewilde, Ghent University

Early multilingual learning in multilingual contexts

02:30 PM - 06:00 PM

Presenters :

Barbara Hofer, Researcher, Lecturer, English Teacher, DYME Innsbruck University, Free University Of Bolzano

Bilingual Primary Education in the Netherlands: teaching processes and learning outcomes

02:30 PM - 06:00 PM

Presenters :

Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

Factors affecting Dutch & English language development in Bilingual Primary Education in the Netherlands.

02:30 PM - 06:00 PM

Presenters :

Jan Willem Chevalking, External PhD Candidate, Radboud University

Early-English education works no miracles: Cognitive and linguistic development of mainstream, early-English, and bilingual primary-school pupils in the Netherlands

02:30 PM - 06:00 PM

Presenters :

Claire Goriot, Postdoctoral Researcher, University Of Amsterdam/Wageningen University

X 02:30 PM -
06:00 PM

● **Room 1**

S045 2/2 | Emotions and Second Language learning

Speakers

Antonio Fernández-García, University Of Huelva
Muzakki Bashori, PhD Student, Radboud University Nijmegen
Laura Martorell Morales, University Of Barcelona
Marta Gallego García, PhD Student, Lecturer, Nebrija University, KU Leuven
Teresa Simon, PhD Candidate, Nebrija University
Susana Martin Leralta, Nebrija University
Xiaoting Shi, Xi'an Jiaotong University
Karina Oliveira De Paula, Texas Tech University

Moderators

Francisco José Cantero Serena, Head Of Applied Phonetics Laboratory, University Of Barcelona
Dolors Font-Rotchés, University Of Barcelona
Mark Van Huizen, AILA2021 Volunteer

Emotion research is mainly dominated by psychology and cognitive sciences where linguistics and language research still can contribute. But, the variability of emotions and of affective factors indicate the need to consider at least the following main subthemes to have a broader picture of emotions in language learning: Prosody and emotional expression. Prosodic features (intonational accent, intensity, duration), speech speed and pauses are extremely important because they provide significance (affection), i.e. allow the speaker to express emotions, (joy, sadness, anger, fear,...) or (DIS)courtesy or irony to interlocutors, key aspects to achieve a good communicative competence. Further analyses of how emotional expressions are prosodically characterised may explain how the language learners' communicative competence evolves. Emotions and intercultural communication. Emotions are cultural artifacts that can be explained by analysing the intercultural dimension. In plurilingual and pluricultural classrooms, exploring the analysis of emotions in different languages may help to understand learners' emotional reactions. Emotions and communicative contexts. In the foreign language classroom, productive communicative contexts can be activated through the proposal of different types of tasks that can feed students' curiosity. But, curiosity in the language classroom needs to be further studied in relation to meaningful interactions, to teachers' and learners' oral and written language production.

The connection between EFL learners' speaking proficiency and emotional understanding

02:30 PM - 06:00 PM

Presenters :

Antonio Fernández-García, University Of Huelva

I Love Indonesia: Web-based Language Learning and Speaking Anxiety

02:30 PM - 06:00 PM

Presenters :

Muzakki Bashori, PhD Student, Radboud University Nijmegen

Melodic features of emphatic intonation in Spanish spoken by Swedish speakers

02:30 PM - 06:00 PM

Presenters :

Laura Martorell Morales, University Of Barcelona

Lengua de migración y lengua de herencia en los procesos de aculturación emocional.

02:30 PM - 06:00 PM

Presenters :

Marta Gallego García, PhD Student, Lecturer, Nebrija University, KU Leuven

Valence, arousal and grammatical categories in the oral expression of emotion of Chinese learners of Spanish

02:30 PM - 06:00 PM

Presenters :

Teresa Simon, PhD Candidate, Nebrija University

Susana Martin Leralta, Nebrija University

Student's Dynamic Motivation in the second language classroom

02:30 PM - 06:00 PM

Presenters :

Karina Oliveira De Paula, Texas Tech University

⌘ 02:30 PM -
06:00 PM

● Room 1

S046 2/2 | English as a lingua franca as a multidimensional resource in professional communication

Speakers

Pentti Haddington, University Of Oulu

Yuko Ikuta, Professor, Department Of International Understanding, Faculty Of International Studies. Chair, Bunkyo University Language Education Committee, Bunkyo University

Iira Rautiainen, Doctoral Researcher, University Of Oulu

Tuire Oittinen, Postdoctoral Researcher, University Of Oulu

Marie-Luise Pitzl, Austrian Academy Of Sciences

Stefan Diemer, Trier University Of Applied Sciences

Miyuki Takino, Yokohama City University

Aliya Aimoldina, AILA Solidarity Awardee, Kazakhstan Branch Of Lomonosov Moscow State University

Paola Vettorel, University Of Verona

Valeria Franceschi, University Of Verona

Alexandra Borschke, University Of Potsdam

Moderators

Milene Mendes De Oliveira, Researcher, University Of Potsdam

Tiina Räisänen, University Of Oulu

Mieke Breukelman, AILA2021 Volunteer

Globalization has strongly impacted professional communication. In this regard, English as a lingua franca (ELF) constitutes an essential resource in the multilingual repertoires of various professionals. It can be considered an asset that enables intercultural contact - and, on the best case scenario, intercultural understanding. Still, this common resource can also pose several difficulties arising from practitioners' different competences or intercultural misunderstandings at a conceptual level. Also, the contexts of use may be challenging for workers who may be forced to step out of their comfort zones and develop new repertoires, including drawing upon multimodal resources in meaning-making. This symposium aims at investigating both how English used as a lingua franca contributes to successful communication in various professional contexts and how it challenges interactants' emerging common ground. Therefore, we welcome contributions featuring empirical or theoretical studies and methodological accounts that shed light on the use of English as a lingua franca in professional communication and contribute to our understanding of English in its various manifestations in the era of globalization. We particularly welcome novel approaches to the study of English as a lingua franca at work. **For a detailed program, click** **here**

(<https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1628860111s046Symposiumsprogram12082021.xlsx>)

Code-switching back to English recovers shared situation awareness: ELF in multinational crisis management training

02:30 PM - 06:00 PM

Presenters :

Pentti Haddington, University Of Oulu

A Study of Expected Standard of ELF in International Communities

02:30 PM - 06:00 PM

Presenters :

Yuko Ikuta, Professor, Department Of International Understanding, Faculty Of International Studies. Chair, Bunkyo University Language Education Committee, Bunkyo University

Reiko Takahashi, Gakushuin Women's College

Negotiating differential language expertise and intersubjectivity in crisis management training**02:30 PM - 06:00 PM****Presenters :**

Iira Rautiainen, Doctoral Researcher, University Of Oulu

Tuire Oittinen, Postdoctoral Researcher, University Of Oulu

Establishing common ground and shared practices from T0: Methodological implications for the study of Transient International Groups in professional contexts**02:30 PM - 06:00 PM****Presenters :**

Marie-Luise Pitzl, Austrian Academy Of Sciences

Multimodal Meaning Negotiation in Instagram Company Interactions: BELF in a Digital Setting**02:30 PM - 06:00 PM****Presenters :**

Stefan Diemer, Trier University Of Applied Sciences

Languages, motivation and identity: A life history of a Japanese BELF user on the move**02:30 PM - 06:00 PM****Presenters :**

Miyuki Takino, Yokohama City University

English in the Workplace of Kazakhstan: Peculiarities, Trends and Challenges**02:30 PM - 06:00 PM****Presenters :**

Aliya Aimoldina, AILA Solidarity Awardee, Kazakhstan Branch Of Lomonosov Moscow State University

Communication Strategies in BELF interactions: implications for teaching practices Paola Vettorel, Valeria Franceschi, University of Verona**02:30 PM - 06:00 PM****Presenters :**

Paola Vettorel, University Of Verona

Valeria Franceschi, University Of Verona

Investigating learners' beliefs about their (B)ELF online learning experiences using conceptualization analysis**02:30 PM - 06:00 PM****Presenters :**

Alexandra Borschke, University Of Potsdam

x 02:30 PM -
06:00 PM

● **Room 1**

S052 2/2 | Experiencing illness and disease. Putting perceptions and emotions into language

Speakers

Saskia Jünger, University Of Applied Health Sciences Bochum

Wolfgang Imo, University Of Hamburg

Yvonne Ilg, University Of Zurich

Anke Maatz

Carolin Schwegler, University Of Koblenz And Landau

Elena Semino, Lancaster University

Daniel Knuchel, Moderator, University Of Zurich

Moderators

Daniel Knuchel, Moderator, University Of Zurich

Carolin Schwegler, University Of Koblenz And Landau

Sannah Debreczeni, AILA2021 Volunteer

With the growing prevalence of technical possibilities in medicine and the digitalisation of (health-related) knowledge, new "normalities" evolve. On the one hand, individuals are increasingly confronted with a new (predictive) type of health-related information and decision-making. On the other hand, digital information about illnesses and diseases is emerging in an almost unmanageable abundance. From an individual's perspective, these developments lead to difficulties in finding and selecting valid and trustworthy health information. The new possibilities also create ambiguous conditions, such as the "healthy ill", which are accompanied by a variety of problems in subjective health perception and embodied experience. When these perceptions and experiences are communicated and manifest themselves in narrative structures, metaphorical expressions, or emotive sequences, they reveal underlying knowledge and coping strategies and, furthermore, can become objects of linguistic analysis. The goal of this symposium is to shed light on the complexity of such socio-semiotic constructions of experience: Different current approaches within applied linguistics such as metaphor analysis, analysis of narratives, or online communication provide useful tools to elucidate subjective experiences of illness and disease in times of medical technical and digital progress. Saskia Juenger (Health Sciences) and Elena Semino (Linguistics) will frame the symposium as keynote speakers.

S052 detailed programme, click here
(https://drive.google.com/file/d/19WVPatN6VkDN7Kz2CHeb_Gfg1p2qftDx/view)

Subjective theories of illness and patients' emotional reactions in the face of cancer: a contrastive approach

02:30 PM - 06:00 PM

Presenters :

Wolfgang Imo, University Of Hamburg

Talking about mental illness – how experiences are shaped and shared through language

02:30 PM - 06:00 PM

Presenters :

Yvonne Ilg, University Of Zurich

Anke Maatz

S052 | Coffee Table Talk

02:30 PM - 06:00 PM

Presenters :

Carolin Schwegler, University Of Koblenz And Landau

Daniel Knuchel, Moderator, University Of Zurich

Elena Semino, Lancaster University

Saskia Jünger, University Of Applied Health Sciences Bochum

Risk literacy revisited – (re-)constructing understanding and meaning of disease risk beyond statistics

02:30 PM - 06:00 PM

Presenters :

Saskia Jünger, University Of Applied Health Sciences Bochum

X 02:30 PM -
06:00 PM

● Room 1

S054 2/2 | Fluidity and Fixity: Standards, networks and situated complexity in language and literacy practices

Speakers

Carolyn McKinney, University Of Cape Town
Sue Ollerhead, Macquarie University, Sydney
Obaidul Hamid, The University Of Queensland, Australia

Moderators

Lara-Stephanie Krause, University Of Leipzig
Mastin PRINSLOO, Symposium Organizer, Presenter, University Of Cape Town
Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

This symposium features studies of contrasting homogenizing and heterogenizing dynamics in language, literacy and semiosis. On one hand, there is a recent emphasis on the fluidity of linguistic and literacy dynamics, and on literacies as multiple. Monolingualist perspectives on language and unitary notions of literacy as always the 'same thing' have been problematized by research that pays attention to the contingency and dynamism of linguistic phenomena in terms of movement and fluidity. Recent attention to such concepts as spatialised repertoires, translanguaging, trans-semiotics and metrolingualism, amongst others, index these concerns in language and literacy studies. On the other hand, persistent standard language and literacy ideologies continue to stabilize the various zonings off of territories as sites of standardised language and literacies which come to dominate in institutional settings, such as in schooling. Thus, along with attention to movement and flow, of people as well as linguistic and semiotic resources, come renewed emphases on various kinds of borders rather than their transcendence, as seen in resistances to migration on the part of conservative nationalists as well as in the continued influence of linguistic, literacy and semiotic essentialisms. The papers grapple with these entangled dynamics of fluidity and fixity in multiple contexts.

Decoloniality, monolingual Ideologies and heteroglossia in bi(multi)lingual children's writing

02:30 PM - 06:00 PM

Presenters :

Carolyn McKinney, University Of Cape Town

Towards a transnational third space for teacher education: a virtual exchange between Hamburg and Sydney

02:30 PM - 06:00 PM

Presenters :

Sue Ollerhead, Macquarie University, Sydney

World Englishes or situated practice of English? Investigating the use of English in education in Bangladesh

02:30 PM - 06:00 PM

Presenters :

Obaidul Hamid, The University Of Queensland, Australia

**X 02:30 PM -
06:00 PM**

● Room 1

S057 2/2 | Foreign/Second Language Education in Europe: post-war history and crosslinguistic perspectives

Speakers

Claire Tardieu, Professor Of English Didactics, New Sorbonne University Paris 3

Alice Gruber, Heilbronn University Of Applied Sciences

Shona Whyte, University Of Côte D'Azur

Grégory Miras, Associate Professor, University Of Rouen

Guillaume Gentil, Carleton University

Christine Vidon, Lecturer And Coordinator Of French Proficiency , University Of Groningen

Moderators

Christiane Fäcke, University Of Augsburg

Daan Van Soeren, AILA2021 Volunteer

Grégory Miras, Associate Professor, University Of Rouen

This symposium proposes a comparative analysis of foreign language education and research since 1945 in different European countries. In spite of efforts by the Council of Europe to pursue consensual language policies, divergences in language policy and research traditions have led to fragmentation of the field and often miscommunication. In France, for example, FL specialists work in la didactique des langues rather than applied linguistics, and the terms Fremdsprachendidaktik and Glottodidaktika reveal the continued existence of national traditions arising from country-specific terminology and disciplinary cultures. The AILA ReN Crosslinguistic perspectives on L2 studies seeks to improve collaboration across scholarly communities by comparing terms and concepts in second and foreign language teaching across languages and research cultures, and this symposium explores the historical reasons for these differences, which have been little studied from a country-comparative perspective.

S057 detailed programme, click here
(https://drive.google.com/file/d/11O227sOnj9LJzaMz4pOgir0rvUk_cyHX/view?usp=sharing)

Foreign Language Didactics in France since 1945: English textbooks, theories and curricula

02:30 PM - 06:00 PM

Presenters :

Claire Tardieu, Professor Of English Didactics, New Sorbonne University Paris 3

Foreign language curricula at secondary school level in England and Germany: an intra- and international comparison

02:30 PM - 06:00 PM

Presenters :

Alice Gruber, Heilbronn University Of Applied Sciences

The dirty dozen: bridging gaps between la didactique des langues and second language studies in 12 key terms

02:30 PM - 06:00 PM

Presenters :

Shona Whyte, University Of Côte D'Azur

**Do we “correct” pronunciation the same way in English and French?
Questioning terminology in a corpus of scientific papers.**

02:30 PM - 06:00 PM

Presenters :

Grégory Miras, Associate Professor, University Of Rouen

**Translangageons sur le translanguaging: Exploring the adoption of a
new notion into French academic discourse**

02:30 PM - 06:00 PM

Presenters :

Guillaume Gentil, Carleton University

Multilingualism in the Netherlands. Myth or reality ?

02:30 PM - 06:00 PM

Presenters :

Christine Vidon, Lecturer And Coordinator Of French Proficiency , University Of Groningen

**x 02:30 PM -
06:00 PM**

● Room 1

S072 | L2 language and literacy learning in adulthood with no/low educational background

Speakers

Martha Young-Scholten, Academic , Newcastle University
Naeema Hann, Leeds Beckett University
Hannelore Hooft, KU Leuven
Egle Mocciaro, Masaryk University
Anna Mouti, Assistant Professor, Aristotle University Of Thessaloniki
Laura Eilola, Tampere University
Taina Tammelin-Laine, University Of Jyväskylä

Moderators

Taina Tammelin-Laine, University Of Jyväskylä
Marta Maggioni, AILA2021 Volunteer

According to UNESCO (2017), 750 million adults worldwide have limited formal schooling and low or no literacy skills in any language. In recent decades, many of these adults have migrated to highly literate countries for a variety of reasons, including flight from wars or natural disasters. For these migrants and refugees, linguistic integration into the receiving country is especially challenging as they are expected to acquire the target language swiftly, both in its spoken and written form. This learner group is still highly under-studied in contrast to the vast amount of scholarship conducted on educated L2 adult learners. The aim of this symposium is to bring this growing body of research into the larger knowledge base by sharing some studies on adult L2 learners with low or no literacy skills with the broader field of applied language studies. The symposium brings together researchers from various countries and of different languages. References UNESCO Institute for Statistics, 2017. Literacy Rates Continue to Rise from One Generation to the Next. UIS Fact Sheet No. 45. September 2017. FS/2017/LIT/45.

Literacy and adult L2 acquisition: Why it matters to all of us.

02:30 PM - 06:00 PM

Presenters :

Martha Young-Scholten, Academic , Newcastle University

The Role of Coaching in Developing Autonomy in Low-literate Learners

02:30 PM - 06:00 PM

Presenters :

Naeema Hann, Leeds Beckett University

Identifying and supporting low literate adult asylum seekers: a mixed-method search for the best approach.

02:30 PM - 06:00 PM

Presenters :

Hannelore Hooft, KU Leuven
Mariet Schiepers, Director, Centrum Voor Taal En Onderwijs

The development of verbal strategies in L2 Italian of low/non-literate adult learners

02:30 PM - 06:00 PM

Presenters :

Egle Mocciaro, Masaryk University

Literacy Profiles and SLA: the case of non-literate or/and low-literate adult refugees and migrants

02:30 PM - 06:00 PM

Presenters :

Anna Mouti, Assistant Professor, Aristotle University Of Thessaloniki

Christina Maligkoudi, Aristotle University Of Thessaloniki

The design of requests by adult L2 users with emergent literacy

02:30 PM - 06:00 PM

Presenters :

Laura Eilola, Tampere University

**X 02:30 PM -
06:00 PM**

● Room 1

S079 | Language learning never gets old: linguistic, social and cognitive effects of third age language learning

Speakers

Judith Kroll, Professor, University Of California, Irvine
 Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen
 Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen
 Laurence Bruggeman, Western Sydney University
 Simone Pfenninger, University Of Salzburg
 Brittany Blankinship, PhD Researcher, University Of Edinburgh
 Mara Van Der Ploeg, University Of Groningen
 Merel Keijzer, AILA Organizational Committee Member And Symposium Organizer, University Of Groningen
 Jelle Brouwer, AILA2021 Volunteer, University Of Groningen

Moderators

Merel Keijzer, AILA Organizational Committee Member And Symposium Organizer, University Of Groningen
 Eleonora Rossi, University Of Florida
 Michelle Mattuzzi, AILA2021 Volunteer
 Anna Pot

The world is aging and the pace of population aging is unprecedented. By 2020, people aged 60 or up will outnumber children younger than 5 years old (WHO, 2019). This changed demographic poses challenges for social and health systems and aging research is put high on the agenda. A significant contribution can come from applied linguistics; from old-age wellbeing studies we know that purposeful activities in older adulthood help prevent age-associated depression (Sarsak, 2018). Third-age foreign language learning can fulfill an important purpose in this respect but can have a cognitive benefit as well: lifelong bilingualism has been found to build cognitive reserve and boost cognitive flexibility in seniors (cf. Alladi et al., 2013) and there is evidence that short foreign language learning experiences in seniors could have similar effects (Pot, Keijzer, & de Bot, 2018). At the same time, we currently do not yet know what the best foreign language teaching method or intensity is for seniors (cf. Pfenninger & Singleton, 2019). This symposium tackles the following subthemes 1) a systematic review of social and cognitive outcomes of third-age language learning studies until now; 2) effective third-age language teaching methods; 3) cognitive reserve to ensue from third-age language learning.

Adaptive control and language regulation in older bilinguals: Merging the evidence from training studies and dementia

02:30 PM - 06:00 PM

Presenters :

Judith Kroll, Professor, University Of California, Irvine

Learning to preserve: foreign language training as a cognitive 'vaccine' to prevent old-age disorders?

02:30 PM - 06:00 PM

Presenters :

Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

The early markers of foreign language learning in older adulthood

02:30 PM - 06:00 PM

Presenters :

Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen

Later language learning: The listening dimension**02:30 PM - 06:00 PM****Presenters :**

Laurence Bruggeman, Western Sydney University

The cognition-affect interface in third age additional language learning: A longitudinal study with dense time serial measurements**02:30 PM - 06:00 PM****Presenters :**

Simone Pfenninger, University Of Salzburg

The social and cognitive aspects of mixed-age language learning groups**02:30 PM - 06:00 PM****Presenters :**

Brittany Blankinship, PhD Researcher, University Of Edinburgh

Learning a language in the third-age: a new methodology that includes learning needs, proficiency, well-being and cognition.**02:30 PM - 06:00 PM****Presenters :**

Mara Van Der Ploeg, University Of Groningen

The Bidirectional in Bilingual: Cognitive, Social and Linguistic Effects of and on Third-Age Language Learning**02:30 PM - 06:00 PM****Presenters :**

Merel Keijzer, AILA Organizational Committee Member And Symposium Organizer, University Of Groningen

Foreign language learning to promote cognitive flexibility in mild cognitive impairment and late life depression.**02:30 PM - 06:00 PM****Presenters :**

Jelle Brouwer, AILA2021 Volunteer, University Of Groningen

**X 02:30 PM -
06:00 PM**

● Room 1

S097 2/2 | Maximising multilingual potential in schools

Speakers

Tracey Costley, University Of Essex
 Marianne Turner, Monash University
 Michal Tannenbaum, Tel Aviv University
 Meng Liu, PhD Candidate, Presenter, University Of Cambridge
 Aasne Vikøy, Western Norway University Of Applied Sciences
 Kathrin Wild, Europa University Flensburg
 André Storto, University Of Bergen
 Dieuwertje Rutgers, University Of Cambridge
 Linda Fisher, University Of Cambridge

Moderators

Åsta Haukås, University Of Bergen
 Sanne Van Eijnden, AILA2021 Volunteer, University Of Groningen

The need to develop linguistic proficiency beyond English, to use the full linguistic repertoire to advance learning, and to help learners negotiate their future multilingual lives are just some of the demands placed on schools which, with the movement of people worldwide, are increasingly diverse spaces. This symposium will contribute to work exploring the challenge of maximising the multilingual potential of schools. Questions as to why and how schools can design and enact a multilingual policy are central. Our plenary speaker is Professor Britta Hufeisen (TU Darmstadt), who will present her model and strategies for developing schools as multilingual contexts in her talk 'Implementing a multilingual whole school policy'. Additional papers will be sought that address this sub-theme of policy with regard to multilingual schooling. Key to enacting any policy level plans at a classroom level are teachers. Our second sub-theme is, therefore, teachers' beliefs about multilingualism and multilingual pedagogies. The final sub-theme of multilingual identity is focused on the learners' conceptions of themselves as multilinguals, which has been shown to be conducive to aspects of language learning.

Bringing the outside in: Multilingual language and literacy practices in Zambia, Botswana and Tanzania

02:30 PM - 06:00 PM

Presenters :

Tracey Costley, University Of Essex
 Colin Reilly, University Of Essex

Teachers dealing with multilingual classroom situations

02:30 PM - 06:00 PM

Presenters :

Kathrin Wild, Europa University Flensburg

The significance of language choices on student learning: Teaching linguistically diverse students in a bilingual primary school program

02:30 PM - 06:00 PM

Presenters :

Marianne Turner, Monash University

Tmuno't, ya'ani pictures' Jewish-Arab Shared Education in Israel as a multilingual setting

02:30 PM - 06:00 PM

Presenters :

Michal Tannenbaum, Tel Aviv University

Learners' Future Self Guides: A Multilingual Motivational Self System Perspective

02:30 PM - 06:00 PM

Presenters :

Meng Liu, PhD Candidate, Presenter, University Of Cambridge

Multilingualism: "a hidden curriculum" of Norwegian L1?

02:30 PM - 06:00 PM

Presenters :

Aasne Vikøy, Western Norway University Of Applied Sciences

X 02:30 PM -
06:00 PM

● Room 1

S113 | Pop culture in applied linguistics and language education

Speakers

Joe Trotta, University Of Gothenburg

Anastasia Rothoni, National & Kapodistrian University Of Athens

Valentin Werner, University Of Bamberg

Lieven Bollansée, KU Leuven

Pauline Degrave, Assistant Professor, UCLouvain

Raymond Pai, The University Of British Columbia

Marissa E Kwan Lin, Lecturer/University Town Writing Programme Coordinator, National University Of Singapore

Sabine Tan, Curtin University

Yiqi Liu, Assistant Professor, The Education University Of Hong Kong

Viviane Ruellot, Western Michigan University

Karen Ludke, Edge Hill University

Moderators

Valentin Werner, University Of Bamberg

Katharina Polsterer, AILA2021 Volunteer, University Of Groningen

Pop culture is ubiquitous in its various manifestations (such as pop music, shows and movies available in cinemas, on TV and streaming services, YouTube clips, podcasts, comics, cartoons, memes, video games, etc.). "Pop language" thus also plays a pervasive and highly relevant role in the lives of many language learners. Given this large social impact and many favorable theoretical arguments for using pop culture (from various fields of study such as the psychology of learning and motivation, sociology, language pedagogy, and SLA theory) in language education, it is surprising that to date the use of relevant artifacts and their language has been undertheorized and underresearched in the applied linguistic community. To address this gap, this symposium aims to provide a platform for empirically informed research that addresses both theoretical concerns and practical implications. More specifically, it focuses on how pop culture materials can be exploited for the development of individual language skills areas and welcomes case studies on how pop culture can be used in language education both in and beyond the language classroom. The symposium also invites papers that extend the perspective to interdisciplinary work (e.g. tackling media literacy and multimodal literacy) through using pop culture materials.

Popular Culture in the EFL Classroom

02:30 PM - 06:00 PM

Presenters :

Joe Trotta, University Of Gothenburg

Intertextual links in Greek teenagers' everyday English literacy practices flowing from their popular culture interests

02:30 PM - 06:00 PM

Presenters :

Anastasia Rothoni, National & Kapodistrian University Of Athens

Teaching grammar through pop culture: A case study using lyrics

02:30 PM - 06:00 PM

Presenters :

Valentin Werner, University Of Bamberg

The relationship between extramural English and productive vocabulary knowledge

02:30 PM - 06:00 PM

Presenters :

Lieven Bollansée, KU Leuven

Can songs or beat help learners to discriminate lexical stress in a foreign language?

02:30 PM - 06:00 PM

Presenters :

Pauline Degrave, Assistant Professor, UCLouvain

Pop culture in teaching Chinese as an additional language

02:30 PM - 06:00 PM

Presenters :

Raymond Pai, The University Of British Columbia

Patricia Duff, Prof & Associate Dean (Research), The University Of British Columbia

Popular Science Fiction Television for the Language Educator: 'Black Mirror' as a Potential Teaching Tool in the CLIL Classroom

02:30 PM - 06:00 PM

Presenters :

Marissa E Kwan Lin, Lecturer/University Town Writing Programme Coordinator, National University Of Singapore

Sabine Tan, Curtin University

Translanguaging and Trans-semiotizing as Artistic Performance: Rapping the City, Rapping the Hong Kong Identity

02:30 PM - 06:00 PM

Presenters :

Yiqi Liu, Assistant Professor, The Education University Of Hong Kong

Stereotypical accent and French pronunciation learning: Can Pepe le Pew help?

