



HAAL2023



**Hong Kong Association
for Applied Linguistics**
香港應用語言學學會

Hong Kong Association for Applied Linguistics

(HAAL)

The 8th HAAL Conference 2023

15 July 2023

The Hang Seng University of Hong Kong

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Message from the President of HAAL

On behalf of the Hong Kong Association for Applied Linguistics, I warmly welcome you to the 8th HAAL Conference at the Hang Seng University of Hong Kong.

HAAL 2023 embraces applied linguistics in all its diversity. We invite proposals with innovative and rigorous research across the breadth of the field, including (but not limited to) second language acquisition, language education, translation and interpreting studies, corpus linguistics, discourse analysis, sociolinguistics, and intercultural communication. Both theoretical and methodological contributions from around the world are featured at this conference. We are particularly keen to provide a platform for emerging scholars to share their work. I am thrilled to see many postgraduate students who are at their final stage of thesis completion have submitted proposals and will share their insights with us.

The conference theme is intentionally broad to encompass the wide range of interests within our association. However, two keynote speeches will anchor the event. Professor Eric Friginal from the Hong Kong Polytechnic University will explore "Applying Corpus Linguistics in (Radical) Workplaces: Language, Identities, and Discursive Practices of Transgender Workers in Outsourced Call Centers." Professor Guangwei Hu, also from PolyU, will discuss "Disciplinary Epistemology and Academic Discourse." While we are excited by the plenaries by the two gurus in the field, we also have presenters and attendees hailing from East and West, representing diverse fields of applied linguistics across Asia, Europe, Africa, Oceania, and the Americas. Such international participation affirms the global reach of our association.

On behalf of HAAL, I wish you a stimulating conference and a memorable stay in Hong Kong. We look forward to vibrant discussions, new insights, and reconnecting with familiar faces on July 15, 2023!

Welcome to HAAL 2023!



Gavin Bui

President of Hong Kong Association for Applied Linguistic

Hong Kong Association for Applied Linguistics (HAAL)

The 8th HAAL Conference 2023

15 July 2023

SCHEDULE

8:30am	REGISTRATION (S H Ho Academic Building (Building A))											
9:00-9:10	OPENING REMARKS & ANNOUNCEMENTS Fung Yiu King Hall, 4/F, S H Ho Academic Building (Building A)											
9:10-10:10	KEYNOTE SPEECH 1: Applying Corpus Linguistics in (Radical) Workplaces: Language, Identities, and Discursive Practices of Transgender Workers in Outsourced Call Centers <i>Prof. Eric Friginal</i> Fung Yiu King Hall, 4/F, S H Ho Academic Building (Building A)											
10:10-10:30	COFFEE BREAK (Lobby outside Fung Yiu King Hall)											
	MORNING PARALLEL SESSIONS											Invited Speakers
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Keynote Speech 1

Applying Corpus Linguistics in (Radical) Workplaces: Language, Identities, and Discursive Practices of Transgender Workers in Outsourced Call Centers

Prof Eric Friginal

The Hong Kong Polytechnic University

Abstract

Applied Corpus Linguistics (ACL) is understood to include the use of corpus resources, approaches, and tools in order to deeply examine real-world settings, to explore patterning in public discourses in obtaining fresh understandings of how language is used and construed alongside new and existing behaviors and policies (Thompson & Friginal, 2020). For this presentation, I argue for the critical role of ACL as a methodological approach in contributing linguistics-based solutions to (and explications of) societal divergences during these challenging times. Specifically, I highlight my current research documenting and comparing the discourse of transgender women in the Philippines who are working as customer call center representatives, serving callers primarily from the United States. I examine frequency-based distributions and their macro and micro social and language policy implications from specialized corpora of English cross-cultural, professional/transactional interactions. My theoretical and analytical framework emphasizes the identification of discursive practices across socio-cultural structures and task dimensions of talk in this communicative domain, focusing especially upon speakers' understanding of role-relationships; discursal goals and objectives; cultural, racial, and gender-based identities; and power dynamics at work. This framework allows me to establish an overarching, corpus-based research question, followed by very specific sub-questions that are intended to analyze micro-linguistic features and how they influence behaviors and attitudes (Baker et al., 2008; Biber, 2006; Gentil, 2013). Transgender people are one of the most marginalized and neglected sectors in the Philippines in terms of human rights protection (United Nations Human Rights Council, 2010) but global call centers have become havens for gender-nonconforming professionals (Talusán, 2016).