02:30 PM - 06:00 PM

Presenters :

Viviane Ruellot, Western Michigan University

How L2 music and songs can support informal language learning

02:30 PM - 06:00 PM

Presenters :

Karen Ludke, Edge Hill University

X 02:30 PM -
06:00 PM

● Room 1

S138 1/3 | ReN: Language Policy: Theory, Method, and Advocacy for Contemporary Geopolitics

Speakers

Sarah Catherine Kaser Moore, University Of Maryland College Park
 Nkonko Kamwangamalu, Howard University
 Ana Maria Benton, University Of Auckland
 Sarah Berthaud, Galway-Mayo Institute Of Technology
 Iker Erdocia, Assistant Professor, Dublin City University
 Gregory Paul Glasgow, Associate Professor, Kanda University Of International Studies
 Jeremie Bouchard, Hokkai Gakuen University
 Haley De Korne, Associate Professor, University Of Oslo, MultiLing Center
 Kyria Finardi, Professor- Researcher, Federal University Of Espirito Santo - UFES
 Bruna Elisa Frazatto, AILA Solidarity Awardee/PhD Student, University Of Campinas
 Donald Allison, Washington State University
 Jorunn Simonsen Thingnes, Associate Professor , Western Norway University Of Applied Sciences
 Jeff Bale, OISE - University Of Toronto
 Katharine Burns, Assistant Professor Of Second Language Acquisition And Hispanic Studies, Carnegie Mellon University
 Kristof Savski, Prince Of Songkla University
 Chrismi-Rinda Loth, University Of The Free State
 Michal Tannenbaum, Tel Aviv University
 Guowen Shang, University Of Bergen
 Stephen May, University Of Auckland
 Su-Chiao Chen, National Taiwan University Of Science And Technology
 Tomislav Stojanov, Marie Skłodowska-Curie Postdoctoral Fellow, University Of Nottingham

Moderators

David Johnson, University Of Iowa
 Francis Hult, University Of Maryland
 Sarah Catherine Kaser Moore, University Of Maryland College Park
 Marta Maggioni, AILA2021 Volunteer

The Language Policy Research Network (LPRen) symposium is organized around three areas within the broader field of scholarship relevant to language policy, politics, and planning: theory, method, and advocacy. Foci include reconceptualizing global innovations in language policy and planning, employing novel research methodologies in language policy, and promoting language rights to preserve minoritized languages. To submit to the LPRen Call for proposals, select ONE of the three areas: Theory, Method, or Advocacy and clearly indicate the selection on your proposal. Theory: Exploration of the theoretical constructs, origins, potential, and philosophical implications of language policy, politics, and planning as they relate to the structures, individuals, communities, and societies within and among which they are undertaken. Method: Identification and explication of the means through which language policymaking, management, and planning take shape, including identification of the particular overt and covert activities, parties, and institutions that constitute methods employed to burden, obstruct, or facilitate the implementation of policy. Also, critical examination of research methods for investigating language policy texts and practices including issues of ethics and research design in language policy research. Advocacy: Engagement with of the role of power, elitism, prejudice, privilege, exclusivity, and hegemony in acts associated with language policy; engagement in activities to expose majoritarian narratives and highlight language rights, promote heritage language maintenance and prosperity, and resolve conflicts among language communities and in organizations.

Advocating for minoritized languages in the global south: challenges and prospects (advocacy)**02:30 PM - 06:00 PM****Presenters :**

Nkonko Kamwangamalu, Howard University

An LP 'Pickled onion', a view into the local language planning of an indigenous bilingual school.**02:30 PM - 06:00 PM****Presenters :**

Ana Maria Benton, University Of Auckland

Language Policy in Institutes of Technology and Technological Universities in Ireland: a disconnect from 'Languages Connect'?**02:30 PM - 06:00 PM****Presenters :**

Sarah Berthaud, Galway-Mayo Institute Of Technology

Agency and power in foreign language policy-making: The case of Languages Connect in Ireland**02:30 PM - 06:00 PM****Presenters :**

Susanna Nocchi, Lecturer, TU Dublin

Mary Ruane, Lecturer, University College Cork

Agency in Language Policy and Planning: Multidisciplinary Directions and Future Implications**02:30 PM - 06:00 PM****Presenters :**

Jeremie Bouchard, Hokkai Gakuen University

Gregory Paul Glasgow, Associate Professor, Kanda University Of International Studies

What makes a language activist? Strategies and stances of minority language politics in Mexico**02:30 PM - 06:00 PM****Presenters :**

Haley De Korne, Associate Professor, University Of Oslo, MultiLing Center

Orthographic reforms/changes and language policy development in the countries of the former Yugoslavia**02:30 PM - 06:00 PM****Presenters :**

Tomislav Stojanov, Marie Skłodowska-Curie Postdoctoral Fellow, University Of Nottingham

Language Policies in Brazil - possibilities for multilingualism and agency in times of Anglicization of higher education**02:30 PM - 06:00 PM****Presenters :**

Kyria Finardi, Professor- Researcher, Federal University Of Espirito Santo - UFES

X 02:30 PM -
06:00 PM

● **Room 1**

S153 | Representation of Multimodal and Multilingual Data in Linguistic Ethnography

Speakers

JEFF BEZEMER, University College London
 Lucas Seuren, Health Services Researcher, University Of Oxford
 Anne Warren, Uppsala University
 Nathan Ducker, Miyazaki Municipal University
 Ingrid Rodrick Beiler, Associate Professor, Oslo Metropolitan University
 Yi-Ju Lai, University Of Minnesota
 Sezen Bektas Yuksel, Bogaziçi University
 Catherine Levasseur, University Of Ottawa
 Kate Pahl, Presenter, Manchester Metropolitan University
 Hugh Escott, Sheffield Hallam University
 Joke Dewilde, University Of Oslo

Moderators

Ingrid Rodrick Beiler, Associate Professor, Oslo Metropolitan University
 Joke Dewilde, University Of Oslo

In line with multilingual (Conteh & Meier, 2014; May, 2014) and spatial turns (Canagarajah, 2018; Li Wei, 2018) in applied linguistics, linguistic ethnographers increasingly gather complex multilingual and multimodal data sets. During transcription or other representation of data for analysis, the analyst necessarily reduces these complex data to a set of salient features and often translates one type of data (e.g. audio or video recordings) to a more static and manageable form (e.g. text), which in turn shapes the resulting analysis (Ayass, 2015; Bezemer & Mavers, 2011; Duranti, 2006). These processes of reduction and translation pose a host of methodological, theoretical, and ethical issues related to, for instance, making selections in large and rich data sets, representing and marking spoken language in relation to written standards, and balancing participants' wishes for confidentiality with the imperative to share data with collaborators and audiences. The Linguistic Ethnography Forum invites contributions that address any of these aspects of the process of representing multilingual or multimodal data in linguistic ethnographic or other contextually sensitive applied linguistics research. In particular, we invite contributions related to the processes of transcription and representation of recorded data, including but not limited to audio, video, and screen recordings.

S153 detailed programme, click here
 (https://drive.google.com/file/d/1rKb7SulLHvwhXVuRnAl_EDtT9wOqn871/view?usp=sharing)

Transcription: Reflections on the (trans)formation of data in linguistic ethnography

02:30 PM - 06:00 PM

Presenters :

JEFF BEZEMER, University College London

To transcribe or not to transcribe?

02:30 PM - 06:00 PM

Presenters :

Lucas Seuren, Health Services Researcher, University Of Oxford

Representing and analyzing community language teachers' professional identities through poetic transcriptions

02:30 PM - 06:00 PM

Presenters :

Anne Warren, Uppsala University

Katrin Ahlgren, Stockholm University

Representations of psychometric data and non-verbal processes in classroom talk

02:30 PM - 06:00 PM

Presenters :

Nathan Ducker, Miyazaki Municipal University

Implementing screen recordings in a linguistic ethnography of writing: Balancing ethical concerns and analytical possibilities

02:30 PM - 06:00 PM

Presenters :

Ingrid Rodrick Beiler, Associate Professor, Oslo Metropolitan University

Traveling through spatial repertoires and mathematics: Researching dialogic nature of language socialization in physics

02:30 PM - 06:00 PM

Presenters :

Yi-Ju Lai, University Of Minnesota

Exploring children' identification and linguistic repertoire. Discussing the pitfalls of over/under-interpretation of a multilingual and multimodal set of data

02:30 PM - 06:00 PM

Presenters :

Catherine Levasseur, University Of Ottawa

Affective understandings of prescriptivism and spelling in video narratives co-produced with children in a post-industrial area of the UK

02:30 PM - 06:00 PM

Presenters :

Hugh Escott, Sheffield Hallam University

Kate Pahl, Presenter, Manchester Metropolitan University

X 02:30 PM -
06:00 PM

● Room 1

S157 | Responsibilities of Applied Linguistics in Post-truth Times

Speakers

Sandra Kouritzin, University Of Manitoba
Gulbahar Beckett, Presenter, Iowa State University
Taylor Ellis, University Of Manitoba

Moderators

Sandra Kouritzin, University Of Manitoba
Mariam Jamureli , AILA2021 Volunteer, University Of Groningen

Post-truth, the Oxford Dictionary word of the year for 2016, is defined as an adjective "relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief." Fish (2016) warns that the skepticism engendered by post-truth politics is now spilling over onto expertise and scientific evidence (p. 211). Tallis (2016) suggests that "we post-positivists rightly congratulate ourselves on having developed a sophisticated and reflexive relation to 'facts', 'information' and, indeed, '(post-)truth.'" However...we...too often disavow our authority by failing to sufficiently engage in public debate and political action on explicitly post-truth terms" (p. 11). Academic and popular discussions of post-truth make clear that the circumstances giving rise to post-truth are not local (Gross, 2017), nor are they new. Fueled by the communications revolution and decay of democracy (Keane, 2018), post-truth is rapidly disseminated through forms of social media in which no vetting is required to reach a wide audience. Keeping in mind that all transference of information depends on language, and given that the post truth condition is a cross-cultural and cross-linguistic phenomenon, we will grapple with what it means to be applied linguists in post truth times.

Post-truth pedagogy: Principles and practices

02:30 PM - 06:00 PM

Presenters :

Sandra Kouritzin, University Of Manitoba

Critical Applied Linguistics and Critical CALL: Social Media Analysis

02:30 PM - 06:00 PM

Presenters :

Gulbahar Beckett, Presenter, Iowa State University

Adjunctification and Commodity Fetishism: Obscuring Academic Labour through Neoliberal Discourse

02:30 PM - 06:00 PM

Presenters :

Taylor Ellis, University Of Manitoba

The onslaught on academic dignity in the neoliberal university: Linguistic neoliberalism in the academy

02:30 PM - 06:00 PM

Presenters :

Sandra Kouritzin, University Of Manitoba

X 02:30 PM -
06:00 PM

● **Room 1**

S160 1/3 | Speaking subjects – Biographical methods in multilingualism research

Speakers

Brigitta Busch, University Of Vienna | Stellenbosch University
 Joanna Mcpake, University Of Strathclyde
 Christine Anthonissen, University Of Stellenbosch
 Helle Pia Laursen, Aarhus University & Inland Norway University Of Applied Sciences
 Verena Platzgummer, Eurac Research - University Of Vienna
 Olga Solovova, University Of Oslo
 Isabelle Leblanc, Université De Moncton
 Claire Kramsch, University Of California, Berkeley
 Gergely Szabó, Open University Of Catalonia
 Jonas Hassemer, University Of Vienna | University Of Bonn
 Judith Purkarthofer, University Duisburg-Essen
 Julia Sonnleitner, University Of Vienna
 Clara Keating, University Of Coimbra
 Natalia Ganuza, Uppsala University
 Sandra Radinger, University Of Vienna
 Sarah Muller, Research Associate, University Of Sheffield
 Sonia Perelló Bover, University Of Vienna
 Tim McNamara, Professor Emeritus, University Of Melbourne

Moderators

Judith Purkarthofer, University Duisburg-Essen
 Mi-Cha Flubacher, University Of Vienna
 Lilly Göthe, Volunteer, University Of Groningen

Biographical approaches give access to individuals' learning trajectories across the lifespan, societal influences and language ideologies and the construction of language use in social spaces, as such they are prone to be used globally in different settings. For example, 'language portraits' have become a staple method in research on multilingualism, language repertoires and lived experience of language, to name just a few examples. While the colourful drawings of the portraits originated in research on language awareness in primary school education, biographical methodology in multilingualism research has since developed into an approach in its own right, covering and combining visual, verbal and multimodal data and analysis. This symposium will thus invite contributions working on the interplay between language use in individuals and societies, language-related inequalities and opportunities for speakers and salient moments of multilingual encounter that can be gained with a focus on speakers' lived experience of language (Busch 2006, 2013). These insights shall contribute to an understanding of e.g., how biographical research can contribute to our understanding of linguistic diversity, how we as researchers can empirically account for experiences of lived languages, and how to embed them in a larger discussion on social (in)equality.

Ceci n'est pas une autobiographie – Exploring the potential of auto-socio-bio-ethnographical vignettes in linguistic research

02:30 PM - 06:00 PM

Presenters :

Brigitta Busch, University Of Vienna | Stellenbosch University
 Judith Purkarthofer, University Duisburg-Essen
 Judith Purkarthofer, University Duisburg-Essen

Walking and Talking: Exploring bilinguals' language practices over time, in place and on the move**02:30 PM - 06:00 PM****Presenters :**

Joanna Mcpake, University Of Strathclyde

Profiles of multilingualism: Language biographies and linguistic repertoires of urbanised youth at a higher education institution in South Africa**02:30 PM - 06:00 PM****Presenters :**

Christine Anthonissen, University Of Stellenbosch

Travelling ways of knowing language. Map-along as biographical approach**02:30 PM - 06:00 PM****Presenters :**

Helle Pia Laursen, Aarhus University & Inland Norway University Of Applied Sciences

Negotiating mother tongue ideologies in language-biographical interviews**02:30 PM - 06:00 PM****Presenters :**

Verena Platzgummer, Eurac Research - University Of Vienna

Biographical approaches towards decolonising multilingualism: incorporating history, dialogue and change.**02:30 PM - 06:00 PM****Presenters :**

Olga Solovova, University Of Oslo

From the familiar to the unfamiliar: the embodiment and mobility of French Speakers from Canada to Louisiana in the late 1960s**02:30 PM - 06:00 PM****Presenters :**

Isabelle Leblanc, Université De Moncton

⌘ 02:30 PM -
06:00 PM

● Room 1

S171 1/2 | INVITED SYMPOSIUM: The dynamics of language, communication and culture in applied linguistic research in Latin America

Speakers

Claire Kramsch, University Of California, Berkeley
 Pedro De Moraes Garcez, Professor, Universidade Federal Do Rio Grande Do Sul
 Rogerio Tilio, Associate Professor, Federal University Of Rio De Janeiro
 Jaime Usma, Teacher Educator And Researcher, Universidad De Antioquia
 Claudia Gutierrez, Presenter, University Of Antioquia
 Janeth Ortiz Medina, Professor, University Of Antioquia
 Aguirre Maure, University Of Antioquia
 Nara Hiroko Takaki, Federal University Of Mato Grosso Do Sul
 Paola Andrea GAMBOA DIAZ, Researcher And Teaching Assistant, Sorbonne Nouvelle University
 Paula T Carrera Szundy, Associate Professor, Federal University Of Rio De Janeiro
 Gabriela N. Tavella, AILA Solidarity Awardee, Facultad De Lenguas, Universidad Nacional Del Comahue
 Harold Castañeda, Full-time Teacher, Francisco José De Caldas District University

Moderators

Paola Andrea GAMBOA DIAZ, Researcher And Teaching Assistant, Sorbonne Nouvelle University
 Luisa Velásquez, AILA2021 Volunteer

In 2015 AILA, faithful to its mission to promote Applied Linguistics around the world, initiated a new research network Research Cultures in Applied Linguistics (ReCAL), that would investigate the cultural diversity of research philosophies, epistemological groundings, modes of inquiry and institutional constraints that exist among the present and future AILA affiliates. How does each affiliate define Applied Linguistics (AL)? How do they view the relationship of AL to language education, language policy and planning, the study of language in everyday life, the social and political issues of the time? What is the institutional status, the intellectual scope, the disciplinary boundaries of AL in their respective countries? Marjolijn Verspoor and Kees de Bot have invited us to feature our ReCAL meeting as an "invited symposium" at the AILA 2020 Congress in Groningen, NL. We are thankful for the opportunity to feature some of the diverse and exciting research taking place in Applied Linguistics in Argentina, Brazil, Colombia, Mexico, and Uruguay. We have programmed the two half-days of this symposium according to the two subthemes that emerged from the abstracts received: 1) Academic policy and intercultural mediation 2) Social justice, language policy and gender.

From 18.00 -19.00 there will be a general discussion and closing remarks in AILA Gather Town. (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>) **Please go to gathertown (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>) log in and go to the classroom at the activity center (or you can search for Paola Andrea GAMBOA DIAZ and click on follow).**

The (in)visibility of Brazilian AL research: what's "publish or perish" for applied linguists in Brazil? Reflection and update to 2021

02:30 PM - 06:00 PM

Presenters :

Pedro De Moraes Garcez, Professor, Universidade Federal Do Rio Grande Do Sul

On being critical: ideology and linguistic ideologies in Brazilian educational policies**02:30 PM - 06:00 PM****Presenters :**

Paula T Carrera Szundy, Associate Professor, Federal University Of Rio De Janeiro

Rogerio Tilio, Associate Professor, Federal University Of Rio De Janeiro

A critical intercultural approach to contest market-based English policies: Initiatives to indigenous and African descent university students in Colombia**02:30 PM - 06:00 PM****Presenters :**

Jaime Usma, Teacher Educator And Researcher, Universidad De Antioquia

Janeth Ortiz Medina, Professor, University Of Antioquia

Claudia Gutierrez, Presenter, University Of Antioquia

Aguirre Maure, University Of Antioquia

Diana Calderón, Universidad De Antioquia

A community service learning experience with university language students in Argentina**02:30 PM - 06:00 PM****Presenters :**

Gabriela N. Tavella, AILA Solidarity Awardee, Facultad De Lenguas, Universidad Nacional Del Comahue

Critical language teacher education in Brazil: contamination of narratives and dancing as a decolonial option**02:30 PM - 06:00 PM****Presenters :**

Nara Hiroko Takaki, Federal University Of Mato Grosso Do Sul

Non-normative Corporalities and Trans-gender Identity in Student-teachers. Thinking of Educating from Border Thinking Perspectives**02:30 PM - 06:00 PM****Presenters :**

Harold Castañeda, Full-time Teacher, Francisco José De Caldas District University

x 02:30 PM -
06:00 PM

● Room 1

S172 | The fifth C: CLIL principles and practices in local contexts

Speakers

Neslihan Onder-Ozdemir, Mentor, Bursa Uludag University
 Peeter Mehisto, University College London Institute Of Education
 Zeynep Köylü, University Of Basel
 Benjamin Kremmel, University Of Innsbruck
 Eva Olsson, University Of Gothenburg
 Laurence Mettewie, University Of Namur
 Jianqiu Tian, Associate Professor, Peking University
 Xuan Li, University Of South Australia
 Rie Adachi, Teacher & Researcher, Sugiyama Jogakuen University
 Pablo M Oliva Parera, Middlebury Institute Of International Studies
 Tessa Mearns, Leiden University
 Miray Korkmaz, Teacher, Co-author, Yeşilyurt Açı College

Moderators

Esli Struys, Vrije Universiteit Brussel
 Tessa Mearns, Leiden University
 Jill Surmont, Moderator, Vrije Universiteit Brussel
 Niklas Abel, AILA 2021 Volunteer, University Of Groningen

Coyle's (2007) 4Cs model of content and language integrated learning (CLIL) emphasises the elements of Content, Communication and Cognition, intertwined with attention for local, international and subject-specific Cultures. In the ever-expanding field of research into CLIL and multilingual education, these elements have been explored to varying degrees. As highlighted in a recent review of research into CLIL pedagogical practices (van Kampen et al. 2018), however, the interpretation and implementation of these four elements can be heavily influenced by the model's understated fifth C: Context. In what ways can local contexts on national, regional, institutional or classroom levels influence the principles and practices in CLIL? As researchers, what can we learn about the added value of CLIL on Communication, Content, Cognition and Culture if Contexts are so different? As practitioners, how can we continue to develop in order to best-serve the contexts in which we teach? Or can the context be shaped to accommodate CLIL programmes? And how can the comparison of our diverse contexts in terms of principles and outcomes guide pedagogical recommendations and research agendas? This colloquium will bring together research findings and educational practices from CLIL and bi/multilingual education in different contexts focusing on context-specificity, transfer and generalizability.

Critical pedagogy in CLIL: Fostering learner engagement, critical thinking, and content and language learning

02:30 PM - 06:00 PM

Presenters :

Peeter Mehisto, University College London Institute Of Education

CLIL or non-CLIL: Comparing Two K-12 Settings for Written L2 Development

02:30 PM - 06:00 PM

Presenters :

Zeynep Köylü, University Of Basel

A baseline study of the vocabulary knowledge of CLIL and non-CLIL students in Swedish middle school**02:30 PM - 06:00 PM****Presenters :**

Eva Olsson, University Of Gothenburg

Benjamin Kremmel, University Of Innsbruck

When the target language does matter in CLIL: comparing socio-affective outcomes for two target languages, English vs. Dutch**02:30 PM - 06:00 PM****Presenters :**

Laurence Mettewie, University Of Namur

Contextualizing CLIL in elementary schools in Japan as an EFL country**02:30 PM - 06:00 PM****Presenters :**

Rie Adachi, Teacher & Researcher, Sugiyama Jogakuen University

'The Fifth Element': the added value of context in CLIL through discipline-specific language learning.**02:30 PM - 06:00 PM****Presenters :**

Pablo M Oliva Parera, Middlebury Institute Of International Studies

Designing a Vocational English Course for Nursing Students in Line with 21st Century Skills: Content-driven Language Education**02:30 PM - 06:00 PM****Presenters :**

Neslihan Onder-Ozdemir, Mentor, Bursa Uludag University

Miray Korkmaz, Teacher, Co-author, Yeşilyurt Açı College

A C1-level English for Science and Technology Course at a comprehensive university in China as a CLIL case**02:30 PM - 06:00 PM****Presenters :**

Jianqiu Tian, Associate Professor, Peking University

Developing bilingual and biliteracy capability in Chinese and English for learning bilingually across the curriculum**02:30 PM - 06:00 PM****Presenters :**

Xuan Li, University Of South Australia

**⌘ 02:30 PM -
06:00 PM**

● Room 1

S180 | ISLA research and the research-pedagogy dialogue

Speakers

Shawn Loewen, Michigan State University
Masatoshi Sato, Symposium Organizer, Andrés Bello National University
Graham Hall, Northumbria University
Lieselotte Sippel, Yale University
Inge Alferink, University Of York
Ronald Leow, Professor, Language Program Director, Georgetown University
Mai Nguyen, Speaker, Manchester Metropolitan University

Moderators

Masatoshi Sato, Symposium Organizer, Andrés Bello National University
Aline Oelen, AILA2021 Volunteer

This symposium, organized by Masatoshi Sato (Universidad Andres Bello) and Shawn Loewen (Michigan State University), will feature empirical instructed second language acquisition (ISLA) research and aim to bridge the gap between research/researchers and pedagogy/teachers in the field of second language (L2) teaching and learning. Regardless of their theoretical (e.g., cognitive vs. social) and methodological (e.g., quantitative vs. qualitative) frameworks, ISLA studies endeavor to examine L2 teaching and learning issues, with an ultimate goal of contributing to pedagogical practices. To that end, the symposium will be comprised of three subthemes: (a) laboratory-based research; (b) classroom-based research; and (c) the research-pedagogy link. The first subtheme entails laboratory-based studies in which a specific pedagogical issue was examined. A study may focus on a theoretical issue; however, its connection to L2 teaching must be clear. The second subtheme includes observational and quasi-experimental classroom-based studies where a particular teaching issue was examined. The third subtheme focuses on the link between research and practice. A study may be a survey related to the link or a project designed to facilitate the dialogue between researchers and teachers.

Exploring the research-pedagogy link in second language teaching

02:30 PM - 06:00 PM

Presenters :

Shawn Loewen, Michigan State University

Do L2 researchers care about L2 teaching?

02:30 PM - 06:00 PM

Presenters :

Masatoshi Sato, Symposium Organizer, Andrés Bello National University

English language teachers' engagement with published research: perceptions, priorities and pedagogy

02:30 PM - 06:00 PM

Presenters :

Graham Hall, Northumbria University

The role of teachers, program directors, and administrators for the research-pedagogy link: The case of US Ivy League universities

02:30 PM - 06:00 PM

Presenters :

Lieselotte Sippel, Yale University

Using OASIS summaries to facilitate a dialogue between research and pedagogy

02:30 PM - 06:00 PM

Presenters :

Inge Alferink, University Of York

ISLA research: Toward a more curricular and pedagogical perspective

02:30 PM - 06:00 PM

Presenters :

Ronald Leow, Professor, Language Program Director, Georgetown University

Nurturing a research mindset in an inquiry-based language teacher education course

02:30 PM - 06:00 PM

Presenters :

Mai Nguyen, Speaker, Manchester Metropolitan University

**X 02:30 PM -
06:00 PM**

● Room 1

S192 2/2 | Ways of 'becoming': Exploring new materialist perspectives in Educational Research

Speakers

Francis Bangou, Associate Professor, University Of Ottawa

Monica Waterhouse, Université Laval

Nicole Siffrinn, University Of Southern Maine

Diane Dagenais, Professor, Simon Fraser University

Magali Forte, Simon Fraser University

Genevieve Brisson, Université De Sherbrooke

Aisha Ravindran, Simon Fraser University

Moderators

Gabriele Budach, University Of Luxembourg

Seyit Omer Gok, AILA2021 Volunteer

Traditionally, educational research has focused on learning as human centered, designed along predetermined pathways, and leading towards anticipated outcomes. Growing diversity in student populations, the networked nature of communication, and the complex ways in which we identify and belong, profoundly challenge our ability to predict and anticipate what happens for people in learning, and in life. New materialist perspectives contribute importantly to revisiting existing educational theory, by approaching learning, meaning making and knowledge formation as processes of becoming and as open-ended, indeterminate and unpredictable (Deleuze and Guattari 1987). We welcome contributions exploring: (*) assemblages (Coleman & Ringrose 2013) of people and things, technology and infrastructure, and their entanglement and inter-action (Barad 2007) in processes of teaching, learning and researching (*) experimentation and co-creation (Bennett 2010) as transforming people and materials producing new meanings and ways of knowing (*) affect examining the role of sensibilities and unconscious knowing of the body and mind, as sources for knowledge that is 'not yet known' (Spinoza [1677] 1981) We invite contributions from a broad range of angles, including theoretical, methodological and empirical reflection on teaching, learning and researching in contexts of schools, communities and teacher education, as well as language policy and curriculum research.

Ways of Becoming Technologically-Enhanced Second Language Teachers: Experimentations in Contact with the Real.

02:30 PM - 06:00 PM

Presenters :

Francis Bangou, Associate Professor, University Of Ottawa

Walking with teacher stories of/as affective becomings

02:30 PM - 06:00 PM

Presenters :

Monica Waterhouse, Université Laval

Making the Language System Stutter: The Potential of Rhizosemiotics for Educational Change

02:30 PM - 06:00 PM

Presenters :

Nicole Siffrinn, University Of Southern Maine

Becoming(s) and Multimodal and Multilingual Story Creation

02:30 PM - 06:00 PM

Presenters :

Magali Forte, Simon Fraser University

Gwénaëlle André, Doctoral Student, Simon Fraser University

Genevieve Brisson, Université De Sherbrooke

Diane Dagenais, Professor, Simon Fraser University

**A “Double Becoming”: Spatio-temporal Pedagogical Ecologies and
Second Language Teacher Agency**

02:30 PM - 06:00 PM

Presenters :

Aisha Ravindran, Simon Fraser University

**X 02:30 PM -
06:00 PM**

● Room 1

S195 | What's 'franca' about English as a lingua franca?

Speakers

Barbara Seidlhofer, University Of Vienna

Rino Bosso, PhD Candidate, University Of Vienna

Iris Schaller-Schwaner, Lecturer, AILA 2021 Presenter & Co-presenter, University Of Fribourg, Department Of English & University Language Centre

Svitlana KLÖTZL, Associate Researcher, University Of Vienna

Vanja Vukovic, PhD Student, University Assistant, University Of Vienna

Veronika Thir, University Of Vienna | University Of Passau

Natsuno Funada, University Of Tokyo

Eva Knechtelsdorfer, University Of Vienna | University College Of Teacher Education Vienna/Krems

Moderators

Sandra Radinger, University Of Vienna

Vanja Vukovic, PhD Student, University Assistant, University Of Vienna

Veronika Thir, University Of Vienna | University Of Passau

Mohamed Salama, PhD Student (Moderator), University Of Groningen

Numerous "practical, everyday problems related to language and communication" (<https://aila.info/about/>) are connected to globalization: digital interactive networks and (in)voluntary mass migration break down traditional borders between cultures and communities, engendering confrontation and conflict in human relationships. Currently the language most extensively used to resolve such problems is English. The success of negotiations on conflict resolution, global warming, or refugee settlement often depends on how effectively English is used- but as a lingua franca, ELF. It is the lingua of English as a lingua franca that has tended to get most attention, because the linguistic form it takes often does not conform to the norms of 'standard' English. This 'lingua'-focus has led to the characterization of lingua francas as makeshift, impoverished languages. In this symposium, we follow an alternative etymological interpretation, which suggests that 'lingua franca' should be thought of as 'free language', and ELF thus as "a linguistic resource that is not contained in, or constrained by, traditional (and notoriously tendentious) ideas of what constitutes 'a language'" (Seidlhofer 2011: 81). It is this conceptualization of the franca of ELF that we explore as having central relevance to the global communicative issues that concern applied linguistics. Seidlhofer, Barbara. 2011. Understanding English as a lingua franca. Oxford: OUP.

Please click here
(https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1628848247AILA_S195_Programme_final.pdf) for the detailed program.

Beyond the lingua: the applied linguistic significance of English as a lingua franca communication

02:30 PM - 06:00 PM

Presenters :

Barbara Seidlhofer, University Of Vienna

"It's like a carnival": Understanding linguistic hybridity in Virtual English as a Lingua Franca Exchanges on Facebook

02:30 PM - 06:00 PM

Presenters :

Rino Bosso, PhD Candidate, University Of Vienna

Let's be frank about franca: four factors in code-sharing in academic settings

02:30 PM - 06:00 PM**Presenters :**

Iris Schaller-Schwaner, Lecturer, AILA 2021 Presenter & Co-presenter, University Of Fribourg, Department Of English & University Language Centre

ELF the final frontier: exploration of gamers and couples' discourse**02:30 PM - 06:00 PM****Presenters :**

Svitlana KLÖTZL, Associate Researcher, University Of Vienna

Converging divergence: a corpus study of accommodation in English as a lingua franca**02:30 PM - 06:00 PM****Presenters :**

Vanja Vukovic, PhD Student, University Assistant, University Of Vienna

Phonological intelligibility in ELF: moving from 'lingua' to 'franca'**02:30 PM - 06:00 PM****Presenters :**

Veronika Thir, University Of Vienna | University Of Passau

An attitudinal study of English language learners toward English in a Japanese context.**02:30 PM - 06:00 PM****Presenters :**

Natsuno Funada, University Of Tokyo

Assessing ELF? A focus on the process of learning in the English language classroom**02:30 PM - 06:00 PM****Presenters :**

Eva Knechtelsdorfer, University Of Vienna | University College Of Teacher Education Vienna/Krems

⌘ 07:00 PM - 08:00 PM**Speed-Meeting**

Today is the last chance to enjoy the Speed-Meetings: a fun way to meet and mingle with other virtual delegates. During the Speed-Meetings you get to talk for 4 minutes with a randomly selected delegate, and you can do as many rounds as you wish. Who knows who you will meet!

We will set the timer for one hour, but 30 minutes in total will be fine, too. Join us here! (<https://app.joinglimpse.com/join?key=BD90425>)

Friday, August 20, 2021

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S018 1/2 | Chunks and chunking – offline and online perspectives

Speakers

Morten Christiansen, Cornell University
 Susan Hunston, University Of Birmingham
 Sijing Fu, City University Of Hong Kong
 Katja Mäntylä, University Of Jyväskylä, Finland
 Birgit Füreder, University Of Salzburg
 Lars Meyer, Research Group Leader, MPI For Human Cognitive And Brain Sciences
 Alena Konina, Doctoral Student, University Of Helsinki
 Aleksandra Dobrego, Doctoral Researcher, University Of Helsinki
 Georgeta Cislaru, University Of Paris III
 Svetlana Vetchinnikova, PostDoc, University Of Helsinki
 Joo Hyun Lee, Cornell University / Currently Working At Omnis Labs Company
 Svenja Wagner, Doctoral Student, University Of Edinburgh
 Alice Blumenthal-Dramé, Department Of English, University Of Freiburg, Germany

Moderators

Mauranen Anna, Symposium Convener, AFinLA
 Alice Blumenthal-Dramé, Department Of English, University Of Freiburg, Germany
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

Several lines of linguistic research have investigated chunks, i.e., recurrent multi-word sequences like I don't know which are likely to be mentally represented as single units (for review, see Blumenthal-Dramé 2017). These approaches have mainly drawn on corpus data, which inherently reflect the results of past production processes (but see Sinclair & Mauranen 2006), effectively thus promoting an offline view on chunks. Conversely, psycholinguistic research has mainly focused on chunking (or segmentation) in incremental language comprehension, thereby adopting an online perspective on the phenomenon. However, many questions around the chunking process in online language comprehension are still under debate. The following questions serve as subthemes for the two parts of our symposium: 1. Synoptic and dynamic. What is the relationship between the 'production chunks' identified in corpus research and the 'comprehension chunks' highlighted by psycholinguistic experiments? How much variation is there in terms of size and mode? 2. Constraints and variability. How do variables like working memory or the typological makeup of a language modulate online chunking (Stine-Morrow & Payne, 2016; McCauley & Christiansen, 2019). Do different languages chunk alike? The symposium explores these questions from cognitive, psycholinguistic and applied linguistic perspectives towards an integrated understanding of chunking.

-
- 08:30-09:00: LIVE INTRODUCTION by Anna Mauranen and Alice Blumenthal-Dramé
 - 09:30-10:00: "Theorising chunks from a corpus perspective" by Susan Hunston
 - 10:00-10:30: LIVE DISCUSSION
 - 10:30-12:00:
 - "Electrophysiological Cycles as Neural Constraints on Chunking " by Lars Meyer
 - "Spontaneous chunking while writing: Semantic and constructional highlights" by Georgeta Cislaru
 - "Individual differences in chunk boundary perception" by Svetlana Vetchinnikova
 - 12:00-12:30: LIVE DISCUSSION

Theorising chunks from a corpus perspective

08:30 AM - 12:00 Noon

Presenters :

Susan Hunston, University Of Birmingham

Electrophysiological Cycles as Neural Constraints on Chunking

08:30 AM - 12:00 Noon

Presenters :

Lars Meyer, Research Group Leader, MPI For Human Cognitive And Brain Sciences

Spontaneous chunking while writing: semantic and constructional highlights

08:30 AM - 12:00 Noon

Presenters :

Georgeta Cislaru, University Of Paris III

Individual differences in chunk boundary perception

08:30 AM - 12:00 Noon

Presenters :

Svetlana Vetchinnikova, PostDoc, University Of Helsinki

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S019 1/2 | Classroom Discourse: Intercultural, Interactional and Assessment Perspectives

Speakers

Elena Pleshakova, University Of Bonn
Ming Dong, Xi'an International Studies University
Alfredo Urzúa, San Diego State University
Seiko Harumi, SOAS, University Of London
Alexander Lee, AILA Solidarity Awardee, Teachers College, Columbia University
Katherina Walper, Austral University Of Chile
Andrea Lizasoain, Universidad Austral De Chile
Jingya Li, University Of Chinese Academy Of Sciences

Moderators

Nienke Smit, Assistant Professor, Utrecht University
Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

This symposium showcases papers that focus on various aspects of classroom interaction. The three thematic strands of the symposium are intercultural classroom discourse, teachers' classroom interactional competence and assessing teacher classroom discourse.

08:30 - 08:35 | WELCOME

08:35 - 09:35 | STANDARD PRESENTATIONS: PLESHAKOVA; DONG; URZUA

09:35 - 10:00 | Q&A

10:00 - 10:30 | BREAK

10:30 - 11:10 | FOCUSED PRESENTATIONS: HARUMI; LEE; WALPER & LIZASOAIN; LI:

11:10 - 11:35 | Q&A FOCUSED PRESENTATIONS

11:35 - 12:00 | GENERAL DISCUSSION MORNING SESSIONS

14:30 - 14:35 | WELCOME BACK

14:35 - 15:35 | STANDARD PRESENTATIONS: BORGHETTI; BAUMGART; BLUME

15:35 - 16:00 | Q&A

16:30 - 16:30 | BREAK

16:30 - 17:10 | FOCUSED PRESENTATIONS: DE OLIVEIRA; ZUO; KIM; RIORDAN

17:10 - 17:35 | Q&A FOCUSED PRESENTATIONS

17:35 - 18:00 | GENERAL DISCUSSION AFTERNOON SESSIONS

The role of teacher questions in scaffolding reading comprehension.

08:30 AM - 12:00 Noon

Presenters :

Elena Pleshakova, University Of Bonn

Teacher Questioning in Intensive Reading Classrooms: A Pedagogy-oriented Insider's Account

08:30 AM - 12:00 Noon

Presenters :

Ming Dong, Xi'an International Studies University

Teacher development through guided self-analysis and reflection on L2 teacher talk

08:30 AM - 12:00 Noon

Presenters :

Alfredo Urzúa, San Diego State University

Approaches to interacting with classroom silence: the role of teacher talk

08:30 AM - 12:00 Noon

Presenters :

Seiko Harumi, SOAS, University Of London

Using Binding with Prosody to Encourage and Discourage Further Participation

08:30 AM - 12:00 Noon

Presenters :

Alexander Lee, AILA Solidarity Awardee, Teachers College, Columbia University

Developing teacher trainees' CIC and interactional awareness in Literature co-teaching practice sessions

08:30 AM - 12:00 Noon

Presenters :

Katherina Walper, Austral University Of Chile

Andrea Lizasoain, Universidad Austral De Chile

Amalia Ortiz De Zarate, Universidad Austral De Chile

Scaffolding Language Learning in Teacher-Student Classroom Interactions: The Processes and Effectiveness in Situ

08:30 AM - 12:00 Noon

Presenters :

Jingya Li, University Of Chinese Academy Of Sciences

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S004 2/2 | Academic language proficiency and academic achievement of L2 and L1 students in higher education

Speakers

James Broadbridge, Bunkyo Gakuin University
 Peter Collins, Professor, Tokai University
 Hiroko Suzuki, Co-presenter, Tokai University
 Miho Fujieda, Osaka Medical And Pharmaceutical University
 Akiko Nagao, Ryukoku University
 Weilei Zhang, Dean, Shanghai University Of International Business And Economics
 Zainab M. Gaffas, Assistant Professor Of Applied Linguistics & ELT, Umm Al-Qura University
 Verbra Pfeiffer, Senior Lecturer, Stellenbosch University
 Danijela Trenkic, University Of York
 Yukiko Hatasa, Hiroshima University
 Maria Leticia Temoltzin-Espejel, Meritorious Autonomous University Of Puebla

Moderators

Folkert Kuiken, University Of Amsterdam
 Luisa Velásquez, AILA2021 Volunteer

The symposium investigates the links between academic language proficiency and academic achievement in higher education among international students and home students. International students do not enjoy the same level of academic success as home students and are at a greater risk of failure. Similar issues have been reported for home students from less traditional backgrounds (so-called 'first generation students'), since large differences in language and literacy ability have been found among L1 students. L2 and L1 students thus appear to have many problems in common, as academic language is a special register that has to be learned by everyone. The symposium will focus on (i) the definition of academic language proficiency as a construct; (ii) both global and specific measures for assessing academic language proficiency; (iii) the influence of individual learner variables on academic language proficiency; (iv) academic language proficiency as a predictor of academic achievement; (v) the effect of a remedial language program. Addressing these issues is crucial not just for identifying students at risk and providing practical remediation, but also for a full understanding of language learning development at advanced levels. Symposium organizers: Folkert Kuiken and Ineke Vedder (University of Amsterdam). Featured speaker: Danijela Trenkic (University of York).

How to teach notetaking in ELT: Reports from action research

08:30 AM - 12:00 Noon

Presenters :

James Broadbridge, Bunkyo Gakuin University

The Effects of Recycling Language from Contextualized Reading Passage in Situated Writing Activities

08:30 AM - 12:00 Noon

Presenters :

Peter Collins, Professor, Tokai University
 Hiroko Suzuki, Co-presenter, Tokai University
 Miho Fujieda, Osaka Medical And Pharmaceutical University

Applying the Teaching and Learning Cycle in L2 writing classes in Japan: Case study of a genre-based approach to writing

08:30 AM - 12:00 Noon

Presenters :

Akiko Nagao, Ryukoku University

EAP Teaching in China : A Case Study of Four Shanghai Universities

08:30 AM - 12:00 Noon

Presenters :

Weilei Zhang, Dean, Shanghai University Of International Business And Economics

**Using Twitter in an English for Specific Purposes classroom:
Students' Attitudes and Perceptions**

09:30 AM - 12:00 Noon

Presenters :

Zainab M. Gaffas, Assistant Professor Of Applied Linguistics & ELT, Umm Al-Qura University

**Challenges of writing for pre-service English teachers from the
global south; when English is not their home language.**

08:30 AM - 12:00 Noon

Presenters :

Verbra Pfeiffer, Senior Lecturer, Stellenbosch University

**Language and literacy measures as predictors of academic
achievement of home and international students in higher
education**

08:30 AM - 12:00 Noon

Presenters :

Danijela Trenkic, University Of York

**Literacy skills developed by returnees inserted in higher education
in Mexico: sociolinguistic and sociocultural profiles**

08:30 AM - 12:00 Noon

Presenters :

Maria Leticia Temoltzin-Espejel, Meritorious Autonomous University Of Puebla

**Task-Based Assessment of Academic Speaking Ability in Japanese: L1
& L2 difference in complexity, accuracy, fluency and functional
adequacy**

08:30 AM - 12:00 Noon

Presenters :

Yukiko Hatasa, Hiroshima University

**X 08:30 AM -
12:00 Noon**

● Room 1

S005 | Acquiring communicative competence beyond the classroom: language learning in the era of globalization

Speakers

Fabiana Fazzi, Post-doc Researcher, University Ca' Foscari Of Venice
 Claudia Meneghetti, PhD Student, University Ca' Foscari Of Venice
 Nico Nassenstein, Department Of Anthropology And African Studies, JGU Mainz
 Nazli Deniz Barutcuoglu, PhD Student, Boğaziçi University
 Jasmine Bylund, PhD-student, University Of Gothenburg
 Judith Borràs, University Of Lleida
 Siyang Zhou, University Of Oxford
 Natallia Liakina, McGill University
 Joannie Proulx, Faculty Lecturer, McGill University
 Cathy Brady, Senior Lecturer In Education , Manchester Metropolitan University
 Laurence Mettwie, University Of Namur
 Toshiko Koyama, Osaka Ohtani University, JAPAN
 Tomoko Yabukoshi, Nihon University
 Martin Parsons, Hannan University
 Keiko Hattori, Professor, Kindai University
 Kaoruko Takechi, Kindai University
 Ai Ohmori, Nihon University
 Nami SAKAMOTO, Okayama University Of Science
 Susanne Mohr, Symposium Convenor (S005) & Mentor, Norwegian University Of Science And Technology

Moderators

Katrin Renkowitz, Symposium Organiser, University Of Bonn
 Susanne Mohr, Symposium Convenor (S005) & Mentor, Norwegian University Of Science And Technology
 Amanda Bruscatto, University Of Groningen

In an increasingly mobile world, language repertoires reflect mobility as language knowledge becomes more and more dynamic and changeable. In this vein, repertoires do not develop along linear paths but rather unsystematically, "explosively" or "gradually" in different phases of life (Blommaert & Backus 2011). Under these circumstances, the trajectories and, with emerging new technologies, the means of language learning have become increasingly diverse and polycentric (Douglas Fir Group 2016). Formal and informal learning often go hand in hand as learners want to acquire communicative competence, i.e. the capacity to be a full social being and make oneself understood by others in a wide range of social arenas (Hymes 1972). From a usage-based point of view (e.g. Barlow & Kemmer 2000), this competence is built on active language use. This symposium addresses the increasingly diverse language learning trajectories in a modern, globalized world, specifically outside of formal classroom situations. This includes, but is not restricted to: study abroad contexts, mobile-assisted language learning and tourist contexts. Studies showcasing the interaction of formal and informal language learning are particularly welcome and we encourage scholars working on any language (including sign languages) to submit their papers. The featured speaker will be Nico Nassenstein (Mainz).

8.30-9.00: Nico Nassenstein - Beach learners and beach teachers: Learning (host/tourist) languages in informal contexts of inequality along the Kenyan coast

9.00-9.10: Q/A (Nico Nassenstein)

9.10-9.30: Nazli Deniz Barutcuoglu - Dynamic language repertoires: the case of multilingual Italians in Istanbul

9.30-9.35: Q/A (Nazli Deniz Barutcuoglu)

9.35-9.55: Jasmine Bylund - Exploring the role of out-of-school-multilingual practices and the interplay of attitudes, investment and identity

9.55-10.00: Q/A (Jasmine Bylund)

10.00-10.30 Coffee Break

10.30-10.50: Judith Borrás & Àngel Llanes - Do participants' L2 reading skills vocabulary and proficiency level improve after undertaking an SA experience in an ELF country?

10.50-10.55: Q/A (Judith Borrás & Àngel Llanes)

10.55-10.15: Siyang Zhou: Informal language contact and phrasal verb acquisition of study abroad students in the UK

10.15-10.20: Q/A (Siyang Zhou)

11.20-11.40: Natallia Liakina & Joannie Poisson Proulx - Developing L2 sociolinguistic competence through AR games: Ça marche-tu?

11.40-12.00 Poster Pitches

12.00-13.30 Lunch and Poster Sessions

Beach learners and beach teachers: Learning (host/tourist) languages in informal contexts of inequality along the Kenyan coast **08:30 AM - 12:00 Noon**

Presenters :

Nico Nassenstein, Department Of Anthropology And African Studies, JGU Mainz

Dynamic Language Repertoires: The Case of an Italian-Turkish Couple in Istanbul **08:30 AM - 12:00 Noon**

Presenters :

Nazli Deniz Barutcuoglu, PhD Student, Boğaziçi University

Exploring Out-of-School Language Use and the Interplay of Ideologies, Investment and Identities **08:30 AM - 12:00 Noon**

Presenters :

Jasmine Bylund, PhD-student, University Of Gothenburg

Do participants' L2 reading skills, vocabulary and proficiency level improve after undertaking a SA experience in an ELF country? **08:30 AM - 12:00 Noon**

Presenters :

Judith Borràs, University Of Lleida

Informal language contact and phrasal verb acquisition of study abroad students in the UK **08:30 AM - 12:00 Noon**

Presenters :

Siyang Zhou, University Of Oxford

Developing L2 Sociolinguistic Competence through AR games: ça marche-tu?**08:30 AM - 12:00 Noon****Presenters :**

Natalia Liakina, McGill University

Joannie Proulx, Faculty Lecturer, McGill University

From Language Learners to Language Users – how CMC can support spoken language in MFL classroom - a longitudinal study.**08:30 AM - 12:00 Noon****Presenters :**

Cathy Brady, Senior Lecturer In Education , Manchester Metropolitan University

Does the advent of new mobile technologies affect pedagogical environments?**08:30 AM - 12:00 Noon****Presenters :**

Toshiko Koyama, Osaka Ohtani University, JAPAN

Tomoko Yabukoshi, Nihon University

Podcasting as a Means of Developing Communicative Competence in the Japanese Context: Potentialities and Difficulties**08:30 AM - 12:00 Noon****Presenters :**

Martin Parsons, Hannan University

Tips for better internationalization of Japanese young people, based on a mixed methods research**08:30 AM - 12:00 Noon****Presenters :**

Keiko Hattori, Professor, Kindai University

Kaoruko Takechi, Kindai University

Introducing a Global Englishes perspective in ELT: Investigating instructional effects on Japanese university students**08:30 AM - 12:00 Noon****Presenters :**

Ai Ohmori, Nihon University

Inquiry into professional teacher development of Assistant Language Teachers in Japan and Australia**08:30 AM - 12:00 Noon****Presenters :**

Nami SAKAMOTO, Okayama University Of Science

Affordances and issues of museums for language learning: towards a pedagogical model**08:30 AM - 12:00 Noon****Presenters :**

Fabiana Fazzi, Post-doc Researcher, University Ca' Foscari Of Venice

Claudia Meneghetti, PhD Student, University Ca' Foscari Of Venice

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S033 | Decolonial musings gesturing toward teaching languages otherwise

Speakers

Kathleen Heugh, University Of South Australia
 Simone Hengen, English Language Instructor, University Of Regina
 Peter Joun, Doctoral Student, Lecturer, Kansai University/Tamagawa University
 Leticia Yulita, Associate Professor, University Of East Anglia
 Julma Vilarinho Borelli, Professor / AILA Solidarity Awardee, Federal University Of Rondonópolis
 Laura Gurney, Senior Lecturer, University Of Waikato
 Adriana Diaz, Senior Lecturer In Spanish And Latin American Studies, The University Of Queensland

Moderators

Adriana Diaz, Senior Lecturer In Spanish And Latin American Studies, The University Of Queensland
 Laura Gurney, Senior Lecturer, University Of Waikato
 Alsu Buiting

Ruptures in dominant ways of thinking about what we understand as 'language' in languages education (Demuro & Gurney, 2018) as well as the role that languages have in knowledge transmission and (re)production (Díaz, 2018) are all part of a larger move towards decoupling from traditional approaches to teaching and learning languages. This move is driven by radical explorations of our own professional identities and, with it, our complicity in maintaining the current state of play, to problematising the teaching methodologies and resources we deploy in everyday classroom interactions. Drawing from emerging theoretical engagement with these ideas (see, for instance, Guilherme & de Souza, 2019; Macedo, 2019; Phipps, In press), contributions to this symposium are intended as a provocation to reflect upon the ideologies underpinning how we think and frame our practice and how we could possibly do so "otherwise", from a performative, decolonial or dewesternized lens, challenging the enduring legacies of colonialism in our field.

8.30- 9.10:Featured speaker 30-minute presentation with 10-minute discussion

1) Southern multilingualisms, translanguaging and transknowledging (Kathleen Heugh)

9.10-10.00: 2 x Standard presentations of 20 minutes each + 5 minutes discussion.

2) Exhuming the Ghosts Which Haunt English Education in Japan (Peter Joun)

3) Decolonising language education: Re-imagining the discipline from an intercultural citizenship perspective (Leticia Yulita)

10.00-10.30: AILA Sessions' Coffee break

10.30-11.00: 2 x Focused multimodal presentations of 10 minutes each + 5 minutes discussion.

4) English Language Teaching and Indigenous Epistemologies (Simone Hengen)

5) Applying assemblage thinking to language studies (Laura Gurney and Eugenia Demuro)

11.00-11.50: 2 x Standard presentations of 20 minutes + 5 minutes discussion + 1 x Focused presentation

6) Living language teacher education otherwise: a decolonial project (Julma Borelli)

7) Actionable Decolonial Pedagogies in Spanish as Foreign Language (Adriana Díaz)

Southern multilingualisms, translanguaging and transknowledging

08:30 AM - 12:00 Noon

Presenters :

Kathleen Heugh, University Of South Australia

Exhuming the Ghosts Which Haunt English Education in Japan

08:30 AM - 12:00 Noon

Presenters :

Peter Joun, Doctoral Student, Lecturer, Kansai University/Tamagawa University

Decolonising language education: Re-imagining the discipline from an intercultural citizenship perspective

08:30 AM - 12:00 Noon

Presenters :

Leticia Yulita, Associate Professor, University Of East Anglia

English Language Teaching and Indigenous Epistemologies

08:30 AM - 12:00 Noon

Presenters :

Simone Hengen, English Language Instructor, University Of Regina

Applying assemblage thinking to language studies

08:30 AM - 12:00 Noon

Presenters :

Laura Gurney, Senior Lecturer, University Of Waikato

Living language teacher education otherwise: a decolonial project

08:30 AM - 12:00 Noon

Presenters :

Julma Vilarinho Borelli, Professor / AILA Solidarity Awardee, Federal University Of Rondonópolis

Viviane Silvestre, Professor, State University Of Goiás

Rosane Pessoa, Full Professor, Federal University Of Goiás

Actionable Decolonial Pedagogies in Spanish as Foreign Language

08:30 AM - 12:00 Noon

Presenters :

Adriana Diaz, Senior Lecturer In Spanish And Latin American Studies, The University Of Queensland

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S060 1/2 | Innovative approaches to TESOL materials and textbook research

Speakers

John Gray, UCL Institute Of Education
Jürgen Kurtz, Justus Liebig University Giessen
German Canale, Universidad De La República O. Del Uruguay
Nigel Harwood, Sheffield University
Xiaoli Yu, Middle East Technical University
Raquel Criado, University Of Murcia
Kunkun Zhang, Xiamen University
Susanna Schwab, PHBern/Bern University Of Teacher Education

Moderators

Nigel Harwood, Sheffield University
Seyit Omer Gok, AILA2021 Volunteer

Research on TESOL materials and textbooks has proliferated over the last twenty years since the publication of Tomlinson's *Materials Development in Language Teaching* (1998). Formerly largely restricted to evaluation checklists, scholars have begun to employ a wider range of approaches and research designs to analysing TESOL materials and textbooks at the level of content (analysing the materials/books), at the level of consumption (exploring how the materials/textbooks are used in situ, in and out of the classroom), and at the level of production (investigating the process of materials/textbook writing from the perspectives of writers and publishers) (Harwood, 2014). As Harwood (2017) has argued, however, TESOL research on materials/textbooks is rather insular and could profitably draw upon methods and research designs employed by older, more established research traditions of textbook research in other disciplines, principally mathematics education. In mathematics education, for instance, there are classroom observation schedules to calibrate a teacher's fidelity to the textbook which could be adapted to serve a TESOL focus. This symposium duly seeks proposals on state-of-the-art work on materials/textbook research at the three levels of content, consumption, and production, and will introduce heuristics from other disciplines which will prove fruitful for TESOL researchers.

S060 detailed programme, click here
(<https://drive.google.com/file/d/1pZWRYdI6rg97xTbep4iGkkJ439ZS0mSy/view?usp=sharing>)

Seizing the means of production – moving beyond textbooks

08:30 AM - 12:00 Noon

Presenters :

John Gray, UCL Institute Of Education

Investigating EFL Textbook Consumption: A qualitative-empirical research perspective

08:30 AM - 12:00 Noon

Presenters :

Jürgen Kurtz, Justus Liebig University Giessen

Negotiating culture in the EFL textbook: a multimodal ethnography of textbook representation, interaction and learning

08:30 AM - 12:00 Noon

Presenters :

German Canale, Universidad De La República O. Del Uruguay

TESOL Materials: what can we research, how, and why?

08:30 AM - 12:00 Noon

Presenters :

Nigel Harwood, Sheffield University

Examining and comparing English textbooks and high-stakes exams in Turkey

08:30 AM - 12:00 Noon

Presenters :

Xiaoli Yu, Middle East Technical University

Do Spanish CLIL textbooks comply with Coyle's 4 Cs Framework?

08:30 AM - 12:00 Noon

Presenters :

Raquel Criado, University Of Murcia

A social semiotic study of the bilingual adaptation of English graded readers in China: Textual transformations and beyond

08:30 AM - 12:00 Noon

Presenters :

Kunkun Zhang, Xiamen University

Teachers' use of a compulsory EFL textbook in Switzerland

08:30 AM - 12:00 Noon

Presenters :

Susanna Schwab, PHBern/Bern University Of Teacher Education

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S131 1/2 | ReN: Creative Inquiry and Applied Linguistics: Researching communication with, into and through the arts

Speakers

Sari Pöyhönen, Professor, University Of Jyväskylä
 Dobrochna Futro, University Of Glasgow
 Heini Lehtonen, University Of Helsinki
 Kate Pahl, Presenter, Manchester Metropolitan University
 Matilde Portalés-Raga, Lecturer In Art & Visual Education, University Of Valencia
 Niina Lilja, Tampere University
 Jessica Bradley, University Of Sheffield
 Heidi Hänninen, Community Artist, Kontula Art School
 Agustin Reyes-Torres, University Of Valencia

Moderators

Jessica Bradley, University Of Sheffield
 Daan Van Soeren, AILA2021 Volunteer

The arts have become an increasing focus of attention for applied linguists, with a rich diversity of approaches and models of working emerging. Creative inquiry can be defined as 'any social research or human inquiry that adapts the tenets of the creative arts as a part of the methodology' (Leavy, 2014: 1). However, there is a risk that creative inquiry is seen as method, and that its theoretical affordances and implications remain unmined. This colloquium therefore considers what creative inquiry in applied linguistics is, how it has been used, and how it might extend our understandings of communication and language in relation to 'real-world problems' (cf. Brumfit 1995: 27). The papers present a range of research from different contexts, working with, into and through the arts in multiple ways. These projects - broad-ranging in scope, in place, in questions, and grounded in different forms of arts practice- enable us collectively to ask what the relationship is between communication and creative arts and, importantly, what the affordances of this might be for applied linguistics. The papers will therefore set out the scope of research engaging with creative inquiry in applied linguistics and discuss theoretical implications arising for the field.

S131 detailed programme, click here
 (<https://drive.google.com/file/d/1CorvWWYQmPYjptEFDJOR90dK7ZhxDX/view?usp=sharing>)

Working in, with and through the arts in forced migration settings – insights from collaborative photography and documentary theatre

08:30 AM - 12:00 Noon

Presenters :

Sari Pöyhönen, Professor, University Of Jyväskylä

Participatory exploration of translanguaging in and through art in a (foreign) language classroom.

08:30 AM - 12:00 Noon

Presenters :

Dobrochna Futro, University Of Glasgow

Raising language awareness and making diversity visible through community arts: Examples from a sociolinguistically informed action research project

08:30 AM - 12:00 Noon

Presenters :

Heini Lehtonen, University Of Helsinki

Heidi Hänninen, Community Artist, Kontula Art School

Making meaning in the everyday – re-imagining the emergent voices of young people

08:30 AM - 12:00 Noon

Presenters :

Kate Pahl, Presenter, Manchester Metropolitan University

Creative Inquiry in Pre-service Teacher Education: Designing Multimodal and Multiliteracies-oriented Lessons through Picturebooks

08:30 AM - 12:00 Noon

Presenters :

Matilde Portalés-Raga, Lecturer In Art & Visual Education, University Of Valencia

Agustin Reyes-Torres, University Of Valencia

Social Circus as an arena for embodied language learning

08:30 AM - 12:00 Noon

Presenters :

Niina Lilja, Tampere University

Art education as communicative repertoire: Questions for arts practice and applied linguistics

08:30 AM - 12:00 Noon

Presenters :

Jessica Bradley, University Of Sheffield

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S194 1/2 | What does language mean for teachers and what difference does it make?

Speakers

Paula Golombek, University Of Florida
 Ana Maria Ferreira Barcelos, Universidade Federal De Vicos
 Xuying Fan, South China Normal University
 Argyro Kanaki, University Of Dundee
 Lynell Chvala, Oslo Metropolitan University
 Line Møller Daugaard, Senior Associate Professor, VIA University College
 Kelsey Swift, PhD Candidate And Lecturer, Graduate Center, City University Of New York
 Paolo Della Putta, Researcher, University Of Turin
 Anuchaya Montakantiwong, Lecturer, Mahidol University, University Of Oxford
 Maj Schian Nielsen, University Of Agder
 Yue Peng, Shanghai University Of Finance And Economics
 Joke Dewilde, University Of Oslo
 Jéssica Carvalho, PhD Candidate, Tilburg University
 Maria Ahlholm, University Lecturer, University Of Helsinki
 Thor Sawin, Middlebury Institute Of International Studies
 Anne Pitkänen-Huhta, University Of Jyväskylä

Moderators

Anne Pitkänen-Huhta, University Of Jyväskylä
 Johanna Ennser-Kananen, University Of Jyväskylä
 Maria Ruohotie-Lyhty, University Of Jyväskylä
 Iryna Menke-Bazhutkina, AILA2021 Volunteer, University Of Groningen

Teachers hold a key position in determining what is taught and how in the language classroom. In their decision making, they draw on policies, educational authorities, textbooks, teacher education, and their experiences. Previous research on teachers' personal practical knowledge, subject-matter knowledge, practical knowledge, teacher cognition or beliefs (e.g. Clandinin 1985, Golombek 1998, Craig 2004, Borg 2003, Kubanyiova & Feryok 2015, Barcelos & Kalaja 2011) has established that the knowledge base and beliefs of teachers are guiding the their pedagogical choices and that teaching practices are essential in what and how the learners learn. However, we know little about the moment-by-moment processes of classroom practices through which teachers' conceptualizations of language develop and/or surface, particularly in interaction with their students. Given their position, teachers constantly apply, enact, and thus reinvent current theories in their classroom practices. At the same time, they work in different, multi-layered contexts and their agency and identities interact in complex ways with local, societal, and global conditions. This symposium sets out to explore the relationship between teachers' conceptualizations of language, i.e. their socially and historically developed and interactively shaped understandings of language and how they surface in teachers' practices in various contexts around the world.

Click **here**
<https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1629128338S194timetable.docx> for the detailed program.

"I think therefore I act": aligning beliefs about language and instructional practice

08:30 AM - 06:00 PM

Presenters :

Paula Golombek, University Of Florida
 Ana Maria Ferreira Barcelos, Universidade Federal De Vicos

"I say what I mean" - exploring teacher cognition-in-interaction of language in EFL classrooms.

08:30 AM - 06:00 PM

Presenters :

Xuying Fan, South China Normal University

An ethnographic approach exploring teacher beliefs and practices for Modern Foreign Language teaching in a Scottish primary school

08:30 AM - 06:00 PM

Presenters :

Argyro Kanaki, University Of Dundee

Teacher conceptualizations of the English language in the expanding circle and how they surface (or not) in reported classroom practices

08:30 AM - 06:00 PM

Presenters :

Lynell Chvala, Oslo Metropolitan University

Conceptualizations of language and language teaching among student teachers in a specialized language teacher profile in Denmark

08:30 AM - 06:00 PM

Presenters :

Line Møller Dagaard, Senior Associate Professor, VIA University College

'The Good English': Teachers' Conceptualization of the Target Language in Adult ESOL

08:30 AM - 06:00 PM

Presenters :

Kelsey Swift, PhD Candidate And Lecturer, Graduate Center, City University Of New York

Volunteer teachers' beliefs and practices in a non-profit school of L2 Italian. Principles and outcomes of a teacher training course.

08:30 AM - 06:00 PM

Presenters :

Paolo Della Putta, Researcher, University Of Turin

Investigating EFL Teachers' Cognition and Incorporation of Global Englishes into their Pedagogical Practices: ethnographic perspectives

08:30 AM - 06:00 PM

Presenters :

Anuchaya Montakantiwong, Lecturer, Mahidol University, University Of Oxford

University lecturers' reflections on fostering crosslinguistic awareness as a tool for foreign language learning among pre-service teachers

08:30 AM - 06:00 PM

Presenters :

Maj Schian Nielsen, University Of Agder

Reproducing or Recreating Pedagogies? The Journey of Three CSL Teachers' Learning of the Communicative Approach

08:30 AM - 06:00 PM

Presenters :

Yue Peng, Shanghai University Of Finance And Economics

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S077 1/2 | Language immersion as linguistic ideology

Speakers

Martina Zimmermann, University Of Teacher Education Lucerne
 Jessica McDaid, PhD Candidate, Autonomous University Of Barcelona
 Caroline Staquet, Ghent University
 Larissa Schedel, University Of Bonn
 Beatriz Lorente, University Of Bern
 Shuang Gao, University Of Liverpool
 Aurelie Joubert, University Of Groningen
 Amanda Brown, Syracuse University
 Cora Jakubiak, Grinnell College
 Neriko Musha Doerr, Presenter, Ramapo College
 Nicholas Faraclas, University Of Puerto Rico
 Patrick Smith, Professor Of Bilingual Education, Texas State University
 Stephanie Lerat, ATILF (Université De Lorraine/CNRS)
 Sylvie Roy, University Of Calgary, Werklund School Of Education
 Eva Codó, Associate Professor, Universitat Autònoma De Barcelona

Moderators

Beatriz Lorente, University Of Bern
 Larissa Schedel, University Of Bonn
 Ting Huang , AILA2021 Volunteer, Fudan University

The term 'immersion' was coined in the mid-1960s in Quebec, Canada, when English-speaking parents requested the schooling of their children in French. Since then, language immersion - which entails the exposure of language learners to social environments where the target language is spoken - has come to be viewed as the most efficient language learning method in schools where various forms of language immersion are being implemented and enforced, in the language teaching industry where immersion is often highlighted as a central feature of language learning programs, and among enterprises in the experience economy where activities based on 'immersion-experiences' are being designed and marketed. By viewing 'immersion' as linguistic ideology, this symposium aims to critically engage with the discourses, practices and subjectivities that are animated by the concept, and to ask how these relate to social structures and processes of power, inequality and (neoliberal) governance. It explores how social actors in the various contexts where 'immersion' has been adapted, imagine, resignify and challenge the concept, and what the educational, social and political-economic consequences are for them. The symposium is organized by Beatriz Lorente and Larissa Schedel. The featured speakers are Eva Codó, Shuang Gao and Ruanni Tupas.

Linguistic Gains in Exchange for Work: The (Hollow?) Promise of Immersion in the Voluntourism Industry

08:30 AM - 12:00 Noon

Presenters :

Larissa Schedel, University Of Bonn

English immersion without going abroad: Analyzing the ideological foundation of an immersive experience in Switzerland

08:30 AM - 12:00 Noon

Presenters :

Martina Zimmermann, University Of Teacher Education Lucerne

“They don’t go abroad to learn the language!”: A social class lens on language immersion experiences in contemporary Spain

08:30 AM - 12:00 Noon

Presenters :

Eva Codó, Associate Professor, Universitat Autònoma De Barcelona

Jessica McDaid, PhD Candidate, Autonomous University Of Barcelona

Constructing a European Educational Product: A Critical Genealogy of CLIL Research

08:30 AM - 12:00 Noon

Presenters :

Caroline Staquet, Ghent University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S083 | Language Teacher Education, Intercultural Communicative Competence and the 'Web 4.0': Scaling Up with Virtual Exchange

Speakers

Carolyn Fuchs, Northeastern University

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

Marina Orsini-Jones, Professor In Education Practice (Applied Linguistics), Coventry University

Nils Drixler, Ludwigsburg University Of Education

Mirjana Fildokic, University Of Groningen

Gerdientje Oggel, Lecturer/coordinator Of Spanish Proficiency, University Of Groningen

Cristina Pascual Aibar, University Of Groningen

Ana Cristina Biondo Salomão, São Paulo State University - UNESP

Ana Vivian Fernández Peraza, American University

Yumiko Furumura, Nagoya University Of Foreign Studies

Moderators

Marina Orsini-Jones, Professor In Education Practice (Applied Linguistics), Coventry University

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

Sara Razaghi, AILA2021 Volunteer, University Of Groningen

Intercultural Communicative Competence (ICC) plays a key role in acquiring 'techno-collaborative' skills, 'techno-social' skills, 'techno-ethic' awareness and in developing 'techno-creativity' (Dooly & Thorne, 2018) - some of the key skills required for an increasingly interconnected world. This underscores the need for fuller integration of innovative practices such as Virtual Exchange (VE) (also known as telecollaboration) into language teacher education. This symposium will focus on examples of technology-enhanced research and practice into language teacher education programmes. It will open discussion on how telecollaborative teacher education can adapt to the relationship between humans and machines (Web 4.0) while supporting the development of teachers' (and their students') autonomous approach to learning and teaching languages and ICC (Orsini-Jones et. al. 2018). It will illustrate how reflective and process-oriented telecollaborative approaches in teacher education can foster novel perspectives on ICC in language teaching and learning, including emerging multimodal online genres and netiquette awareness. Dooly, M. & Thorne, S.L (2018). Knowledge for network-based education, cognition & teaching: Competences for the 21st century. KONECT white paper. Barcelona: KONECT. Orsini-Jones, M., Conde, B., Borthwick, K, Zou, B & Ma, W. (2018) BMELTT: Blending MOOCs for English Language Teacher Training, Teaching English, ELT Research Papers 18.02, British Council, J121.

Participants' Appropriation of Tasks in a US-China Virtual Exchange

08:30 AM - 12:00 Noon

Presenters :

Carolyn Fuchs, Northeastern University

Bruce Tung, American University Of Central Asia

Bill Snyder

Language Teacher Education, Intercultural Communicative Competence and the 'Web 4.0': Scaling Up

08:30 AM - 12:00 Noon

Presenters :

Melinda Dooly, <https://www.melindadooly.com/>, Autonomous University Of Barcelona

BMELTET - Blending MOOCs into English Teacher Education with Telecollaboration**08:30 AM - 12:00 Noon****Presenters :**

Marina Orsini-Jones, Professor In Education Practice (Applied Linguistics), Coventry University

Telecollaboration 2.0 and beyond - Extended Collaborative Practice between Israel and Germany**08:30 AM - 12:00 Noon****Presenters :**

Nils Drixler, Ludwigsburg University Of Education

The new normality: an interdisciplinary virtual exchange in times of Covid-19**08:30 AM - 12:00 Noon****Presenters :**

Mirjana Fildokic, University Of Groningen

Gerdientje Oggel, Lecturer/coordinator Of Spanish Proficiency, University Of Groningen

Cristina Pascual Aibar, University Of Groningen

The Three Continents Telecollaborative Project for Teacher Education: Reflections from Experience Journals**08:30 AM - 12:00 Noon****Presenters :**

Ana Cristina Biondo Salomão, São Paulo State University - UNESP

Paloma Castro, University Of Valladolid

Martine Derivry, INSPE | University Of Bordeaux

Sa-Hui Fan

Project-based learning to teach culture and develop intercultural communicative competence in VE contexts**08:30 AM - 12:00 Noon****Presenters :**

Ana Vivian Fernández Peraza, American University

Yumiko Furumura, Nagoya University Of Foreign Studies

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S092 | Linguistic Hegemony: Implications for teachers' language attitudes and practice in the language learning classroom

Speakers

Crissa Stephens, Assistant Professor Of Teaching, Georgetown University

Nikolaos Katsaounis, Aristotle University Of Thessaloniki

Katherine Christoffersen, Assistant Professor In Applied Linguistics, University Of Texas Rio Grande Valley

Amanda Montes, Assistant Professor, Bilingual-Bicultural Education, Northeastern Illinois University

Moderators

Amanda Montes, Assistant Professor, Bilingual-Bicultural Education, Northeastern Illinois University

Miguel Fernández Álvarez, Associate Professor, Technical University Of Madrid

Floor Van Den Berg, AILA2021 Volunteer, University Of Groningen

Power structures that exist within societies are often replicated in classrooms settings. In language learning education programs this can manifest itself via the languages being spoken and learned. It is often the case that within this power structure there exists a language with higher prestige that oftentimes overshadows the other language(s) in these settings. With this being the case, this linguistic hegemony that takes over often influences the internalized feelings with which language teachers approach their practice, resulting in less than ideal language learning environments; something that may be brought into the classroom setting from a teacher's own upbringing. In recognizing this existence, practitioners can work toward the use of a more dynamic set of classroom practices that include the conscious and strategic use of more than one language in ways that allow students to be aware of this power struggle and to feel empowered in using languages that have been designated as "less important" through translanguaging and linguistic mediation approaches. In this critical look at linguistic hegemony, we suggest that teachers must introspectively address their own roles in upholding these power structures in order to work towards education that allows students to embrace and effectively use their multilingual abilities.

Countering Hegemony in Language Education through Identity Texts as Anti-Oppressive Pedagogy

08:30 AM - 12:00 Noon

Presenters :

Crissa Stephens, Assistant Professor Of Teaching, Georgetown University

Jamie Schissel, University Of North Carolina At Greensboro

Current Discourses of an Online Foreign Language Teachers Community in Greece: Implications for Classroom Practice

08:30 AM - 12:00 Noon

Presenters :

Nikolaos Katsaounis, Aristotle University Of Thessaloniki

"Hablo pocha, ¿no?": Countering linguistic hegemony through community corpora

08:30 AM - 12:00 Noon

Presenters :

Katherine Christoffersen, Assistant Professor In Applied Linguistics, University Of Texas Rio Grande Valley

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S110 1/2 | Plurilingual approaches in the language classroom

Speakers

Kerstin Göbel, University Of Duisburg-Essen

Lina Adinolfi, The Open University

Elisabeth Peyer, University Of Fribourg

Vera Busse, Group Leader - Multilingualism And Education, University Of Münster

Christoph Hülsmann, Senior Scientist, University Of Salzburg, Language Centre

Verena Platzgummer, Eurac Research - University Of Vienna

Sandra Garbarino, Maître De Conférences, Lumière University Lyon 2

Dorothee Kohl-Dietrich, Post-Doc, University Of Koblenz-Landau

Mathieu Daure, PhD Student, Institut National Des Langues Et Civilisations Orientales (INALCO Paris), Research Center Structure & Dynamics Of Languages (UMR 8202 SeDyL)

Moderators

Ursula Lanvers, Dr

The erasure of plurilingualism in foreign language (FL) classrooms marginalises plurilingual students, reinforces monolithic and hierarchical thinking about languages, and neglects the opportunities to utilize plurilingual resources in the classroom to foster both motivation and language awareness. A plethora of plurilingual approaches in the FL classroom exist, but to date, these are mostly reported in an isolated manner. Pedagogues have applied plurilingual approaches to the FL for a variety of reasons. In classrooms where students from a variety of migratory backgrounds come together to learn a FL, they offer pathways for a better integration of students with migratory, boost their self confidence, and use their language awareness to aid FL learning for all. In Anglophone contexts, where the misapprehension of 'English is enough' often demotivates students, such approaches can help to 'burst the monolingual bubble', and foster students' awareness of the plurilingual nature of their own surroundings, including that of the English language. This symposium offers a platform to present, discuss and evaluate plurilingual approaches in an interdisciplinary and holistic manner, covering conceptual, pedagogical, and methodological issues. We invite contributions that report on using students' plurilingual skills in the FL classroom, or bringing plurilingual surroundings into the classroom.

Intercultural learning and multilinguality in foreign language teaching

08:30 AM - 12:00 Noon

Presenters :

Kerstin Göbel, University Of Duisburg-Essen

Translanguaging as a plurilingual pedagogic strategy in online modern language learning

08:30 AM - 12:00 Noon

Presenters :

Lina Adinolfi, The Open University

Multilingual activities in the foreign language classroom: a videographic study on challenges and possibilities

08:30 AM - 12:00 Noon

Presenters :

Elisabeth Peyer, University Of Fribourg

Addressing linguistic diversity in the language classroom in a resource-oriented way: An intervention study with primary school children

08:30 AM - 12:00 Noon

Presenters :

Vera Busse, Group Leader - Multilingualism And Education, University Of Münster

Acquiring plurilingual receptive competences through intercomprehension – A course concept for Romance languages in adult education

08:30 AM - 12:00 Noon

Presenters :

Christoph Hülsmann, Senior Scientist, University Of Salzburg, Language Centre

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S116 | Practitioner Research and classroom dynamics: emic insights through a small lens

Speakers

Richard Sampson, Rikkyo University
 Fergal Bradley, University Of Helsinki
 Sal Consoli, Hong Kong Polytechnic University
 Yuzo Kimura, University Of Toyama
 Sam Morris, Rikkyo University
 Jon Rowberry, Sojo University
 Harumi Kimura, Miyagi Gakuin Women's University
 Kuei-Ju Tsai, Associate Professor, National University Of Kaohsiung
 Richard Pinner, Symposium Organiser (S116), Sophia University

Moderators

Richard Pinner, Symposium Organiser (S116), Sophia University
 Rick De Graaff, Mentor ; Coordinator Of Symposium S084, Utrecht University | UAS Utrecht

Ushioda's 'small lens' approach to researching classroom phenomena was originally intended to focus on motivation with a 'more sharply focused or contextualised angle of inquiry' (2016: 566). This can be achieved by utilising various established and emerging practitioner-based research methodologies which utilise a methodical and evidence-based design in order to gain emic insights into the language learning classroom. In this symposium, researchers will utilise a small lens approach to examine a range of psychological and social factors relating to classroom dynamics focusing on both learners and teachers, such as emotions, identity, motivation, autonomy, values and beliefs. Research done by practising teachers is strongly advocated in the literature on complexity paradigm approaches, both within education (Davis and Sumara, 2008) and SLA (Larson-Freeman and Cameron, 2008). As the field of applied linguistics is reshaped by a tendency toward more situated and complexity-informed ways of understanding, insights from practitioner research are also gaining traction. The complex social dynamics that emerge inside specific classrooms are still rare and under-reported within applied linguistics, and this symposium aims to provide a springboard to learn from more emic perspectives from inside language learning classrooms.

Complexity, L2 Learner Psychology, and Practitioner Research

08:30 AM - 12:00 Noon

Presenters :

Richard Sampson, Rikkyo University

Reflective practitioner research on social language learning in an autonomous learning setting

08:30 AM - 12:00 Noon

Presenters :

Fergal Bradley, University Of Helsinki

Understanding Motivation through Ecological Research

08:30 AM - 12:00 Noon

Presenters :

Sal Consoli, Hong Kong Polytechnic University

**The Same Peak from Different Routes: illuminating L2 Teacher
Motivation via TEA, CDST, and AT**

08:30 AM - 12:00 Noon

Presenters :

Yuzo Kimura, University Of Toyama

Reflecting on the potential of stimulated recall in emotion research

08:30 AM - 12:00 Noon

Presenters :

Sam Morris, Rikkyo University

**Exploring teacher cognition as a complex system: Voices from
teachers in a self-directed learning unit in Japan**

08:30 AM - 12:00 Noon

Presenters :

Jon Rowberry, Sojo University

**L2 Pronunciation Anxiety under Peer and Societal Pressure: Social
Processes in Contexts**

08:30 AM - 12:00 Noon

Presenters :

Harumi Kimura, Miyagi Gakuin Women's University

Preparing students to 'talk to learn' in a flipped classroom

08:30 AM - 12:00 Noon

Presenters :

Kuei-Ju Tsai, Associate Professor, National University Of Kaohsiung

**I 08:30 AM -
12:00 Noon**

● Room 1

S118 1/2 | Processes, challenges and interventions in reading in another language

Speakers

Tineke Brunfaut, Lancaster University

Akira Hamada, Kobe City University Of Foreign Studies

Nour Elhouda Toumi, Lancaster University

Prichard Caleb, Okayama University

Gregory Rouault, Hiroshima Shudo University

Patrick Snellings, University Of Amsterdam, Rudolf Berlin Center For Learning Disabilities

Barbara Rindlisbacher, University Of Fribourg

Angela Meyer Sterzik, Fanshawe College

Camilo Andrés Bonilla Carvajal, AILA Solidarity Awardee, Universidad Del Quindio - Universidad Santiago De Cali

Judit Kormos, Lancaster University

Loes Groen, University Of Groningen

Yunjung Nam, Georgia State University

Moderators

Suzanne Graham, University Of Reading

Judit Kormos, Lancaster University

Anne-Marie Van Boeckel, AILA2021 Volunteer, Rijksuniversiteit Groningen

Reading in an additional language is an essential literacy skill, which often poses challenges for language learners and multilingual language users. This symposium focusses on recent research findings on the processes and challenges of reading different types of texts in another language. We invite presentations on empirical research that investigates cognitive processes of second language reading, the role of individual differences in reading in another language and the challenges posed by different text types such as health-related or academic texts. Research on students with reading-related difficulties such as dyslexia and intervention studies that aim to develop second language reading skills are also welcome. We gladly receive submissions that examine bi- and multilingual readers speaking languages other than English across the lifespan from young learners to adults. In the symposium we want to bring together researchers who study second language reading from psychological and pedagogical perspectives across a wide variety of contexts. In addition to the discussion of recent research in this important area of second language acquisition, the symposium will offer an excellent opportunity to exchange ideas on challenges in researching second language reading processes and pedagogical tools that assist in overcoming reading difficulties.

The day will start with the featured presentation without an introductory section. Please watch the presentation and join us for the online discussion session at 9.00 am. You can find the rest of the schedule below.

- 08.30-09.00: Through the eyes of the reader: The use of eye-tracking *Brunfaut*
- 09.00-09.10: Discussion
- 09.10-09.30: Latent Rank Model for Pedagogical Screening of L2 Reading Anxiety *Hamada*
- 09.30-09.50: Clearly understood? The comprehension of health-related texts *Ratajczak*
- 09.50-10.00: Discussion
- Coffee break

- 10.30-10.43: L2 readers' vocabulary coping strategies and their effect: *Caleb*
- 10.43-10.55: Developing foreign language reading rates *Rouault*
- 10.55-11.05: Discussion
- 11.05-11.30: Early English learning as a Foreign Language in primary school *Snellings*
- 11.30-11.55: Differences in lower-level reading skills in children learning French *Rindlisbacher*
- 10.55-11.05: Discussion

Through the eyes of the reader: The use of eye-tracking to advance insights into reading in another language

08:30 AM - 12:00 Noon

Presenters :

Tineke Brunfaut, Lancaster University

Latent Rank Model for Pedagogical Screening of Individual Differences in L2 Reading Anxiety

08:30 AM - 12:00 Noon

Presenters :

Akira Hamada, Kobe City University Of Foreign Studies

Shuichi Takaki, Fukushima

Clearly understood? What factors predict the comprehension of health-related texts?

08:30 AM - 12:00 Noon

Presenters :

Judit Kormos, Lancaster University

L2 readers' vocabulary coping strategies and their effect: An eye tracking study

08:30 AM - 12:00 Noon

Presenters :

Prichard Caleb, Okayama University

Developing foreign language reading rates: A comparison of the effectiveness and efficiency between extensive reading and grammar translation activities

08:30 AM - 12:00 Noon

Presenters :

Gregory Rouault, Hiroshima Shudo University

Early English learning as a Foreign Language in primary school: which individual factors predict reading comprehension success three years later?

08:30 AM - 12:00 Noon

Presenters :

Patrick Snellings, University Of Amsterdam, Rudolf Berlin Center For Learning Disabilities

Differences in lower-level reading skills in children learning French as a foreign language in primary school

08:30 AM - 12:00 Noon

Presenters :

Barbara Rindlisbacher, University Of Fribourg

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S123 1/2 | Re-Envisioning Language Assessment to Meet the Needs of Learners in a Changing World: What Can Diagnostic and Dynamic Assessment Contribute?

Speakers

Matthew E. Poehner, Penn State University

Simin Zeng, Harbin Institute Of Technology

Weiwei Song, Director, R&D, Foreign Language Teaching And Research Press

Magdalini Liontou, PhD Student / English Teacher, University Of Jyväskylä

Yaru Meng, PhD Supervisor, Professor, Director For Lantolf Research Center, Xi'an Jiaotong University

Vanessa Mota, PhD Student In Applied Linguistics, Federal University Of Rio De Janeiro

Bruna Vargas, PhD Student / English Teacher, Federal University Of Rio De Janeiro (UFRJ) / Federal University Of Juiz De Fora (UFJF)

Hye-won Lee, Senior Research Manager, Cambridge Assessment English

Raili Hilden, University Of Helsinki

Yukiko Hatasa, Hiroshima University

Ari Huhta, University Of Jyväskylä

Daniel Isbell, Assistant Professor, University Of Hawai'i At Mānoa

Próspero García, Associate Professor Of Spanish Applied Linguistics, Rutgers University, Camden

Pirjo Pollari, EFL Teacher And Teacher Educator, University Of Jyväskylä

Susana Madinabeitia, Universidad De Navarra

Thomais Rousoulioti, Co-Presenter, Teaching Fellow, Aristotle University Of Thessaloniki - Researcher, Centre For The Greek Language

Rémi Van Compernelle, Carnegie Mellon University

Lu Yu, Penn State University

Moderators

Ari Huhta, University Of Jyväskylä

Dmitri Leontjev, Postdoctoral Researcher, University Of Jyväskylä

Siemone Zuidema, AILA2021 Volunteer

Diagnostic and dynamic assessment share a common goal, namely promoting learning and teaching. Diagnostic assessment emphasizes carefully defined and measured constructs in order to provide detailed information regarding learner strengths and weaknesses. Dynamic assessment takes a dialectical view of teaching and assessment. Thus, support is provided to learners during dynamic assessment whenever they require it, which yields insights into learners' abilities and simultaneously promotes these abilities. The goal of the symposium is to take stock of, and bring together, the most interesting recent developments in both diagnostic and dynamic assessment to pave way for integrating the strengths of these two assessment frameworks. To set the scene for the symposium, the featured speaker, Professor Matthew Poehner, will give a talk about an ongoing project that aims to merge dynamic and diagnostic assessment. We encourage participation from scholars working on dynamic assessment or diagnostic assessment. The expected outcome of the symposium is to initiate dialogue among the researchers with a view to start a new line of research merging the two assessment approaches into a dynamic diagnostic assessment framework. This could lead both to new theoretical frameworks and novel practical applications of assessment.

Click here
(https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1628836602123Symposium_Schedule.pdf) for the detailed program

**Mediation as conceptual vantage and practical approach to
formulating a possible dynamic diagnostic assessment framework
08:30 AM - 12:00 Noon**

Presenters :

Matthew E. Poehner, Penn State University

How does dynamic assessment enable learner development in EFL classroom context: microgenetic analysis of classroom interactions and teacher narratives

08:30 AM - 12:00 Noon

Presenters :

Simin Zeng, Harbin Institute Of Technology

Developing Diagnostic Assessment for the Needs of Learners: Bridging the National Standards and the Curriculum Requirements

08:30 AM - 12:00 Noon

Presenters :

Weiwei Song, Director, R&D, Foreign Language Teaching And Research Press

Know thyself: diagnostic tests and self-assessment lists A comparison between Finnish and Chinese university students

08:30 AM - 12:00 Noon

Presenters :

Magdalini Liontou, PhD Student / English Teacher, University Of Jyväskylä

Cognitive Attribute-based Dynamic Mediation Modelling for EFL Listening Development

08:30 AM - 12:00 Noon

Presenters :

Yaru Meng, PhD Supervisor, Professor, Director For Lantolf Research Center, Xi'an Jiaotong University

Mediated Assessment: an experience in a Brazilian public school

08:30 AM - 12:00 Noon

Presenters :

Bruna Vargas, PhD Student / English Teacher, Federal University Of Rio De Janeiro (UFRJ) / Federal University Of Juiz De Fora (UFJF)

Vanessa Mota, PhD Student In Applied Linguistics, Federal University Of Rio De Janeiro

How Learners Engage with Item-Level Diagnostic Feedback on a Digital Self-Study Reading Assessment Tool

08:30 AM - 12:00 Noon

Presenters :

Hye-won Lee, Senior Research Manager, Cambridge Assessment English

Digital support for training and assessing second language speaking

08:30 AM - 12:00 Noon

Presenters :

Raili Hilden, University Of Helsinki

The development of diagnostic tests of Japanese pronunciation

08:30 AM - 12:00 Noon

Presenters :

Yukiko Hatasa, Hiroshima University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S138 2/3 | ReN: Language Policy: Theory, Method, and Advocacy for Contemporary Geopolitics

Speakers

Jeff Bale, OISE - University Of Toronto
 Donald Allison, Washington State University
 Stephen May, University Of Auckland
 Kristof Savski, Prince Of Songkla University
 Jorunn Simonsen Thingnes, Associate Professor , Western Norway University Of Applied Sciences
 Adrian Lundberg, Malmö University
 Joseph Lo Bianco, University Of Melbourne
 Chrismi-Rinda Loth, University Of The Free State
 David Johnson, University Of Iowa
 Sarah Catherine Kaser Moore, University Of Maryland College Park
 Francis Hult, University Of Maryland

Moderators

David Johnson, University Of Iowa
 Francis Hult, University Of Maryland
 Sarah Catherine Kaser Moore, University Of Maryland College Park
 Kees De Bot, AILA2021 Organizer, Mentor, AILA 2021
 Andre Korpelaar, AILA2021 Volunteer

The Language Policy Research Network (LPReN) symposium is organized around three areas within the broader field of scholarship relevant to language policy, politics, and planning: theory, method, and advocacy. Foci include reconceptualizing global innovations in language policy and planning, employing novel research methodologies in language policy, and promoting language rights to preserve minoritized languages. To submit to the LPReN Call for proposals, select ONE of the three areas: Theory, Method, or Advocacy and clearly indicate the selection on your proposal. Theory: Exploration of the theoretical constructs, origins, potential, and philosophical implications of language policy, politics, and planning as they relate to the structures, individuals, communities, and societies within and among which they are undertaken. Method: Identification and explication of the means through which language policymaking, management, and planning take shape, including identification of the particular overt and covert activities, parties, and institutions that constitute methods employed to burden, obstruct, or facilitate the implementation of policy. Also, critical examination of research methods for investigating language policy texts and practices including issues of ethics and research design in language policy research. Advocacy: Engagement with of the role of power, elitism, prejudice, privilege, exclusivity, and hegemony in acts associated with language policy; engagement in activities to expose majoritarian narratives and highlight language rights, promote heritage language maintenance and prosperity, and resolve conflicts among language communities and in organizations.

History, Genealogy, and Language-Policy Research Methods

08:30 AM - 12:00 Noon

Presenters :

Jeff Bale, OISE - University Of Toronto

Vulgaridad as common language use in medical care: Implications in language policy for Mexican migrant farmworker men

08:30 AM - 12:00 Noon

Presenters :

Donald Allison, Washington State University

**Superdiversity, linguistic citizenship and language rights:
Disjunctures and connections for language policy**

08:30 AM - 12:00 Noon

Presenters :

Stephen May, University Of Auckland

**Reconceptualizing the analysis of language policy texts: a textual
ethnographic approach**

08:30 AM - 12:00 Noon

Presenters :

Kristof Savski, Prince Of Songkla University

**Ensuring student's language rights or reinforcing hegemony? The
case of Nynorsk at the largest university in Norway**

08:30 AM - 12:00 Noon

Presenters :

Jorunn Simonsen Thingnes, Associate Professor , Western Norway University Of Applied Sciences

**Language Policy and Social Cohesion Analysis in Multi-ethnic
Settings: The Role of Q-Methodology**

08:30 AM - 12:00 Noon

Presenters :

Joseph Lo Bianco, University Of Melbourne

Adrian Lundberg, Malmö University

**Privacy in the public space – implications for Linguistic Landscape
research**

08:30 AM - 12:00 Noon

Presenters :

Chrismi-Rinda Loth, University Of The Free State

X 08:30 AM -
12:00 Noon

● Room 1

S144 1/2 | ReN: New dynamics for new cultural, linguistic and digital realities: Adapting mainstream learning environments to and for migrant learners

Speakers

Gee Macrory, Visiting Research Fellow, Manchester Metropolitan University
 Burcu Yaman Ntelioglou, Associate Professor, Brandon University, Canada
 Stephanie Löbl, PhD Fellow, University Of Copenhagen
 Amir Michalovich, PhD Candidate, University Of British Columbia
 Saskia Van Viegen, Assistant Professor, York University, Canada
 Stef Slembrouck, Ghent University
 Shelley Taylor, Professor, Western University
 Colette Despagne, Professor, Benemérita Universidad Autónoma De Puebla (BUAP)
 Antoinette Gagne, Associate Professor And Associate Chair, Student Experience, OISE, University Of Toronto
 Coral Buitrón, Benemérita Universidad Autónoma De Puebla
 Emmanuelle Le Pichon, University Of Toronto | Utrecht University
 Ester De Jong, University Of Florida
 James Cummins, Presenter, University Of Toronto
 Kate Paterson, PhD Candidate, Western University
 Margaret Early, University Of British Columbia
 Maureen Kendrick, University Of British Columbia
 Mitsuyo Sakamoto, Sophia University
 Nickesha McGregor, Participant, N/A
 Peter De Costa, Michigan State University

Moderators

Shelley Taylor, Professor, Western University
 Saskia Van Viegen, Assistant Professor, York University, Canada
 Bapujee Biswabandan, Western University
 Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

Knowledge production that is unrelated to real-world problems requiring urgent attention and alternate frames of reference has been likened to structures that are decontextualized, depoliticized and colonial (Lorente, 2019). Learning environments with decontextualized, depoliticized structures are ill-equipped to meet migrant learners' needs. Researchers have called for empirical work that supports educator initiatives to meet migrant learners' needs in mainstream educational settings; however, such initiatives meet resistance and are under-explored despite growing affordances of 4.0 technology linking people, information and digital supports. This Symposium highlights responses to the real-world needs of educators seeking to adapt mainstream instructional settings to migrant learner needs while drawing on their cultural/linguistic strengths and resources, and technological innovations. This alignment of mainstream and alternative knowledges adds a new dynamic to knowledge production, reflecting real-world language use in societies, and migrant learners' plurilingual / pluricultural backgrounds. The two featured speakers in our ReN's symposium, Gee Macrory and Jim Cummins, and the other contributors, address the types of re-imagining needed.

The first featured speaker, Gee Macrory, discusses the transnational use of technology to enable primary school-aged children of migrant backgrounds to work together, sharing and co-developing knowledge. The second featured speaker, Jim Cummins, discusses research involving software used by European and North American educators to reflect and support migrant learners' knowledges in mainstream settings. The other participants' contributions provide cutting-edge, international perspectives

on how to develop and support the adaptations to learning environments needed in changing times when population shifts challenge educators' preparedness for meeting all learners' needs.

S144 detailed programme, click here
(<https://drive.google.com/file/d/1Q1e1K8S4KiSgPHvhOifKUXcUTXnMANDk/view?usp=sharing>).

Please find the handout here (<https://drive.google.com/file/d/1m-1M2HakwCtzFnDgiOtCxdbDkYPm6QuD/view?usp=sharing>)

Using video-conferencing to maximise engagement in foreign language learning by ethnic minority groups in two English primary schools

08:30 AM - 12:00 Noon

Presenters :

Gee Macrory, Visiting Research Fellow, Manchester Metropolitan University

Trans'lingual' Approaches: Multimodal, Multilingual and Transcultural Pedagogies to Support Students from Refugee Backgrounds in Third-Tier City K-12 Classrooms

08:30 AM - 12:00 Noon

Presenters :

Burcu Yaman Ntelioglou, Associate Professor, Brandon University, Canada

The role of culture when teaching French as a foreign language in primary school in Denmark. Eurocentric or francophone perspective?

08:30 AM - 12:00 Noon

Presenters :

Stephanie Löbl, PhD Fellow, University Of Copenhagen

Digital Multimodal Composing in Popular New Media Genres: Possibilities for Second/Additional Language Learning.

08:30 AM - 12:00 Noon

Presenters :

Amir Michalovich, PhD Candidate, University Of British Columbia

Translanguaging pedagogies with youth from refugee backgrounds (Canada)

08:30 AM - 12:00 Noon

Presenters :

Saskia Van Viegen, Assistant Professor, York University, Canada

Learning-through-translanguaging in monolingual school policy contexts

08:30 AM - 12:00 Noon

Presenters :

Stef Slembrouck, Ghent University

Youth refugees at the postsecondary level: Writing/righting their stories through multimodal products

08:30 AM - 12:00 Noon

Presenters :

Shelley Taylor, Professor, Western University

Youth Return Migration (US-Mexico): Students' Citizenship in Mexican Schools

08:30 AM - 12:00 Noon

Presenters :

Colette Despaigne, Professor, Benemérita Universidad Autónoma De Puebla (BUAP)

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S156 | Reshaping English Learning in a Changing World

Speakers

Wen-Ling Tsai, Shih Chien University
 Min-chieh Chou, Chinese Culture University
 Eleanor K. P. Kwan, Lecturer, University Of Hong Kong
 Masataka Yamaguchi, Kobe City University Of Foreign Studies
 Li-Te Li, Associate Professor, Shih Chien University
 Luciane Sturm, Professor, University Of Passo Fundo
 Kahoko Matsumoto, Tokai University
 Cheng-Yi Lin, Assistant Professor, National Taiwan Ocean University
 Shu-Chen Huang, National Chengchi University

Moderators

Min-chieh Chou, Chinese Culture University
 Li-Te Li, Associate Professor, Shih Chien University
 Wen-Ling Tsai, Shih Chien University
 Mark Van Huizen, AILA2021 Volunteer

This symposium aims to draw attention and discussion on the changes and challenges encountered in the field of English language teaching and learning. To respond to the need of the industry, to foster the new dynamism, and to strengthen the competitiveness and innovation of Net-generation, the emphasis of higher education seems to gradually switch from research orientation to practical orientation. This change influences the curriculum design, affects the attitudes of language learners, and challenges the expertise of the language educators. Four sub-themes, therefore, are designed to cover the relevant issues. It is hoped that each of the sub-themes will elicit insightful papers and arouse profound discussion to help re-shape the English learning in this changing world. Four sub-themes-- English Learning for Academia-Industry Exchange -- How can different industries benefit from research in applied linguistics? 2. English Learning and Transdisciplinary Studies -- What curriculum design can effectively promote the cross-disciplinary collaboration? 3. Undergraduate Research Experiences and Information Literacy in the EFL Context -- What might be the role of academic research and English research paper writing in a practical-oriented curriculum? 4. Engagement and Involvement of English teachers/learners in the 21st Century -- The concerns cover agency, empowerment, and/or work-life balance.

Collegiate Internship Programs for English Majors in the Aviation Industry

08:30 AM - 12:00 Noon

Presenters :

Wen-Ling Tsai, Shih Chien University

The Effect of an Internship Course on English Majors' Future Career Development

08:30 AM - 12:00 Noon

Transferability of literacy skills of ESP and discipline specific EAP courses: Learners' perspectives

08:30 AM - 12:00 Noon

Presenters :

Eleanor K. P. Kwan, Lecturer, University Of Hong Kong

Learning to use English in the era of globalization: The case of international students on a LEGO task

08:30 AM - 12:00 Noon

Presenters :

Masataka Yamaguchi, Kobe City University Of Foreign Studies

Enhancing Employability with Undergraduate Research Experiences: A Myth or Not?

08:30 AM - 12:00 Noon

Presenters :

Li-Te Li, Associate Professor, Shih Chien University

Creative writing as an engagement strategy to develop ELT teachers' literacy at university

08:30 AM - 12:00 Noon

Presenters :

Luciane Sturm, Professor, University Of Passo Fundo

Creation of an Assessment Tool for Global Citizenship

08:30 AM - 12:00 Noon

Presenters :

Kahoko Matsumoto, Tokai University

A Course Design for English for Occupational Purposes with Needs Analysis and Practice: An Action Research

08:30 AM - 12:00 Noon

Presenters :

Cheng-Yi Lin, Assistant Professor, National Taiwan Ocean University

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S160 2/3 | Speaking subjects – Biographical methods in multilingualism research

Speakers

Tim McNamara, Professor Emeritus, University Of Melbourne
 Julia Sonnleitner, University Of Vienna
 Sarah Muller, Research Associate, University Of Sheffield
 Natalia Ganuza, Uppsala University
 Maria Rydell, Stockholm University
 Boglárka Straszer, Presenter, Dalarna University
 BethAnne Paulsrud, Dalarna University
 Sandra Radinger, University Of Vienna
 Jonas Hassemer, University Of Vienna | University Of Bonn

Moderators

Judith Purkarthofer, University Duisburg-Essen
 Mi-Cha Flubacher, University Of Vienna
 Jelle Brouwer, AILA2021 Volunteer, University Of Groningen

Biographical approaches give access to individuals' learning trajectories across the lifespan, societal influences and language ideologies and the construction of language use in social spaces, as such they are prone to be used globally in different settings. For example, 'language portraits' have become a staple method in research on multilingualism, language repertoires and lived experience of language, to name just a few examples. While the colourful drawings of the portraits originated in research on language awareness in primary school education, biographical methodology in multilingualism research has since developed into an approach in its own right, covering and combining visual, verbal and multimodal data and analysis. This symposium will thus invite contributions working on the interplay between language use in individuals and societies, language-related inequalities and opportunities for speakers and salient moments of multilingual encounter that can be gained with a focus on speakers' lived experience of language (Busch 2006, 2013). These insights shall contribute to an understanding of e.g., how biographical research can contribute to our understanding of linguistic diversity, how we as researchers can empirically account for experiences of lived languages, and how to embed them in a larger discussion on social (in)equality.

Discourse and the agency of the subject in autobiographical narratives

08:30 AM - 12:00 Noon

Presenters :

Tim McNamara, Professor Emeritus, University Of Melbourne

“We all need histories that no history book can tell”: Chronotopic agency and embodiment in biographical accounts.

08:30 AM - 12:00 Noon

Presenters :

Julia Sonnleitner, University Of Vienna

Visual silence in the language portrait

08:30 AM - 12:00 Noon

Presenters :

Sarah Muller, Research Associate, University Of Sheffield

Biographical narratives and lived experiences of language in contemporary Swedish fiction

08:30 AM - 12:00 Noon

Presenters :

Natalia Ganuza, Uppsala University

Maria Rydell, Stockholm University

Methodological reflections on one child's language portraits over time

08:30 AM - 12:00 Noon

Presenters :

Boglárka Straszer, Presenter, Dalarna University

BethAnne Paulsrud, Dalarna University

Combining biographical research with philosophical practice for investigating Spracherleben

08:30 AM - 12:00 Noon

Presenters :

Sandra Radinger, University Of Vienna

Embodied reflexivity and the speaking subject: on being a 'good' counsellor in refugee support

08:30 AM - 12:00 Noon

Presenters :

Jonas Hassemer, University Of Vienna | University Of Bonn

⌘ 08:30 AM -
12:00 Noon

● Room 1

S163 1/2 | Task-Based Language Teaching: Interfaces between Research, Pedagogy and Assessment

Speakers

Martin East, University Of Auckland
 Ali Shehadeh, Presenter, UAE University
 Ágnes Albert, Senior Lecturer, Eötvös Loránd University
 Natsuyo Suzuki, Tokyo Woman's Christian University
 Chihiro Inoue, Senior Lecturer In Language Assessment, University Of Bedfordshire
 Marcos Benevides, Associate Professor, J. F. Oberlin University
 Goedele Vandommele, KULeuven
 Ana Flávia Boeing Marcelino, Federal University Of Santa Catarina
 Li-Shih Huang, University Of Victoria
 Paul Toth, Temple University
 Roger Gilabert Guerrero, University Of Barcelona
 Sanghee Kang, Georgia State University

Moderators

Andrea Revesz, UCL Institute Of Education
 Martin East, University Of Auckland
 Roger Gilabert Guerrero, University Of Barcelona
 Aline Oelen, AILA2021 Volunteer

Since the 1980s, Task-Based Language Teaching (TBLT) has become a phenomenon of increasing interest in applied linguistics among both researchers and practitioners. TBLT is a learner-centred, experiential pedagogical approach that focuses on tasks as vehicles for successful second language acquisition (SLA). Empirical research into task effectiveness has yielded positive findings for SLA. However, despite its relatively long history, TBLT is still classed as an innovation. TBLT's contrast to more established teacher-led and grammar-focused communicative approaches means that it is often viewed with suspicion among teachers. This symposium addresses the interface between research and practice, bringing together those with a range of interests in TBLT. The symposium is convened by two experts in TBLT from two different parts of the world- Martin East (New Zealand), current President of the International Association for TBLT (IATBLT), and Andrea Révész (UK), current Vice President- and features an address from Pauline Foster, Professor of Applied Linguistics, St. Mary's University, London, UK. In the symposium we will explore and discuss research into task efficacy alongside the benefits and challenges of using tasks both in the real worlds of classrooms and for assessment purposes. Our aim is to address these dimensions from different theoretical and methodological perspectives.

TIME	MAIN PRESENTER
8.30 - 9.10	Martin East (Featured)
9.10 - 9.35	Ali Shehadeh
9.35 - 10.00	Agnes Albert
	Break

10.30 - 10.55	Natsuyo Suzuki
10.55 - 11.20	Chihiro Inoue
11.20 - 11.45	Marcos Benevides
11.45 - 12.10	Goedele Vandommele
	BREAK
14.30 - 15.10	Roger Gilabert (Featured)
15.10 - 15.35	Ana Flávia Boeing Marcelino
	BREAK
16.30 - 16.55	Paul Toth
16.55 - 17.20	Sanghee Kang
17.20 - 17.45	Li-Shih Huang

Task-Based Language Teaching as innovation – Implications for practice

08:30 AM - 12:00 Noon

Presenters :

Martin East, University Of Auckland

Implementation of task-based language teaching and focus on form in a United Arab Emirates EFL middle school setting

08:30 AM - 12:00 Noon

Presenters :

Ali Shehadeh, Presenter, UAE University

The role of emotions, motivation, and self-efficacy beliefs in classroom task performance: investigating secondary school students in Hungary

08:30 AM - 12:00 Noon

Presenters :

Ágnes Albert, Senior Lecturer, Eötvös Loránd University

Does learners' shared L1 use in higher order thinking tasks hinder L2 development?

08:30 AM - 12:00 Noon

Presenters :

Natsuyo Suzuki, Tokyo Woman's Christian University

Effect of extended planning time in listening-into-speaking tasks

08:30 AM - 12:00 Noon

Presenters :

Chihiro Inoue, Senior Lecturer In Language Assessment, University Of Bedfordshire

Inter-rater reliability of a task-based assessment tool designed for practicality in the classroom

08:30 AM - 12:00 Noon

Presenters :

Marcos Benevides, Associate Professor, J. F. Oberlin University

Task-based language assessment in an online environment: match made in heaven or an impossible endeavor?

08:30 AM - 12:00 Noon

Presenters :

Goedele Vandommele, KULeuven

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S168 | Language Teacher Education and Professional Development in Technology Integration

Speakers

David Ortega, Yale University
 Nelleke Van Deusen-Scholl, Director, Center For Language Study, Yale University
 Emily Heidrich Uebel, Michigan State University
 Luca Giupponi, Michigan State University
 Timothy Kochem, Graduate Research/Teaching Assistant, Iowa State University
 Zhi Li, Assistant Professor, University Of Saskatchewan
 Thomas E Bieri, Moderator, Presenter, Nanzan University
 Hyangeun Ji, PhD Student, Temple University
 Jaerin Ahn, University Of Wisconsin-Madison
 Jinjin Lu, Masaryk University; China University Of Geosciences (Wuhan) China
 Maryann Christison, University Of Utah
 Christina Gitsaki, Research Coordinator, Zayed University, UAE

Moderators

Philip Hubbard, Senior Lecturer Emeritus, Language Center, Stanford University
 Lilly Göthe, Volunteer, University Of Groningen

In line with technological developments in the digital age, language teachers are in high demand to integrate technology into their teaching while supporting their students' formal and informal learning. The implementation of technology-enhanced language teaching is largely affected by teachers' competencies in the use of digital technologies and their ongoing professional development in computer-assisted language learning (CALL). Despite various efforts to improve language teacher education and development, however, there are still concerns about how language teachers can be adequately prepared to make effective use of CALL and how they can continuously develop their CALL knowledge and skills throughout their careers. This symposium looks at the role and use of technology in language teacher education and discusses professional development in CALL. It explores the following questions: What new skills and knowledge need to be developed? What should the relative roles of theory, research and practice be in a teacher training program? How can teacher educators prepare teachers to develop a critical mindset toward the affordances offered by new developments in technology? How should digital literacies and technology standards for teachers should be addressed? What teacher education models are most likely to provide adequate foundations to support lifelong learning for teachers?

Developing new pedagogical and technological skills: A distance language training program for graduate students

08:30 AM - 12:00 Noon

Presenters :

David Ortega, Yale University
 Nelleke Van Deusen-Scholl, Director, Center For Language Study, Yale University

Normalizing Online Language Teaching Readiness: A professional development and assessment model

08:30 AM - 12:00 Noon

Presenters :

Luca Giupponi, Michigan State University
 Emily Heidrich Uebel, Michigan State University

Considerations for Future Technology Development Based on EFL Teachers' Integration of CALL Technologies

08:30 AM - 12:00 Noon

Presenters :

Timothy Kochem, Graduate Research/Teaching Assistant, Iowa State University

From chatting with a social chatbot to designing chatbot-based teaching activities: Focusing on the perspectives of preservice ESL teachers

08:30 AM - 12:00 Noon

Presenters :

Zhi Li, Assistant Professor, University Of Saskatchewan

Understanding Teachers' Technological Pedagogical and Content Knowledge (TPACK): A Case of Graduate Students in South Korea

08:30 AM - 12:00 Noon

Presenters :

Hyangeun Ji, PhD Student, Temple University

"I was scared!" Exploring Language Teachers' Perceptions, Beliefs, and Practices Related to Classroom Technology Use

08:30 AM - 12:00 Noon

Presenters :

Jaerin Ahn, University Of Wisconsin-Madison

Strengthening novice EFL teachers' digital habitat in the Czech Republic.

08:30 AM - 12:00 Noon

Presenters :

Jinjin Lu, Masaryk University; China University Of Geosciences (Wuhan) China

Using Digital Technology to Educate Language Teachers about the Design, Development, and Use of Research in Applied Linguistics

08:30 AM - 12:00 Noon

Presenters :

Maryann Christison, University Of Utah

Teacher Professional Development through Reflection and Engagement in SoTL

08:30 AM - 12:00 Noon

Presenters :

Christina Gitsaki, Research Coordinator, Zayed University, UAE

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S183 | Thesis and dissertation writing in multilingual contexts: Genre, contexts, identities

Speakers

Brian Paltridge, Professor Of TESOL, University Of Sydney
 Madhu Neupane Bastola, Hong Kong Polytechnic University
 Pascal Patrick Matzler, Associate Professor, Pontificia Universidad Catolica De Valparaiso
 Ana Maria Benton, University Of Auckland
 Jenny Mendieta, Learning Adviser, The University Of Auckland
 Morena Botelho De Magalhaes, The University Of Auckland
 Steven Thurlow, University Of Melbourne
 Naoko Mochizuki, Kanda University Of International Studies
 Sue Starfield, UNSW Sydney

Moderators

Sue Starfield, UNSW Sydney

Globally, the number of students writing a doctoral thesis or dissertation in English continues to grow, raising many challenges for students, their supervisors and institutions. Thesis and dissertation writing varies according to context, although there are certain conventions and expectations which hold across disciplinary and geographical borders. This symposium seeks proposals on studies that go beyond the text to examine texts within the contexts in which they are being produced, circulated, received and responded to. We are interested in how multilingual writers in diverse contexts across the globe negotiate their identities in their thesis and dissertation writing, the kinds of relationships that support or hinder their writing and the ways in which their knowledge of the thesis genre develops over time. We are also interested in ways in which doctoral writing and the doctoral genre are evolving in response to the diversity of contexts in which these texts are being written, and the impact of new technologies on thesis and dissertation writing. Themes to address include: Building doctoral genre knowledge in multilingual contexts; Constructing and negotiating voice, identity, agency in doctoral writing in multilingual contexts; Mentoring relationships in doctoral writing; The impact of new technologies on thesis and dissertation writing.

Change and stability in thesis and dissertation writing: The evolution of an academic genre

08:30 AM - 12:00 Noon

Presenters :

Brian Paltridge, Professor Of TESOL, University Of Sydney

Supervisory feedback: Constructing and negotiating voice, identity, and agency in doctoral writing

08:30 AM - 12:00 Noon

Presenters :

Madhu Neupane Bastola, Hong Kong Polytechnic University

Doctoral writing practices in the sciences: the shifting roles of expert and novice

08:30 AM - 12:00 Noon

Presenters :

Pascal Patrick Matzler, Associate Professor, Pontificia Universidad Catolica De Valparaiso

Finding your scholarly self: EAL writing and identity in the early stages of the doctorate

08:30 AM - 06:00 PM

Presenters :

Morena Botelho De Magalhaes, The University Of Auckland

Ana Maria Benton, University Of Auckland

Jenny Mendieta, Learning Adviser, The University Of Auckland

Creativity is for poets and pop singers, isn't it? How doctoral writers and academics perceive creativity in doctoral writing contexts

08:30 AM - 12:00 Noon

Presenters :

Steven Thurlow, University Of Melbourne

Thesis writers' dialogic and social voice construction through oral feedback exchange: An activity system analysis

08:30 AM - 12:00 Noon

Presenters :

Naoko Mochizuki, Kanda University Of International Studies

**⌘ 08:30 AM -
12:00 Noon**

● Room 1

S197 1/2 | Writing processes: Strategies from idea to text

Speakers

Marie-Christin Reichert, University Of Cologne

Lindgren Eva, Umeå University

Chifen Tseng, Presenter, National Taichung University Of Science And Technology

Jingwen Wu, PhD Student, Curtin University

Jongbong Lee, Nagoya University Of Commerce & Business

Zulaikha Al-saadi, Assistant Professor , University Of Technology And Applied Sciences- Rustaq College Of Education

Junko Imai, Juntendo University | University Of Hawaii At Manoa

Kei Kawanishi, Mukogawa Women's University

Mikie Nishiyama, Postgraduate School, Tokyo Healthcare University

Lise Fontaine, Speaker & Mentor, Cardiff University

Xiaojun Lu, Southeast University

Airlie Rose, Writing Associate, Amherst College

Minkyung Kim, Nagoya University Of Commerce And Business

Hugh Escott, Sheffield Hallam University

Rafael Petermann, Federal Institute Of Paraná (IFPR)

Jeremie Seror, Director - Associate Dean, Official Languages And Bilingualism Institute, University Of Ottawa

Stefania Torri, PhD In General And Comparative Literature And PhD Candidate In Education, Free University Of Bolzano

Victoria Johansson, Moderator In Symposium S197 1&2 | Writing Processes: Strategies From Idea To Text, Lund University

Noriko Matsuda, Kindai University

Moderators

Asa Wengelin

Victoria Johansson, Moderator In Symposium S197 1&2 | Writing Processes: Strategies From Idea To Text, Lund University

Penny Heisterkamp, AILA2021 Volunteer

Until quite recently studies of writing in real-life contexts have focused largely on the final product of the writing process- the written texts. Research on writing processes has, on the other hand, mainly taken place in experimental settings- perhaps because of a certain dominance of experimental psychology within the field, but also due to the need of theoretical and methodological development in a relatively novel research area. However, during recent years, writing process research has come to include not only experimental studies but widened its scope to various social contexts and writing tools. Linguistic studies of writing processes (e.g. idea generation, formulating, reading and revision) and their relation to the final texts by means of real-time recordings, such as keystroke-logging or screen recordings, and/or ethnographic studies, can increase our understanding of the communicative activities and strategies that writers in different contexts engage in during text production, not only on the word or sentence levels, but also on a discourse level. Hence they can contribute to further our knowledge about the relation between various writing strategies and text characteristics, but also about applications such as writing instruction or professional writing. In this symposium we welcome all proposals related to ongoing real-time writing processes that are not necessarily visible in the final written texts.

Keystroke logging and qualitative analysis

08:30 AM - 12:00 Noon

Presenters :

Lindgren Eva, Umeå University

Chinese EFL learners' cognitive process in composing English essays with and without Graphic Organizers: A Stimulated Recall Study

08:30 AM - 12:00 Noon

Presenters :

Chifen Tseng, Presenter, National Taichung University Of Science And Technology

The effect of pre-task planning on the process of second language writing

08:30 AM - 12:00 Noon

Presenters :

Jingwen Wu, PhD Student, Curtin University

L2 learners' writing processes and perceptions of task difficulty: The effects of genre and time constraints

08:30 AM - 12:00 Noon

Presenters :

Jongbong Lee, Nagoya University Of Commerce & Business

The Effects of EFL Proficiency and Gender on the Writing Processes and Products of Undergraduate Students using Keystroke Logging Program

08:30 AM - 12:00 Noon

Presenters :

Zulaikha Al-saadi, Assistant Professor , University Of Technology And Applied Sciences- Rustaq College Of Education

Read-aloud, think-aloud, text-aloud during L2 writing conferences

08:30 AM - 12:00 Noon

Presenters :

Junko Imai, Juntendo University | University Of Hawaii At Manoa

Finding a stance: Exploring Japanese university students' writing processes and stance formation in L2 writing

08:30 AM - 12:00 Noon

Presenters :

Kei Kawanishi, Mukogawa Women's University

Akinori Usami, Mukogawa Women's University

Learners' Use of Machine Translation as Strategies in Foreign Language Writing

08:30 AM - 12:00 Noon

Presenters :

Mikie Nishiyama, Postgraduate School, Tokyo Healthcare University

Noriko Matsuda, Kindai University

Dynamic Writing Processes: Revision as Composing Strategy across Languages and Writing Tasks

08:30 AM - 12:00 Noon

Presenters :

Marie-Christin Reichert, University Of Cologne

**⌘ 09:00 AM -
12:30 PM**

● Room 1

S152 1/2 | ReN: Women in the History of Language Learning and Teaching

Speakers

Sabine Doff, Speaker At The Symposium S152 , University Of Bremen
 Raf Van Rooy, University Of Oslo
 Ariane Ruyffelaert, University Of Granada
 Rachel Allan, Associate Professor, Mittuniversitetet
 Irmína Kotlarska, University Of Zielona Góra
 Giovanni Iamartino, Symposium S152 Convenor And Moderator, University Of Milan
 Layenne De Oliveira, AILA Solidarity Awardee, University Of São Paulo
 Maria Grazia Giulia Chiappori, Sapienza University Of Rome
 Polina Shvanyukova, University Of Udine
 Susana Fontes, University Of Trás-os-Montes And Alto Douro

Moderators

Giovanni Iamartino, Symposium S152 Convenor And Moderator, University Of Milan
 Rosmawati ., Postdoctoral Researcher, The University Of Sydney

The role of women in the history of language learning and teaching (HoLLT) has so far been largely neglected. This HoLLT AILA research network symposium considers the ways and channels by which as well as possible reasons why this has been the case, in different linguistic and cultural contexts. The fact that the contribution of half of the language learning community has been consistently overlooked in the historiography of language education may, for example, be due to an over-emphasis on theorists or on certain types of source, as well as the circumstance that women were not in a position to make their voices heard. It is high time to award female language learners and teachers the attention they deserve and to re-evaluate their contribution to the history of language language learning and teaching outside traditional frameworks as well as within institutional contexts. Topics from the field of the history of language learning and teaching may include, but are not limited to: a) Language schools and institutes for women; b) Language books for women; c) Construction of gender and gender stereotypes in language books; d) Women, education and languages; e) Women as language educators and learners; f) Sexism and discrimination against women within language education.

Teaching Living Languages as Political Statement: Female Teachers in 19th Century Germany

08:30 AM - 12:00 Noon

Presenters :

Sabine Doff, Speaker At The Symposium S152 , University Of Bremen

A female student of Greek in the Renaissance: The case of Ippolita Sforza

08:30 AM - 12:00 Noon

Presenters :

Raf Van Rooy, University Of Oslo

The role of women in the reflection on French grammar and the teaching of the French language.

08:30 AM - 12:00 Noon

Presenters :

Ariane Ruyffelaert, University Of Granada

English for Foreigners: A study of female-authored textbooks for immigrants in early twentieth century America

08:30 AM - 12:00 Noon

Presenters :

Rachel Allan, Associate Professor, Mittuniversitetet

Women's Role in Promoting English Culture through English-language Education in Poland (the First Half of the 20th Century)

08:30 AM - 12:00 Noon

Presenters :

Irmina Kotlarska, University Of Zielona Góra

X 12:00 Noon -
01:30 PM

Lunch

X 12:15 PM -
01:00 PM

Body-Mind-Recharge in Gather.Town | Activity Center

During all lunch times in between symposia, we can revitalize with Iryna, an international and multilingual yoga teacher with over 10 years of experience. She will guide the 45 minutes yoga & stretching break to help you recharge and rebuild your mental and physical resources. Every session, she will start with breathing practice for a better focus, continue with yoga postures for shoulders, chest and lower back and finish with grounding meditation. This session is suitable and accessible for all levels and all you need is comfortable clothes for stretching, a mat, a towel or a chair to sit on.

Go to Gathertown! (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>)

x 01:30 PM -
02:30 PM

● Room 1

Keynote Alastair Pennycook

Speakers

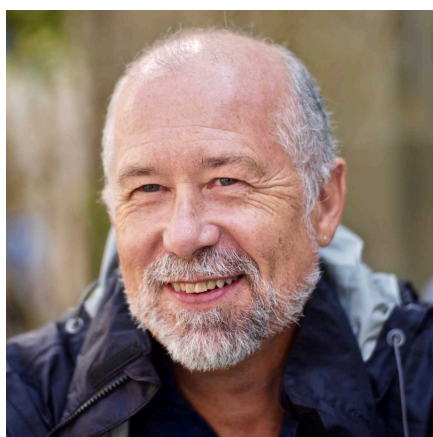
Sake Jager, Projectmanager Teaching And Learning Innovation / Assistant Professor Applied Linguistics,
University Of Groningen

Alastair Pennycook, University Of Technology Sydney

Moderators

Sake Jager, Projectmanager Teaching And Learning Innovation / Assistant Professor Applied Linguistics,
University Of Groningen

May Wu (AILA2021 Team)



Alastair Pennycook

(University of Technology Sydney, Australia)

Alastair has never been afraid to enter new territory. Over the years he has challenged many of the core ideas in applied linguistics, arguing for the importance of considering language as a social and political practice, with implications for many domains of inquiry such as the global spread of English or critical applied linguistics. Recently, this has involved a turn towards posthumanist ideas and southern theories in an attempt to understand the relations among language, things, people and place, and to rethink applied linguistic concerns from alternative spaces. Thirty years ago, he outlined a project for a 'critical applied linguistics for the 1990s'. His paper will revisit that proposal, explore what has changed since, and outline ways in which a renewed critical applied linguistics can be developed to engage with contemporary conditions and concerns.

Towards a critical applied linguistics for the 2020s: Rethinking our field again

01:30 PM - 02:30 PM

Presenters :

Alastair Pennycook, University Of Technology Sydney

**X 02:30 PM -
06:00 PM**

● Room 1

S123 2/2 | Re-Envisioning Language Assessment to Meet the Needs of Learners in a Changing World: What Can Diagnostic and Dynamic Assessment Contribute?

Speakers

Luke Harding, Lancaster University

Lu Yu, Penn State University

Rémi Van Compernelle, Carnegie Mellon University

Tianyu Sophie Qin, University Of North Georgia

Próspero García, Associate Professor Of Spanish Applied Linguistics, Rutgers University, Camden

Daniel Isbell, Assistant Professor, University Of Hawai'i At Mānoa

Ana Radovic, Slovenian National Examinations Centre

Pirjo Pollari, EFL Teacher And Teacher Educator, University Of Jyväskylä

Dmitri Leontjev, Postdoctoral Researcher, University Of Jyväskylä

Thomais Rousoulioti, Co-Presenter, Teaching Fellow, Aristotle University Of Thessaloniki - Researcher, Centre For The Greek Language

Ifigeneia Karagkouni, Co-Presenter, M.A. Teacher Of Modern Greek Language - Ministry Of Education And Religious Affairs

Susana Madinabeitia, Universidad De Navarra

Moderators

Ari Huhta, University Of Jyväskylä

Dmitri Leontjev, Postdoctoral Researcher, University Of Jyväskylä

Siemone Zuidema, AILA2021 Volunteer

Diagnostic and dynamic assessment share a common goal, namely promoting learning and teaching. Diagnostic assessment emphasizes carefully defined and measured constructs in order to provide detailed information regarding learner strengths and weaknesses. Dynamic assessment takes a dialectical view of teaching and assessment. Thus, support is provided to learners during dynamic assessment whenever they require it, which yields insights into learners' abilities and simultaneously promotes these abilities. The goal of the symposium is to take stock of, and bring together, the most interesting recent developments in both diagnostic and dynamic assessment to pave way for integrating the strengths of these two assessment frameworks. To set the scene for the symposium, the featured speaker, Professor Matthew Poehner, will give a talk about an ongoing project that aims to merge dynamic and diagnostic assessment. We encourage participation from scholars working on dynamic assessment or diagnostic assessment. The expected outcome of the symposium is to initiate dialogue among the researchers with a view to start a new line of research merging the two assessment approaches into a dynamic diagnostic assessment framework. This could lead both to new theoretical frameworks and novel practical applications of assessment.

Click here
(https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1628836602123Symposium_Schedule.pdf) for the detailed program

Where can dynamic assessment fit in a theory-driven approach to diagnostic language assessment? Insights from the DIALANG 2.0 project

02:30 PM - 06:00 PM

Presenters :

Luke Harding, Lancaster University

Dynamic Assessment of L2 Writing: Diagnosing and tracing learner emerging writing abilities in the ZPD

02:30 PM - 06:00 PM

Presenters :

Lu Yu, Penn State University

Diagnosing responsiveness to instruction through computerized dynamic assessment: The case of L2 pragmatic comprehension

02:30 PM - 06:00 PM

Presenters :

Tianyu Sophie Qin, University Of North Georgia

Rémi Van Compernelle, Carnegie Mellon University

Understanding language diagnosis as developmentally-mediated activity through Dynamic Assessment

02:30 PM - 06:00 PM

Presenters :

Próspero García, Associate Professor Of Spanish Applied Linguistics, Rutgers University, Camden

Exploring the Aftermath of Diagnostic Feedback: What Do Learners Do and How Effective is It?

02:30 PM - 06:00 PM

Presenters :

Daniel Isbell, Assistant Professor, University Of Hawai'i At Mānoa

Do you want to ask anything? Diagnosing learner problems during oral feedback sessions

02:30 PM - 06:00 PM

Presenters :

Pirjo Pollari, EFL Teacher And Teacher Educator, University Of Jyväskylä

Dmitri Leontjev, Postdoctoral Researcher, University Of Jyväskylä

Dynamic assessment on writing: a case study of adult Greek second language learners

02:30 PM - 06:00 PM

Presenters :

Thomais Rousoulioti, Co-Presenter, Teaching Fellow, Aristotle University Of Thessaloniki - Researcher, Centre For The Greek Language

Ifigeneia Karagkouni, Co-Presenter, M.A. Teacher Of Modern Greek Language - Ministry Of Education And Religious Affairs

The use of Dynamic Assessment to forward students to envision and experiment their expanding learning abilities.

02:30 PM - 06:00 PM

Presenters :

Susana Madinabeitia, Universidad De Navarra

⌘ 02:30 PM -
06:00 PM

● Room 1

S018 2/2 | Chunks and chunking – offline and online perspectives

Speakers

Sijing Fu, City University Of Hong Kong
 Katja Mäntylä, University Of Jyväskylä, Finland
 Svenja Wagner, Doctoral Student, University Of Edinburgh
 Birgit Füreder, University Of Salzburg
 Alena Konina, Doctoral Student, University Of Helsinki
 Aleksandra Dobrego, Doctoral Researcher, University Of Helsinki
 Joo Hyun Lee, Cornell University / Currently Working At Omnis Labs Company
 Daniel Wiechmann, Institute For Logic, Language And Computation, University Of Amsterdam

Moderators

Mauranen Anna, Symposium Convener, AFinLA
 Alice Blumenthal-Dramé, Department Of English, University Of Freiburg, Germany
 Marita Everhardt, PhD Student, University Of Groningen / University Medical Center Groningen

Several lines of linguistic research have investigated chunks, i.e., recurrent multi-word sequences like I don't know which are likely to be mentally represented as single units (for review, see Blumenthal-Dramé 2017). These approaches have mainly drawn on corpus data, which inherently reflect the results of past production processes (but see Sinclair & Mauranen 2006), effectively thus promoting an offline view on chunks. Conversely, psycholinguistic research has mainly focused on chunking (or segmentation) in incremental language comprehension, thereby adopting an online perspective on the phenomenon. However, many questions around the chunking process in online language comprehension are still under debate. The following questions serve as subthemes for the two parts of our symposium: 1. Synoptic and dynamic. What is the relationship between the 'production chunks' identified in corpus research and the 'comprehension chunks' highlighted by psycholinguistic experiments? How much variation is there in terms of size and mode? 2. Constraints and variability. How do variables like working memory or the typological makeup of a language modulate online chunking (Stine-Morrow & Payne, 2016; McCauley & Christiansen, 2019). Do different languages chunk alike? The symposium explores these questions from cognitive, psycholinguistic and applied linguistic perspectives towards an integrated understanding of chunking.

- 14:30-15:30:
 - "Are Chunk sizes the same across different languages?" by Aleksandra Dobrego, Alena Konina, and Mauranen Anna
 - "What role do pauses play in chunking across different languages?" by Alena Konina, Aleksandra Dobrego, and Mauranen Anna
 - "Chunking in Romance – what corpus research and experimental research tell us about it" by Birgit Füreder
- 15:30-16:00: LIVE DISCUSSION
- 16:00-17:30:
 - "The Impact of Compositionality on the Learnability of Fusional and Agglutinating Word Structures" by Svenja Wagner
 - "L1 Chinese L2 English learners' acquisition of English collocations: online and offline perspectives" by Sijing Fu
 - "Processing L2 formulaic sequences in writing" by Katja Mäntylä, Sinikka Lahtinen, Outi Toropainen, and Mari Mäkilä
 - "Chunking in Second Language Production: Insights from Keystroke Logging" Joo Hyun Lee, Daniel Wiechmann and Elma Kerz (/javascript%3AremoveAuthor(1868,292,0,0,0);)

- 17:30-18:00: LIVE DISCUSSION

Are chunk sizes the same across different languages?

02:30 PM - 06:00 PM

Presenters :

Aleksandra Dobrego, Doctoral Researcher, University Of Helsinki

What role do pauses play in chunking across different languages?

02:30 PM - 06:00 PM

Presenters :

Alena Konina, Doctoral Student, University Of Helsinki

Chunking in Romance – what corpus research and experimental research tell us about it

02:30 PM - 06:00 PM

Presenters :

Birgit Füreder, University Of Salzburg

The Impact of Compositionality on the Learnability of Fusional and Agglutinating Word Structures

02:30 PM - 06:00 PM

Presenters :

Svenja Wagner, Doctoral Student, University Of Edinburgh

L1 Chinese L2 English learners' acquisition of English collocations: online and offline perspectives

02:30 PM - 06:00 PM

Presenters :

Sijing Fu, City University Of Hong Kong

Processing L2 formulaic sequences in writing

02:30 PM - 06:00 PM

Presenters :

Katja Mäntylä, University Of Jyväskylä, Finland

Chunking in Second Language Production: Insights from Keystroke Logging

02:30 PM - 06:00 PM

Presenters :

Joo Hyun Lee, Cornell University / Currently Working At Omnis Labs Company

Daniel Wiechmann, Institute For Logic, Language And Computation, University Of Amsterdam

**X 02:30 PM -
06:00 PM**

● Room 1

S110 2/2 | Plurilingual approaches in the language classroom

Speakers

Mathieu Daure, PhD Student, Institut National Des Langues Et Civilisations Orientales (INALCO Paris), Research Center Structure & Dynamics Of Languages (UMR 8202 SeDyL)

Verena Platzgummer, Eurac Research - University Of Vienna

Sandra Garbarino, Maître De Conférences, Lumière University Lyon 2

Dorothee Kohl-Dietrich, Post-Doc, University Of Koblenz-Landau

Moderators

Ursula Lanvers, Dr

The erasure of plurilingualism in foreign language (FL) classrooms marginalises plurilingual students, reinforces monolithic and hierarchical thinking about languages, and neglects the opportunities to utilize plurilingual resources in the classroom to foster both motivation and language awareness. A plethora of plurilingual approaches in the FL classroom exist, but to date, these are mostly reported in an isolated manner. Pedagogues have applied plurilingual approaches to the FL for a variety of reasons. In classrooms where students from a variety of migratory backgrounds come together to learn a FL, they offer pathways for a better integration of students with migratory, boost their self confidence, and use their language awareness to aid FL learning for all. In Anglophone contexts, where the misapprehension of 'English is enough' often demotivates students, such approaches can help to 'burst the monolingual bubble', and foster students' awareness of the plurilingual nature of their own surroundings, including that of the English language. This symposium offers a platform to present, discuss and evaluate plurilingual approaches in an interdisciplinary and holistic manner, covering conceptual, pedagogical, and methodological issues. We invite contributions that report on using students' plurilingual skills in the FL classroom, or bringing plurilingual surroundings into the classroom.

Meditation tasks as a means to implement plurilingual approaches in the English as a Foreign Language Classroom

02:30 PM - 06:00 PM

Presenters :

Dorothee Kohl-Dietrich, Post-Doc, University Of Koblenz-Landau

The analysis of mediation sequences for assessing and evaluating oral intercomprehension skills

02:30 PM - 06:00 PM

Presenters :

Sandra Garbarino, Maître De Conférences, Lumière University Lyon 2

Paola Leone, University Of Salento

Activating Linguistic Repertoires and Multilingual Competencies in the "Language Village"

02:30 PM - 06:00 PM

Presenters :

Verena Platzgummer, Eurac Research - University Of Vienna

Students' multilingual repertoires as resources for plurilingual approaches in French Guianese classrooms

02:30 PM - 06:00 PM

Presenters :

Mathieu Daure, PhD Student, Institut National Des Langues Et Civilisations Orientales (INALCO Paris), Research Center Structure & Dynamics Of Languages (UMR 8202 SeDyL)

**x 02:30 PM -
06:00 PM**

● Room 1

S019 2/2 | Classroom Discourse: Intercultural, Interactional and Assessment Perspectives

Speakers

Claudia Borghetti, University Of Bologna
 Joanna Baumgart, University Of Hildesheim
 Carolyn Blume, Associate Professor Of Digital Teaching & Learning, Technical University Of Dortmund
 Daniel De Oliveira, Professor, Southeastern Minas Gerais Federal Institute
 Miaomiao Zuo, Anyang Normal University
 Jade Kim, University Of Toronto
 Emma Riordan, University Language Teacher, University College Cork

Moderators

Nienke Smit, Assistant Professor, Utrecht University
 Laura Nap, AILA2021 Volunteer, NHL Stenden University Of Applied Sciences

This symposium showcases papers that focus on various aspects of classroom interaction. The three thematic strands of the symposium are intercultural classroom discourse, teachers' classroom interactional competence and assessing teacher classroom discourse.

08:30 - 08:35 | WELCOME
 08:35 - 09:35 | STANDARD PRESENTATIONS: PLESHAKOVA; DONG; URZUA
 09:35 - 10:00 | Q&A
 10:00 - 10:30 | BREAK
 10:30 - 11:10 | FOCUSED PRESENTATIONS: HARUMI; LEE; WALPER & LIZASOAIN; LI:
 11:10 - 11:35 | Q&A FOCUSED PRESENTATIONS
 11:35 - 12:00 | GENERAL DISCUSSION MORNING SESSIONS

14:30 - 14:35 | WELCOME BACK
 14:35 - 15:35 | STANDARD PRESENTATIONS: BORGHETTI; BAUMGART; BLUME
 15:35 - 16:00 | Q&A
 16:30 - 16:30 | BREAK
 16:30 - 17:10 | FOCUSED PRESENTATIONS: DE OLIVEIRA; ZUO; KIM; RIORDAN
 17:10 - 17:35 | Q&A FOCUSED PRESENTATIONS
 17:35 - 18:00 | GENERAL DISCUSSION AFTERNOON SESSIONS

What do we look at when we research interculturality in class discourse? Towards a set of discursive and interactional features
02:30 PM - 06:00 PM

Presenters :

Claudia Borghetti, University Of Bologna

Through the language glass: communication and interaction in a multilingual mathematics classroom
02:30 PM - 06:00 PM

Presenters :

Joanna Baumgart, University Of Hildesheim

Complexifying Classroom Interactional Competence for Inclusive, Digitally-Mediated EFL Classrooms
02:30 PM - 06:00 PM

Presenters :

Carolyn Blume, Associate Professor Of Digital Teaching & Learning, Technical University Of Dortmund

Power and Interactional Asymmetries in a multicultural classroom of Portuguese as a Foreign Language**02:30 PM - 06:00 PM****Presenters :**

Daniel De Oliveira, Professor, Southeastern Minas Gerais Federal Institute

Providing Chinese translation in EFL classrooms: Informing teachers' translanguaging effort**02:30 PM - 06:00 PM****Presenters :**

Miaomiao Zuo, Anyang Normal University

Graduate-Level Classroom Discourse: International Students and Their Patterns of Interaction in a Canadian University**02:30 PM - 06:00 PM****Presenters :**

Jade Kim, University Of Toronto

Codeswitching processes and practices in the non-immersion language classroom**02:30 PM - 06:00 PM****Presenters :**

Emma Riordan, University Language Teacher, University College Cork

**X 02:30 PM -
06:00 PM**

● Room 1

S040 | Dynamic Literacy Practices for Diverse Multicultural and Multilingual Settings

Speakers

Raichle Farrelly, University Of Colorado Boulder

Georgios Neokleous, NTNU

Fernanda Minuz, Senior Lecturer , Independent Researcher - Formerly Johns Hopkins Universty - SAIS Europe

Chatwara Duran, University Of Houston

Mona Evelyn Flognfeldt, Oslo Metropolitan University

Hilde Tørnby, Presenter, OsloMetropolitan University

Kirsi Leskinen, PhD Student, University Of Jyväskylä

Sara Schroeter, University Of Regina

Sviatlana Karpava, University Of Cyprus

Maryann Christison, University Of Utah

Moderators

Anna Krulatz, NTNU

Maryann Christison, University Of Utah

Sara Razaghi, AILA2021 Volunteer, University Of Groningen

Literacy has traditionally been associated with the linguistic and functional ability to read and write; however, in the 21st century, language educators have moved away from this perception of literacy to more a complex and expanded definition that introduces new literacies and focuses on preparing students to reach their full potentials in modern societies (Lankshear & Knobel, 2011). The complexity in literacy instruction lies in the need to prepare language learners "to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, [and] present ideas and opinions" (Australian Curriculum, Assessment, and Reporting Authority, 2016, p. 1) while using multilingual literacy practices (Edwards, 2015). We welcome papers that explore the multifaceted nature of literacy development in language learners across the lifespan from childhood to adulthood because literacy instruction in contemporary language classrooms must serve diverse multilingual student populations, go beyond developing reading and writing abilities, and include multi-modal practices. Discussions about literacy practices among applied linguists are crucial as recent research underscores the fact that language teachers are not adequately prepared to respond to the emerging and ever-broadening changes in the literacy needs of their learners (Breivik, 2005; Hobbs, 2008).

Leveraging the Multimodal, Multilingual Literacy Practices of Refugee-background Youth

02:30 PM - 06:00 PM

Presenters :

Raichle Farrelly, University Of Colorado Boulder

The use of emergent bilinguals' mother tongue(s) in enhancing EFL literacy in linguistically diverse settings

02:30 PM - 06:00 PM

Presenters :

Georgios Neokleous, NTNU

Online Hub of Heritage Language Resources: Use With Adults With Limited Education and Literacy

02:30 PM - 06:00 PM

Presenters :

Fernanda Minuz, Senior Lecturer , Independent Researcher - Formerly Johns Hopkins Universty - SAIS Europe

Theorizing transnational women's legal literacy: Law, right, and cultural value

02:30 PM - 06:00 PM

Presenters :

Chatwara Duran, University Of Houston

Emergent multimodal literacy in Norwegian and English in multilingual early primary classrooms

02:30 PM - 06:00 PM

Presenters :

Mona Evelyn Flognfeldt, Oslo Metropolitan University

A Sense of Spring First graders representation of spring through verbal and visual texts

02:30 PM - 06:00 PM

Presenters :

Hilde Tørnby, Presenter, OsloMetropolitan University

Multilingual refugee-background students negotiating academic literacy practices in L2

02:30 PM - 06:00 PM

Presenters :

Kirsi Leskinen, PhD Student, University Of Jyväskylä

Multimodality, Affect, and Language Production: Teaching Children's Literature Through Drama in a Canadian Francophone Minority Language School

02:30 PM - 06:00 PM

Presenters :

Sara Schroeter, University Of Regina

Biliterate vs. mono-literate Tamazight-Arabic bilinguals in Morocco: Does L1 literacy matter in additional language acquisition?

02:30 PM - 06:00 PM

Presenters :

Sviatlana Karpava, University Of Cyprus

X 02:30 PM -
06:00 PM

● **Room 1**

S060 2/2 | Innovative approaches to TESOL materials and textbook research

Speakers

Suha Alansari, King Abdulaziz University
 Madoka Kawano, Meiji University, School Of Interdisciplinary Mathematical Sciences
 Beilei Wang, Tongji University
 Lin An, Shanghai International Studies University
 Abdullah Yıldız, University Of Sheffield
 Izabelle Fernandes, AILA Solidarity Awardee, Federal University Of Rio De Janeiro
 Sebnem Yalcin, Bogaziçi University
 Kıymet Merve Celen, Ph.D Candidate, Bogaziçi University
 Federico Espinosa, Director Of Learning Design, Busuu

Moderators

Nigel Harwood, Sheffield University
 Seyit Omer Gok, AILA2021 Volunteer

Research on TESOL materials and textbooks has proliferated over the last twenty years since the publication of Tomlinson's *Materials Development in Language Teaching* (1998). Formerly largely restricted to evaluation checklists, scholars have begun to employ a wider range of approaches and research designs to analysing TESOL materials and textbooks at the level of content (analysing the materials/books), at the level of consumption (exploring how the materials/textbooks are used in situ, in and out of the classroom), and at the level of production (investigating the process of materials/textbook writing from the perspectives of writers and publishers) (Harwood, 2014). As Harwood (2017) has argued, however, TESOL research on materials/textbooks is rather insular and could profitably draw upon methods and research designs employed by older, more established research traditions of textbook research in other disciplines, principally mathematics education. In mathematics education, for instance, there are classroom observation schedules to calibrate a teacher's fidelity to the textbook which could be adapted to serve a TESOL focus. This symposium duly seeks proposals on state-of-the-art work on materials/textbook research at the three levels of content, consumption, and production, and will introduce heuristics from other disciplines which will prove fruitful for TESOL researchers.

S060 detailed programme, click here
 (<https://drive.google.com/file/d/1pZWRYdl6rg97xTbep4iGkkJ439ZS0mSy/view?usp=sharing>)

The Glocal ELT Textbook: a Critical Multimodal Discourse Perspective

02:30 PM - 06:00 PM

Presenters :

Suha Alansari, King Abdulaziz University

Creating Authentic Materials for University ESP Classes in Japan

02:30 PM - 06:00 PM

Presenters :

Madoka Kawano, Meiji University, School Of Interdisciplinary Mathematical Sciences

Integrating local culture in EFL textbooks for Chinese senior high schools

02:30 PM - 06:00 PM

Presenters :

Lin An, Shanghai International Studies University

Beilei Wang, Tongji University

Insights From Textbook Publishing Insiders: Why Textbooks Are The Way They Are

02:30 PM - 06:00 PM

Presenters :

Abdullah Yıldız, University Of Sheffield

Promoting Critical Literacy and Social Transformation in TESOL Materials: challenges, innovations and students' entextualizations

02:30 PM - 06:00 PM

Presenters :

Izabelle Fernandes, AILA Solidarity Awardee, Federal University Of Rio De Janeiro

Designing tasks for advanced L2 vocabulary learning through the manipulation of lexical sophistication of reading texts

02:30 PM - 06:00 PM

Presenters :

Kıymet Merve Celen, Ph.D Candidate, Bogaziçi University

Sebnem Yalcin, Bogaziçi University

Applying a cognitive linguistic evaluative framework to autonomous online language learning

02:30 PM - 06:00 PM

Presenters :

Federico Espinosa, Director Of Learning Design, Busuu

X 02:30 PM -
06:00 PM

● **Room 1**

S077 2/2 | Language immersion as linguistic ideology

Speakers

Nicholas Faraclas, University Of Puerto Rico
 Neriko Musha Doerr, Presenter, Ramapo College
 Cora Jakubiak, Grinnell College
 Patrick Smith, Professor Of Bilingual Education, Texas State University
 Aurelie Joubert, University Of Groningen
 Stephanie Lerat, ATILF (Université De Lorraine/CNRS)
 Sylvie Roy, University Of Calgary, Werklund School Of Education
 Amanda Brown, Syracuse University
 Latisha Mary, University Of Strasbourg
 P.M. Kester, Associate Professor, Utrecht University
 Shuang Gao, University Of Liverpool

Moderators

Beatriz Lorente, University Of Bern
 Larissa Schedel, University Of Bonn
 Ting Huang, AILA2021 Volunteer, Fudan University

The term 'immersion' was coined in the mid-1960s in Quebec, Canada, when English-speaking parents requested the schooling of their children in French. Since then, language immersion - which entails the exposure of language learners to social environments where the target language is spoken - has come to be viewed as the most efficient language learning method in schools where various forms of language immersion are being implemented and enforced, in the language teaching industry where immersion is often highlighted as a central feature of language learning programs, and among enterprises in the experience economy where activities based on 'immersion-experiences' are being designed and marketed. By viewing 'immersion' as linguistic ideology, this symposium aims to critically engage with the discourses, practices and subjectivities that are animated by the concept, and to ask how these relate to social structures and processes of power, inequality and (neoliberal) governance. It explores how social actors in the various contexts where 'immersion' has been adapted, imagine, resignify and challenge the concept, and what the educational, social and political-economic consequences are for them. The symposium is organized by Beatriz Lorente and Larissa Schedel. The featured speakers are Eva Codó, Shuang Gao and Ruanni Tupas.

Chronotope, behavioral scripts, and personhood: Ideologies of language and language learning in language educational tourism

02:30 PM - 06:00 PM

Presenters :

Shuang Gao, University Of Liverpool

Colonial, neocolonial and postcolonial ideologies in immersion programs for students in formal education systems: The Scol Multilingual program in Aruba

02:30 PM - 06:00 PM

Presenters :

Nicholas Faraclas, University Of Puerto Rico

Immersion Effect, Language Effect, Maruwa Effect: English-Medium Program in Japan and Subversion of Nation-State Linguistic Ideology

02:30 PM - 06:00 PM

Presenters :

Neriko Musha Doerr, Presenter, Ramapo College

Language immersion as linguistic ideology in English-language voluntourism

02:30 PM - 06:00 PM

Presenters :

Cora Jakubiak, Grinnell College

“My parents speak another language and it’s not English”: Hiding Indigenous identities in a Spanish/English dual language immersion program

02:30 PM - 06:00 PM

Presenters :

Patrick Smith, Professor Of Bilingual Education, Texas State University

Immersive experience and language endangerment: the remnants of an intangible heritage or successful pedagogical tool?

02:30 PM - 06:00 PM

Presenters :

Aurelie Joubert, University Of Groningen

Deconstructing ideologies and reimagining languages in a primary English-language immersion school in France

02:30 PM - 06:00 PM

Presenters :

Latisha Mary, University Of Strasbourg

French immersion and multilinguals: Challenging the dichotomy of two languages

02:30 PM - 06:00 PM

Presenters :

Sylvie Roy, University Of Calgary, Werklund School Of Education

Julie Byrd Clark , Western University

Immersive versus Non-Immersive Language Teaching: Intervention Studies in English, French, and Arabic Classrooms

02:30 PM - 06:00 PM

Presenters :

Amanda Brown, Syracuse University

**X 02:30 PM -
06:00 PM**

● Room 1

S105 | New approaches to empower sojourners in higher education

Speakers

Fabiola Ehlers-Zavala, Professor, Colorado State University
Mira Kim, University Of New South Wales
Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury
Peng Yin, UC Berkeley
Roumiana Ilieva, Simon Fraser University
Bosheng Jing, UNSW Sydney
Long Li, Lecturer, UNSW Sydney

Moderators

Long Li, Lecturer, UNSW Sydney
Sanne Van Eijdsden, AILA2021 Volunteer, University Of Groningen
Bosheng Jing, UNSW Sydney

The rapid globalization in the last few decades has led to a significant increase of sojourners in higher education, with record-breaking enrolments of international students in universities especially in the English-speaking countries (cf. IIE 2016; Robinson 2018). Whereas these sojourners have made significant educational and financial contributions to the host countries and institutions, they often have been disproportionately problematized in institutional discourse and mainstream media coverage (cf. Burton-Bradley 2018). The danger of perpetuating the deficit discourse has been critically discussed (cf. Benzie, 2010; Haugh, 2016). In this symposium, we argue that it is imperative to diverge from the prevalent deficit model that stigmatizes sojourners as problems to fix, and instead explore constructive approaches to recognize their contributions, enhance their learning experiences in the host countries and ultimately empower them to realise their potential further. Thus, we warmly invite papers that can lead or inspire the community to move forward to a positive direction from various perspectives including pedagogical model, identity, cultural competence, autonomy, diversity & inclusion, reflective practice and sojourners in their own land (e.g. Australian Indigenous students) but not limited to these.

Ensuring the success of internationalization in higher education: Advocating for bilingual/multilingual policies

02:30 PM - 06:00 PM

Presenters :

Fabiola Ehlers-Zavala, Professor, Colorado State University

A Personalised Autonomous Model for International Sojourners in Higher Education

02:30 PM - 06:00 PM

Presenters :

Mira Kim, University Of New South Wales

Empowering students to be mentors in Personalised English Language Enhancement (PELE) course

02:30 PM - 06:00 PM

Presenters :

Bosheng Jing, UNSW Sydney

The Empowering Role of Technology in a Self-directed Course of English Language Enhancement

02:30 PM - 06:00 PM

Presenters :

Long Li, Lecturer, UNSW Sydney

Mira Kim, University Of New South Wales

We can, we do, we excel: Mutual adjustment by EAL students and higher educational institutions

02:30 PM - 06:00 PM

Presenters :

Kerstin Dofs, PhD Student, Macquarie University/Ara Institute Of Canterbury

Beyond home-host dichotomies: Towards a transliteracy-based understanding of the learning and living experiences of Chinese international students in the U.S.

02:30 PM - 06:00 PM

Presenters :

Peng Yin, UC Berkeley

The CLIL “dance”: Collaborations between language and content faculty as a linguistically responsive pedagogy in the internationalized university

02:30 PM - 06:00 PM

Presenters :

Roumiana Ilieva, Simon Fraser University

X 02:30 PM -
06:00 PM

● Room 1

S131 2/2 | ReN: Creative Inquiry and Applied Linguistics: Researching communication with, into and through the arts

Speakers

Marta Nitecka Barche, University Of Aberdeen
Theresa Catalano, University Of Nebraska-Lincoln
Jenelle Reeves, University Of Nebraska-Lincoln
Kathleen McGovern, Assistant Professor, The University Of Southern Maine
Kelli Zezulka, Lecturer In Technical Theatre, University Of Salford
Biagio Ursi, Aix-Marseille University

Moderators

Jessica Bradley, University Of Sheffield
Daan Van Soeren, AILA2021 Volunteer

The arts have become an increasing focus of attention for applied linguists, with a rich diversity of approaches and models of working emerging. Creative inquiry can be defined as 'any social research or human inquiry that adapts the tenets of the creative arts as a part of the methodology' (Leavy, 2014: 1). However, there is a risk that creative inquiry is seen as method, and that its theoretical affordances and implications remain unmined. This colloquium therefore considers what creative inquiry in applied linguistics is, how it has been used, and how it might extend our understandings of communication and language in relation to 'real-world problems' (cf. Brumfit 1995: 27). The papers present a range of research from different contexts, working with, into and through the arts in multiple ways. These projects - broad-ranging in scope, in place, in questions, and grounded in different forms of arts practice- enable us collectively to ask what the relationship is between communication and creative arts and, importantly, what the affordances of this might be for applied linguistics. The papers will therefore set out the scope of research engaging with creative inquiry in applied linguistics and discuss theoretical implications arising for the field.

S131 detailed programme, click here
(<https://drive.google.com/file/d/1CorvWWWYQmPYjptEFDJOR90dK7ZhxDX/view?usp=sharing>)

Creative Inquiry in ESOL context: "but how can I learn grammar this way?"

02:30 PM - 06:00 PM

Presenters :

Marta Nitecka Barche, University Of Aberdeen

Creative Inquiry and Community Engagement: Bringing Refugees and Preservice Teachers Together through Arts-Based Interventions

02:30 PM - 06:00 PM

Presenters :

Theresa Catalano, University Of Nebraska-Lincoln
Jenelle Reeves, University Of Nebraska-Lincoln

The concord in the discord: Conflict and resistance in research on teaching a second language through drama

02:30 PM - 06:00 PM

Presenters :

Kathleen McGovern, Assistant Professor, The University Of Southern Maine

**Asymmetry and conflict in collaboration: the case of theatre
technical rehearsals**

02:30 PM - 06:00 PM

Presenters :

Kelli Zezulka, Lecturer In Technical Theatre, University Of Salford

**Seeing by touch: redefining creative inquiry through the lens of
multimodality and multisensoriality**

02:30 PM - 06:00 PM

Presenters :

Biagio Ursi, Aix-Marseille University

X 02:30 PM -
06:00 PM

● **Room 1**

S194 2/2 | What does language mean for teachers and what difference does it make?

Speakers

Thor Sawin, Middlebury Institute Of International Studies

Maria Ahlholm, University Lecturer, University Of Helsinki

Jéssica Carvalho, PhD Candidate, Tilburg University

Joke Dewilde, University Of Oslo

Moderators

Anne Pitkänen-Huhta, University Of Jyväskylä

Johanna Ennser-Kananen, University Of Jyväskylä

Maria Ruohotie-Lyhty, University Of Jyväskylä

Iryna Menke-Bazhutkina, AILA2021 Volunteer, University Of Groningen

Teachers hold a key position in determining what is taught and how in the language classroom. In their decision making, they draw on policies, educational authorities, textbooks, teacher education, and their experiences. Previous research on teachers' personal practical knowledge, subject-matter knowledge, practical knowledge, teacher cognition or beliefs (e.g. Clandinin 1985, Golombek 1998, Craig 2004, Borg 2003, Kubanyiova & Feryok 2015, Barcelos & Kalaja 2011) has established that the knowledge base and beliefs of teachers are guiding their pedagogical choices and that teaching practices are essential in what and how the learners learn. However, we know little about the moment-by-moment processes of classroom practices through which teachers' conceptualizations of language develop and/or surface, particularly in interaction with their students. Given their position, teachers constantly apply, enact, and thus reinvent current theories in their classroom practices. At the same time, they work in different, multi-layered contexts and their agency and identities interact in complex ways with local, societal, and global conditions. This symposium sets out to explore the relationship between teachers' conceptualizations of language, i.e. their socially and historically developed and interactively shaped understandings of language and how they surface in teachers' practices in various contexts around the world.

Click **here**
(<https://d1j0dbg7fhovrj.cloudfront.net/assets/aila2021/editorimages/1629128338S194timetable.docx>) for the detailed program.

How multilingual staff challenge and enforce prevailing language ideologies

02:30 PM - 06:00 PM

Presenters :

Joke Dewilde, University Of Oslo

Towards an understanding of the language ideologies informing student teachers' voices in Moscow, Russia

02:30 PM - 06:00 PM

Presenters :

Jéssica Carvalho, PhD Candidate, Tilburg University

Three distinctive linguistic norms in Finnish schools

02:30 PM - 06:00 PM

Presenters :

Maria Ahlholm, University Lecturer, University Of Helsinki

**“Language as hospitality” as a re-visioning for linguistics training
among language teacher trainees**

02:30 PM - 06:00 PM

Presenters :

Thor Sawin, Middlebury Institute Of International Studies

X 02:30 PM -
06:00 PM

● Room 1

S114 | Positive Psychology in SLA: From Theory to Evidence-based Interventions

Speakers

Agnese Bresin, LaTrobe University
 Meagan Driver, Michigan State University
 Angela Karsten Tsunoda, Takasaki University Of Health And Welfare
 Jean-Marc Dewaele, Birkbeck, University Of London
 Peter Macintyre, Cape Breton University
 Tammy Gregersen, American University Of Sharjah
 Gaby Benthien, Shumei University
 Kota Ohata, Ferris University
 Pia Resnik, University College Of Teacher Education Vienna/Krems & University Of Vienna

Moderators

Peter Macintyre, Cape Breton University
 Tammy Gregersen, American University Of Sharjah
 Saskia Nijmeijer, AILA2021 Volunteer, University Medical Center Groningen

Positive psychology has been introduced in language education with two goals. First, to introduce new theoretical constructs and ensure a more balanced view of the psychology of the language learning and teaching process. The second goal is to improve the experience of both language learners and teachers. Positive psychology in general moves us away from focussing on simply identifying the damage or deficiencies in life toward also building its best qualities and promoting flourishing. The emergence of Positive Psychology in SLA has opened up rich potential for expanded theory, research, and innovative evidence-based language teaching practice. Positive psychology fits the zeitgeist of modern education by promoting wellbeing as a desirable, necessary, and integral part of the learning process and also a learning outcome. New theories and research are being accompanied by ideas for practical interventions both inside and outside the language classroom. With the emergence of positive psychology, SLA is addressing teaching and learning with a wider lens than ever before, recognizing the unique networks of strengths situated within a diverse range of contexts spanning theoretical, empirical and practical perspectives. The time has come to take stock of what we know so far and what possible directions lie ahead.

S114 **detailed** **programme,** **click** **here**
 (https://drive.google.com/file/d/1r_TqIMYdFe9xqe8-EL2BlfW-tu97RFcl/view?usp=sharing)

The flowering of positive psychology in foreign language teaching and acquisition research

02:30 PM - 06:00 PM

Presenters :

Jean-Marc Dewaele, Birkbeck, University Of London

Positively insecure: The relationship between foreign language enjoyment, motivation, and linguistic insecurity for heritage language learners of Spanish

02:30 PM - 06:00 PM

Presenters :

Meagan Driver, Michigan State University

'It's very cool when you learn something new': Students' perceived enjoyment of German and English classes in the German-speaking world

02:30 PM - 06:00 PM

Presenters :

Pia Resnik, University College Of Teacher Education Vienna/Krems & University Of Vienna

L2 'flourishing' through classroom interaction. Evidence from an Italian L2 classroom.

02:30 PM - 06:00 PM

Presenters :

Agnese Bresin, LaTrobe University

Disruptions and Inhibitions of L2 Directed Motivational Currents: What is on the Way of these Surges of Motivation?

02:30 PM - 06:00 PM

Presenters :

Angela Karsten Tsunoda, Takasaki University Of Health And Welfare

Instilling a positive mindset: Pre-service primary L2 teacher development in Japan

02:30 PM - 06:00 PM

Presenters :

Gaby Benthien, Shumei University

Silver Linings May Tarnish Quickly: The Individual and Context Matter

02:30 PM - 06:00 PM

Presenters :

Tammy Gregersen, American University Of Sharjah

X 02:30 PM -
06:00 PM

● **Room 1**

S118 2/2 | Processes, challenges and interventions in reading in another language

Speakers

Loes Groen, University Of Groningen

Angela Meyer Sterzik, Fanshawe College

Yunjung Nam, Georgia State University

Judit Kormos, Lancaster University

Camilo Andrés Bonilla Carvajal, AILA Solidarity Awardee, Universidad Del Quindío - Universidad Santiago De Cali

Marijke Schipper

Suzanne Graham, University Of Reading

Nour Elhouda Toumi, Lancaster University

Moderators

Judit Kormos, Lancaster University

Anne-Marie Van Boeckel, AILA2021 Volunteer, Rijksuniversiteit Groningen

Suzanne Graham, University Of Reading

Reading in an additional language is an essential literacy skill, which often poses challenges for language learners and multilingual language users. This symposium focusses on recent research findings on the processes and challenges of reading different types of texts in another language. We invite presentations on empirical research that investigates cognitive processes of second language reading, the role of individual differences in reading in another language and the challenges posed by different text types such as health-related or academic texts. Research on students with reading-related difficulties such as dyslexia and intervention studies that aim to develop second language reading skills are also welcome. We gladly receive submissions that examine bi- and multilingual readers speaking languages other than English across the lifespan from young learners to adults. In the symposium we want to bring together researchers who study second language reading from psychological and pedagogical perspectives across a wide variety of contexts. In addition to the discussion of recent research in this important area of second language acquisition, the symposium will offer an excellent opportunity to exchange ideas on challenges in researching second language reading processes and pedagogical tools that assist in overcoming reading difficulties.

-
- 14.30-14.50: An academic reading intervention in the Netherlands *Groen*
 - 14.50-15.15: Navigating the challenges of L2 reading *Graham*
 - 15.15-15.30: Discussion
 - 15.30-15.50: Language and Task Effects on the Inferencing Processes of Skilled Readers *Meyer Sterzik*
 - 15.50-16.00: Discussion
 - Coffee break
 - 16.30-16.45: Understanding Second Language Reading and Listening Comprehension *Nam*
 - 16.45-17.00: Effect of L1 Interlinear Glosses on L2 Reading and Translation Tasks *Bonilla Carvajal*
 - 17.00-17.10: Discussion
 - 17.10-17.40: Concept mapping and summarization in L2 metacognitive monitoring *Toumi*
 - 17.40-17.50: Discussion

**An academic reading intervention at pre-university level schools in
The Netherlands: adding depth and content to the subject of English**

02:30 PM - 06:00 PM

Presenters :

Loes Groen, University Of Groningen

**Navigating the challenges of L2 reading: Self-efficacy, self-regulation
and individual differences**

02:30 PM - 06:00 PM

Presenters :

Suzanne Graham, University Of Reading

**Language and Task Effects on the Inferencing Processes of Skilled
Readers in L1 and L2 for Two Academic Tasks**

02:30 PM - 06:00 PM

Presenters :

Angela Meyer Sterzik, Fanshawe College

**Understanding Second Language Reading and Listening
Comprehension: Roles of Working Memory, Inferencing-Making,
First Language Ability, and Linguistic Knowledge**

02:30 PM - 06:00 PM

Presenters :

Yunjung Nam, Georgia State University

Minkyung Kim, Nagoya University Of Commerce And Business

Effect of L1 Interlinear Glosses on L2 Reading and Translation Tasks

02:30 PM - 06:00 PM

Presenters :

Camilo Andrés Bonilla Carvajal, AILA Solidarity Awardee, Universidad Del Quindio - Universidad Santiago De Cali

**Concept mapping and summarization in L2 metacognitive
monitoring: A quantitative study**

02:30 PM - 06:00 PM

Presenters :

Nour Elhouda Toumi, Lancaster University

**X 02:30 PM -
06:00 PM**

● Room 1

S138 3/3 | ReN: Language Policy: Theory, Method, and Advocacy for Contemporary Geopolitics

Speakers

Su-Chiao Chen, National Taiwan University Of Science And Technology

Bruna Elisa Frazatto, AILA Solidarity Awardee/PhD Student, University Of Campinas

Guowen Shang, University Of Bergen

Tomislav Stojanov, Marie Skłodowska-Curie Postdoctoral Fellow, University Of Nottingham

Michal Tannenbaum, Tel Aviv University

Katharine Burns, Assistant Professor Of Second Language Acquisition And Hispanic Studies, Carnegie Mellon University

David Johnson, University Of Iowa

Sarah Catherine Kaser Moore, University Of Maryland College Park

Francis Hult, University Of Maryland

Moderators

David Johnson, University Of Iowa

Francis Hult, University Of Maryland

Sarah Catherine Kaser Moore, University Of Maryland College Park

Kees De Bot, AILA2021 Organizer, Mentor, AILA 2021

Andre Korporaal, AILA2021 Volunteer

The Language Policy Research Network (LPRen) symposium is organized around three areas within the broader field of scholarship relevant to language policy, politics, and planning: theory, method, and advocacy. Foci include reconceptualizing global innovations in language policy and planning, employing novel research methodologies in language policy, and promoting language rights to preserve minoritized languages. To submit to the LPRen Call for proposals, select ONE of the three areas: Theory, Method, or Advocacy and clearly indicate the selection on your proposal. Theory: Exploration of the theoretical constructs, origins, potential, and philosophical implications of language policy, politics, and planning as they relate to the structures, individuals, communities, and societies within and among which they are undertaken. Method: Identification and explication of the means through which language policymaking, management, and planning take shape, including identification of the particular overt and covert activities, parties, and institutions that constitute methods employed to burden, obstruct, or facilitate the implementation of policy. Also, critical examination of research methods for investigating language policy texts and practices including issues of ethics and research design in language policy research. Advocacy: Engagement with of the role of power, elitism, prejudice, privilege, exclusivity, and hegemony in acts associated with language policy; engagement in activities to expose majoritarian narratives and highlight language rights, promote heritage language maintenance and prosperity, and resolve conflicts among language communities and in organizations.

'New' Language Policy and Planning in Taiwan in the 21st Century: Planning, Implementation, and Challenges

02:30 PM - 06:00 PM

Presenters :

Su-Chiao Chen, National Taiwan University Of Science And Technology

Internationalization in a Brazilian university: what about Portuguese as an Additional Language and language policy?

02:30 PM - 06:00 PM

Presenters :

Bruna Elisa Frazatto, AILA Solidarity Awardee/PhD Student, University Of Campinas

Wrestling between English and Pinyin: Language Politics and Ideologies of Coding Street Names in China

02:30 PM - 06:00 PM

Presenters :

Guowen Shang, University Of Bergen

The Role of Research in Language Policy

02:30 PM - 06:00 PM

Presenters :

Michal Tannenbaum, Tel Aviv University

L2 Program Language Policy and Marginalized Language Varieties: The Case of Spanish in the United States

02:30 PM - 06:00 PM

Presenters :

Katharine Burns, Assistant Professor Of Second Language Acquisition And Hispanic Studies, Carnegie Mellon University

X 02:30 PM -
06:00 PM

● Room 1

S144 2/2 | ReN: New dynamics for new cultural, linguistic and digital realities: Adapting mainstream learning environments to and for migrant learners

Speakers

James Cummins, Presenter, University Of Toronto

Antoinette Gagne, Associate Professor And Associate Chair, Student Experience, OISE, University Of Toronto

Ester De Jong, University Of Florida

Margaret Early, University Of British Columbia

Emmanuelle Le Pichon, University Of Toronto | Utrecht University

Mitsuyo Sakamoto, Sophia University

Coral Buitrón, Benemérita Universidad Autónoma De Puebla

Peter De Costa, Michigan State University

Moderators

Saskia Van Viegen, Assistant Professor, York University, Canada

Shelley Taylor, Professor, Western University

Bapujee Biswabandan, Western University

Saioa Cipitria, AILA2021 Volunteer, University Of Groningen

Knowledge production that is unrelated to real-world problems requiring urgent attention and alternate frames of reference has been likened to structures that are decontextualized, depoliticized and colonial (Lorente, 2019). Learning environments with decontextualized, depoliticized structures are ill-equipped to meet migrant learners' needs. Researchers have called for empirical work that supports educator initiatives to meet migrant learners' needs in mainstream educational settings; however, such initiatives meet resistance and are under-explored despite growing affordances of 4.0 technology linking people, information and digital supports. This Symposium highlights responses to the real-world needs of educators seeking to adapt mainstream instructional settings to migrant learner needs while drawing on their cultural/linguistic strengths and resources, and technological innovations. This alignment of mainstream and alternative knowledges adds a new dynamic to knowledge production, reflecting real-world language use in societies, and migrant learners' plurilingual / pluricultural backgrounds. The two featured speakers in our ReN's symposium, Gee Macrory and Jim Cummins, and the other contributors, address the types of re-imagining needed.

The first featured speaker, Gee Macrory, discusses the transnational use of technology to enable primary school-aged children of migrant backgrounds to work together, sharing and co-developing knowledge. The second featured speaker, Jim Cummins, discusses research involving software used by European and North American educators to reflect and support migrant learners' knowledges in mainstream settings. The other participants' contributions provide cutting-edge, international perspectives on how to develop and support the adaptations to learning environments needed in changing times when population shifts challenge educators' preparedness for meeting all learners' needs.

S144 detailed programme, click here.

Please find the handout here (<https://drive.google.com/file/d/1m-1M2HakwCtzFnDgiOtCxdbDkYPm6QuD/view?usp=sharing>).

Challenging the Pedagogical Divide: Mobilizing the Affordances of Digital Technology for Teaching Minoritized Multilingual Students
02:30 PM - 06:00 PM

Presenters :

James Cummins, Presenter, University Of Toronto

Digital 'Me Mapping' with Newcomer Youth and Their Future Teachers

02:30 PM - 06:00 PM

Presenters :

Antoinette Gagne, Associate Professor And Associate Chair, Student Experience, OISE, University Of Toronto

Normalizing multilingualism in school: Preparing mainstream teachers for multilingual practices

02:30 PM - 06:00 PM

Presenters :

Ester De Jong, University Of Florida

Lessons Learned from Educators Working with Refugee Background Students

02:30 PM - 06:00 PM

Presenters :

Margaret Early, University Of British Columbia

Developing a co-languaging pedagogy: the role of a multilingual digital learning tool called Binogi/ Studi

02:30 PM - 06:00 PM

Presenters :

Emmanuelle Le Pichon, University Of Toronto | Utrecht University

Defying decontextualization, depoliticization and colonialism in plurilingual Brazil: Narratives of fourth-generation Nikkei Brazilians

02:30 PM - 06:00 PM

Presenters :

Mitsuyo Sakamoto, Sophia University

Return migration: A Spanish literacy program for transnational students in Puebla, Mexico

02:30 PM - 06:00 PM

Presenters :

Coral Buitrón, Benemérita Universidad Autónoma De Puebla

Mainstream learning environment as a contested space: Immigrant youth's perceptions of high school content classrooms in a U.S. public school

02:30 PM - 06:00 PM

Presenters :

Peter De Costa, Michigan State University

X 02:30 PM -
06:00 PM

● **Room 1**

S149 | ReN: Sports Discourse and Digital Technology: Innovations, Applications and Implications in Data and Method

Speakers

Simon Meier-Vieracker, TU Dresden
Antje Wilton, University Of Siegen
Ulrike Vogl, Ghent University
Eva-Maria Graf, University Of Klagenfurt
Julien Longhi, Cergy-Pontoise University
Ben Clarke, University Of Gothenburg

Moderators

David Caldwell
Antje Wilton, University Of Siegen
Lilly Göthe, Volunteer, University Of Groningen
Cornelia Gerhardt, Saarland University

This symposium brings together members from the Applied Linguistics in Sport ReN, with a specific focus on how digital media shapes sports discourse as both data and method. Areas of focus will include, for example, deep mediatisation and datafication of sports (including e-sports), and digital journalistic genres as live texts and live blogs, including new forms of automated journalism. The symposium will begin with a brief historical account of the seminal works in applied linguistics and sport. It will then turn to various topics related to not only sports discourse, but to the various innovations, applications and implications of digital technology in relation to new media sports discourse, and sports culture more broadly. In this way, the symposium draws on several recent publications that engage with the interface of sport discourse and digital technology, including: Schitaro (2013), Caldwell et al. (2016), and more recently, Callies & Levin (2019). In the spirit of the Applied Linguistics in Sport ReN, the symposium is not limited to types of linguistics, or types of sporting contexts. The defining theme of this symposium will be its focus on future thinking and digital technology in the context of applied linguistics and sport.

Digital football discourse: From mediatisation to automation

02:30 PM - 06:00 PM

Presenters :

Simon Meier-Vieracker, TU Dresden

Virtual & fit: on authenticity in digital fitness

02:30 PM - 06:00 PM

Presenters :

Ulrike Vogl, Ghent University

Mediated Selves In-Between Professionals and Amateurs – Identity Construction on Instagram by U16 Female Football Players

02:30 PM - 06:00 PM

Presenters :

Eva-Maria Graf, University Of Klagenfurt

Values of Olympism in institutional texts and their circulation in social networks

02:30 PM - 06:00 PM

Presenters :

Julien Longhi, Cergy-Pontoise University

The re-naming of sports stadiums: The role of digital technology

02:30 PM - 06:00 PM

Presenters :

Ben Clarke, University Of Gothenburg

The post-match football interview as a media ritual

02:30 PM - 06:00 PM

Presenters :

Antje Wilton, University Of Siegen

X 02:30 PM -
06:00 PM

● Room 1

S160 3/3 | Speaking subjects – Biographical methods in multilingualism research

Speakers

Judith Purkarthofer, University Duisburg-Essen
Clara Keating, University Of Coimbra
Sonia Perelló Bover, University Of Vienna
Gergely Szabó, Open University Of Catalonia
Shpresa Jashari, University Of Zurich
Cloris Porto Torquato, State University Of Ponta Grossa
Claire Kramsch, University Of California, Berkeley

Moderators

Judith Purkarthofer, University Duisburg-Essen
Mi-Cha Flubacher, University Of Vienna
Jelle Brouwer, AILA2021 Volunteer, University Of Groningen

Biographical approaches give access to individuals' learning trajectories across the lifespan, societal influences and language ideologies and the construction of language use in social spaces, as such they are prone to be used globally in different settings. For example, 'language portraits' have become a staple method in research on multilingualism, language repertoires and lived experience of language, to name just a few examples. While the colourful drawings of the portraits originated in research on language awareness in primary school education, biographical methodology in multilingualism research has since developed into an approach in its own right, covering and combining visual, verbal and multimodal data and analysis. This symposium will thus invite contributions working on the interplay between language use in individuals and societies, language-related inequalities and opportunities for speakers and salient moments of multilingual encounter that can be gained with a focus on speakers' lived experience of language (Busch 2006, 2013). These insights shall contribute to an understanding of e.g., how biographical research can contribute to our understanding of linguistic diversity, how we as researchers can empirically account for experiences of lived languages, and how to embed them in a larger discussion on social (in)equality.

And the subject speaks to you. Biographical narratives as memories and stories of the narratable self

02:30 PM - 06:00 PM

Presenters :

Judith Purkarthofer, University Duisburg-Essen

Biographization as biopolitical work: The role of objects and bodies in the construction of speakerhood

02:30 PM - 06:00 PM

Presenters :

Clara Keating, University Of Coimbra

"It runs through my veins": exploring multilingual subjectivities through language portraits

02:30 PM - 06:00 PM

Presenters :

Sonia Perelló Bover, University Of Vienna

Lived experiences of multilingualism in the case of Hungarians in Catalonia

02:30 PM - 06:00 PM

Presenters :

Gergely Szabó, Open University Of Catalonia

Speaking and Being Albanian in Switzerland & Germany: Language Choice, Language Attitudes and the Negotiation of Spatialized Belonging in Biographic Narratives

02:30 PM - 06:00 PM

Presenters :

Shpresa Jashari, University Of Zurich

Speaking Subjects in the digital age

02:30 PM - 06:00 PM

Presenters :

Claire Kramsch, University Of California, Berkeley

✕ 02:30 PM -
06:00 PM

● Room 1

S163 2/2 | Task-Based Language Teaching: Interfaces between Research, Pedagogy and Assessment

Speakers

Roger Gilabert Guerrero, University Of Barcelona
Ana Flávia Boeing Marcelino, Federal University Of Santa Catarina
Paul Toth, Temple University
Sanghee Kang, Georgia State University
Li-Shih Huang, University Of Victoria

Moderators

Andrea Revesz, UCL Institute Of Education
Martin East, University Of Auckland
Roger Gilabert Guerrero, University Of Barcelona
Aline Oelen, AILA2021 Volunteer

Since the 1980s, Task-Based Language Teaching (TBLT) has become a phenomenon of increasing interest in applied linguistics among both researchers and practitioners. TBLT is a learner-centred, experiential pedagogical approach that focuses on tasks as vehicles for successful second language acquisition (SLA). Empirical research into task effectiveness has yielded positive findings for SLA. However, despite its relatively long history, TBLT is still classed as an innovation. TBLT's contrast to more established teacher-led and grammar-focused communicative approaches means that it is often viewed with suspicion among teachers. This symposium addresses the interface between research and practice, bringing together those with a range of interests in TBLT. The symposium is convened by two experts in TBLT from two different parts of the world- Martin East (New Zealand), current President of the International Association for TBLT (IATBLT), and Andrea Révész (UK), current Vice President- and features an address from Pauline Foster, Professor of Applied Linguistics, St. Mary's University, London, UK. In the symposium we will explore and discuss research into task efficacy alongside the benefits and challenges of using tasks both in the real worlds of classrooms and for assessment purposes. Our aim is to address these dimensions from different theoretical and methodological perspectives.

TIME	MAIN PRESENTER
8.30 - 9.10	Martin East (Featured)
9.10 - 9.35	Ali Shehadeh
9.35 - 10.00	Agnes Albert
	Break
10.30 - 10.55	Natsuyo Suzuki
10.55 - 11.20	Chihiro Inoue
11.20 - 11.45	Marcos Benevides

11.45 - 12.10	Goedele Vandommele
BREAK	
14.30 - 15.10	Roger Gilabert (Featured)
15.10 - 15.35	Ana Flávia Boeing Marcelino
BREAK	
16.30 - 16.55	Paul Toth
16.55 - 17.20	Sanghee Kang
17.20 - 17.45	Li-Shih Huang

From needs analysis to task design

02:30 PM - 06:00 PM

Presenters :

Roger Gilabert Guerrero, University Of Barcelona

Conducting Needs Analysis to design cycles of tasks to teach Portuguese as a Host Language to adult immigrants in Brazil

02:30 PM - 06:00 PM

Presenters :

Ana Flávia Boeing Marcelino, Federal University Of Santa Catarina

Assessing outcomes of grammatical consciousness-raising tasks in L2 Spanish classes at three U.S. high schools

02:30 PM - 06:00 PM

Presenters :

Paul Toth, Temple University

Examining the Quality of Mobile-Assisted Task Performance: The Role of L2 Proficiency, L1 Narrative Ability, Digital Literacy and Motivation

02:30 PM - 06:00 PM

Presenters :

Sanghee Kang, Georgia State University

Breaking down barriers: A task-based approach to teaching learners with refugee experience

02:30 PM - 06:00 PM

Presenters :

Li-Shih Huang, University Of Victoria

**X 02:30 PM -
06:00 PM**

● Room 1

S171 2/2 | INVITED SYMPOSIUM: The dynamics of language, communication and culture in applied linguistic research in Latin America

Speakers

Claire Kramsch, University Of California, Berkeley

Carmen Guerrero-Nieto, Francisco José De Caldas District University

Yecid Ortega, OISE/University Of Toronto

Matilde Olivero, National University Of Rio Cuarto

Lane Igoudin, Professor Of ESL And Linguistics, Los Angeles City College

Paola Andrea GAMBOA DIAZ, Researcher And Teaching Assistant, Sorbonne Nouvelle University

Rafael Vetromille Castro, Associate Professor, Federal University Of Pelotas

Moderators

Paola Andrea GAMBOA DIAZ, Researcher And Teaching Assistant, Sorbonne Nouvelle University

Mark Van Huizen, AILA2021 Volunteer

In 2015 AILA, faithful to its mission to promote Applied Linguistics around the world, initiated a new research network Research Cultures in Applied Linguistics (ReCAL), that would investigate the cultural diversity of research philosophies, epistemological groundings, modes of inquiry and institutional constraints that exist among the present and future AILA affiliates. How does each affiliate define Applied Linguistics (AL)? How do they view the relationship of AL to language education, language policy and planning, the study of language in everyday life, the social and political issues of the time? What is the institutional status, the intellectual scope, the disciplinary boundaries of AL in their respective countries? Marjolijn Verspoor and Kees de Bot have invited us to feature our ReCAL meeting as an "invited symposium" at the AILA 2020 Congress in Groningen, NL. We are thankful for the opportunity to feature some of the diverse and exciting research taking place in Applied Linguistics in Argentina, Brazil, Colombia, Mexico, and Uruguay. We have programmed the two half-days of this symposium according to the two subthemes that emerged from the abstracts received: 1) Academic policy and intercultural mediation 2) Social justice, language policy and gender.

From 18.00 -19.00 there will be a general discussion and closing remarks in AILA Gather Town. (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>) Please go to gathertown (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>) log in and go to the classroom at the activity center (or you can search for Paola Andrea GAMBOA DIAZ and click on follow).

The syntax of marginalization in Colombian Language policies: From colonialism to neoliberalism

02:30 PM - 06:00 PM

Presenters :

Carmen Guerrero-Nieto, Francisco José De Caldas District University

Pedagogies of Be[ing], Be[longing] and Be[coming]: A Critical Ethnography to Understanding Colombian Youth Experiences of Social Justice in English Teaching

02:30 PM - 06:00 PM

Presenters :

Yecid Ortega, OISE/University Of Toronto

Transformative Approaches for Building Peace in an Argentine EFL Practicum: Developing Cultural, Emotional, and Cognitive Competencies

02:30 PM - 06:00 PM

Presenters :

Matilde Olivero, National University Of Rio Cuarto

North-South Dialogues: Critical Ethnography of Brazilian EFL Education

02:30 PM - 06:00 PM

Presenters :

Lane Igoudin, Professor Of ESL And Linguistics, Los Angeles City College

Co-constructing Multimodal Teaching Proposals to Make Situations of Alterity and Critical Intercultural Dimensions Explicit. A Colombia - France Action Research.

02:30 PM - 06:00 PM

Presenters :

Paola Andrea GAMBOA DIAZ, Researcher And Teaching Assistant, Sorbonne Nouvelle University

Virtual (or unvirtuous?) language use and digital technologies: power niches in social networking sites

02:30 PM - 06:00 PM

Presenters :

Rafael Vetromille Castro, Associate Professor, Federal University Of Pelotas

**X 02:30 PM -
06:00 PM**

● Room 1

S197 2/2 | Writing processes: Strategies from idea to text

Speakers

Rafael Petermann, Federal Institute Of Paraná (IFPR)

Guillaume Gentil, Carleton University

Jeremie Seror, Director - Associate Dean, Official Languages And Bilingualism Institute, University Of Ottawa

Stefania Torri, PhD In General And Comparative Literature And PhD Candidate In Education, Free University Of Bolzano

Hugh Escott, Sheffield Hallam University

Minkyung Kim, Nagoya University Of Commerce And Business

Lise Fontaine, Speaker & Mentor, Cardiff University

Xiaojun Lu, Southeast University

Airlie Rose, Writing Associate, Amherst College

Marie-Christin Reichert, University Of Cologne

Moderators

Asa Wengelin

Victoria Johansson, Moderator In Symposium S197 1&2 | Writing Processes: Strategies From Idea To Text, Lund University

Penny Heisterkamp, AILA2021 Volunteer

Until quite recently studies of writing in real-life contexts have focused largely on the final product of the writing process- the written texts. Research on writing processes has, on the other hand, mainly taken place in experimental settings- perhaps because of a certain dominance of experimental psychology within the field, but also due to the need of theoretical and methodological development in a relatively novel research area. However, during recent years, writing process research has come to include not only experimental studies but widened its scope to various social contexts and writing tools. Linguistic studies of writing processes (e.g. idea generation, formulating, reading and revision) and their relation to the final texts by means of real-time recordings, such as keystroke-logging or screen recordings, and/or ethnographic studies, can increase our understanding of the communicative activities and strategies that writers in different contexts engage in during text production, not only on the word or sentence levels, but also on a discourse level. Hence they can contribute to further our knowledge about the relation between various writing strategies and text characteristics, but also about applications such as writing instruction or professional writing. In this symposium we welcome all proposals related to ongoing real-time writing processes that are not necessarily visible in the final written texts.

Writing processes and undergraduate student writers in the UK context

02:30 PM - 06:00 PM

Presenters :

Lise Fontaine, Speaker & Mentor, Cardiff University

Writing in a non-alphabetic language on a computer: L2 proficiency, real-time writing processes and text quality in L2 Chinese

02:30 PM - 06:00 PM

Presenters :

Xiaojun Lu, Southeast University

Write Without Stopping: Using Inputlog to Evaluate a Cognitive Model of Freewriting

02:30 PM - 06:00 PM

Presenters :

Airlie Rose, Writing Associate, Amherst College

Cognitive processes in second language writing: Exploring the relationship among cognitive resources, writing processes, and written products

02:30 PM - 06:00 PM

Presenters :

Minkyung Kim, Nagoya University Of Commerce And Business

'I zeez a weirredd ting': Childrens' affective understandings of the semiotic potential of spelling.

02:30 PM - 06:00 PM

Presenters :

Hugh Escott, Sheffield Hallam University

Negotiations on the Scientific Writing: a Literacy Trajectory in a Brazilian High School

02:30 PM - 06:00 PM

Presenters :

Rafael Petermann, Federal Institute Of Paraná (IFPR)

Plurilingual writing processes at the heart of biliteracy development

02:30 PM - 06:00 PM

Presenters :

Jeremie Seror, Director - Associate Dean, Official Languages And Bilingualism Institute, University Of Ottawa
Guillaume Gentil, Carleton University

Writing together: how writing processes' management enhances plurilingual competences. A case study at the end of the primary school.

02:30 PM - 06:00 PM

Presenters :

Stefania Torri, PhD In General And Comparative Literature And PhD Candidate In Education, Free University Of Bolzano

X 03:00 PM -
06:30 PM

● Room 1

S152 2/2 | ReN: Women in the History of Language Learning and Teaching

Speakers

Polina Shvanyukova, University Of Udine

Maria Grazia Giulia Chiappori, Sapienza University Of Rome

Layenne De Oliveira, AILA Solidarity Awardee, University Of São Paulo

Moderators

Giovanni Iamartino, Symposium S152 Convenor And Moderator, University Of Milan

Rosmawati ., Postdoctoral Researcher, The University Of Sydney

The role of women in the history of language learning and teaching (HoLLT) has so far been largely neglected. This HoLLT AILA research network symposium considers the ways and channels by which as well as possible reasons why this has been the case, in different linguistic and cultural contexts. The fact that the contribution of half of the language learning community has been consistently overlooked in the historiography of language education may, for example, be due to an over-emphasis on theorists or on certain types of source, as well as the circumstance that women were not in a position to make their voices heard. It is high time to award female language learners and teachers the attention they deserve and to re-evaluate their contribution to the history of language language learning and teaching outside traditional frameworks as well as within institutional contexts. Topics from the field of the history of language learning and teaching may include, but are not limited to: a) Language schools and institutes for women; b) Language books for women; c) Construction of gender and gender stereotypes in language books; d) Women, education and languages; e) Women as language educators and learners; f) Sexism and discrimination against women within language education.

First women authors of English language teaching materials in Italy

02:30 PM - 06:00 PM

Presenters :

Polina Shvanyukova, University Of Udine

Gemma Harasim Intellectual and Teacher

02:30 PM - 06:00 PM

Presenters :

Maria Grazia Giulia Chiappori, Sapienza University Of Rome

Race and English teaching: discussing narratives of black female teachers in the brazilian context

02:30 PM - 06:00 PM

Presenters :

Layenne De Oliveira, AILA Solidarity Awardee, University Of São Paulo

**⌘ 06:00 PM -
06:30 PM**

● Room 1

Closing Ceremony

Speakers

Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen
Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics
Azirah Hashim, AILA Vice-President , University Of Malaya

Moderators

Marjolijn Verspoor, Chair AILA Organizing Committee And Mentor, University Of Groningen
Daniel Perrin, AILA President, AILA International Association Of Applied Linguistics
Azirah Hashim, AILA Vice-President , University Of Malaya

We will close the congress officially together with Daniel Perrin who will step down as president and with Azirah Hashin who will be the new AILA president and introduce you to the new AILA board members.

- Marjolijn Verspoor (AILA 2021 chair)
- Daniel Perrin (AILA president)
- Azirah Hashin (AILA vice president)

During and right after the closing ceremony, the AILA 2021 organizing team will welcome you to mingle and have a drink in Gathertown (<https://gather.town/app/nM0MiFeyglg8bqcR/AILA%202021>) as of 18:00 CET.

**⌘ 06:30 PM -
07:00 PM**

After Movie

The After Movie!