Keynote Speech 2

Disciplinary Epistemology and Academic Discourse

Prof Guangwei Hu

The Hong Kong Polytechnic University

Abstract

Members of a disciplinary community share deep-seated epistemological assumptions. These assumptions underlie and motivate disciplinary practices, including discursive practices. Given such epistemological connections, researchers of scholarly writing are interested in uncovering systematic disciplinary variations in academic discourse, and newcomers to a discipline (i.e., students) need to appreciate and master such discursal variations if they hope to be accepted into their disciplinary community. In this presentation, I start by outlining, in broad terms, the relationship between disciplinarity and academic discourse. Drawing on Basil Bernstein's work on knowledge structures in disciplinary inquiry and Karl Maton's realist sociology of knowledge making, I discuss how dominant knowledge-knower structures (i.e., epistemological orientations) found in different disciplines may shape the rhetorical and discourse strategies deployed by members of these disciplines in academic communication. I then present selective findings of my own studies on cross-disciplinary differences in academic discourse and rhetorical practices and relate these findings to discipline-specific knowledge-making practices. By way of conclusion, I discuss pedagogical implications for English for academic purposes (EAP) and English for specific purposes (ESP) instruction that follow from the findings of these studies and propose pedagogical strategies for socializing students into the academic discourse of their chosen disciplines.

Ethnic categorisation and the underlying determinants of attitudes towards Nigerian English varieties

Sopuruchi Christian Aboh

English and Communication, The Hong Kong Polytechnic University

Abstract

There has particularly been a dearth of studies focusing on ethnic categorisation and underlying reasons for the categorisation of speakers of varieties of English in Nigeria. This paper examines the ethnic categorisation of six speakers from a verbal guise study and the reasons for categorisation. 406 participants from three Nigerian universities were asked to listen to 6 voices, two each speaking in Hausa English (HE), Igbo English (IE) and Yoruba English (YE) accents. The participants were given a verbal guise questionnaire and asked to categorise the speakers into ethnic groups and provide reasons for categorisation. Focus groups were also used to triangulate the questionnaire data. The coding of the questionnaire responses indicates nine ethnic categories (Hausa, Igbo, Yoruba, de-ethnicised, Nigeria, foreign, South-South, Middle belt, and no idea) and eight reasons for categorisation (accent, good educational background (GEB), poor educational background (PEB), verbal dysfluency, verbal fluency, behavioural tendencies, intuition, and don't know). A two-way contingency table analyses show a significant association between GEB and de-ethnicised, accent and the evaluated English varieties. Results from the focus groups reveal how discussants use their ideologies about the three ethnolinguistic groups to evaluate Hausa speakers of English negatively and YE speakers more favourably.

Learner Beliefs about Using Dialogue Journals for Practicing General and Academic Second Language Writing

Xiaoke Bai and Barry Lee Reynolds

University of Macau

Abstract

Learners rarely can practice their writing in a second language writing classroom, and dialogue journal writing is a practical activity for learners to practice their writing within the limited time constraints of the classroom. This study explored the feasibility of dialogue journal writing activity by investigating the learners' beliefs on dialogue journal general and academic writing. Participants in this study included 49 first-year undergraduates from a technical university in Taiwan who went through one-semester practice for dialogue journal general writing and one-semester practice for dialogue journal academic writing. The data consisted of the written reflections collected at two points in time during the academic year: at the end of the first semester and at the end of the second semester. The concept-driven coding frame was used in the qualitative content analysis of the students' reflections. The findings showed seven broad themes, comprised of 14 subthemes: (1) knowledge, (2) learning, (3) self-efficacy, (4) goal orientation, (5) interest, (6) outcome attribution, and (7) teacher. The primary themes were documented in the literature, but several subthemes were newly shaped and identified in this study context. The findings were interpreted in relation to the content of the activity, the learners' prior experiences of writing practice, and the local language education and context. Learners in this study generally believed they could benefit from dialogue journal writing activity for both general and academic writing. However, teacher involvement may influence learner autonomy, as some learners incorporated teacher preferences into the criteria for dialogue journal writing. Implications and suggestions for second language teachers and future researchers are discussed.

Analysing the use of lexical and grammar patterns in the IELTS Speaking test by Chinese learners of different proficiency levels

Ching Hang Justine Chan and Hsueh Chu Rebecca Chen

The Education University of Hong Kong

Abstract

This paper aims to examine the performance of the IELTS Speaking test in terms of 'lexical resources' and 'grammatical range' by 16 Chinese learners who have obtained the band score ranged from 5.0 to 9.0. 'Lexical resources' and 'grammatical range' are two of the marking criteria of the test, with positive features identified such as the use of less common words, paraphrases and different kinds of subordinate clauses including relative clause, adverbial clause and noun clause. Results from multiple regression analysis show that among the positive features of 'lexical resources', only paraphrases exert a significant predictive effect to the speaking scores; whereas regarding 'grammatical range', only relative clause and adverbial clause are significant factors. Generally speaking, higher achievers can produce more paraphrases in a diverse range, by using different verb groups (e.g., speak and talk) and noun groups (e.g., long time and four years) to convey meanings. They can also employ a greater variety of subordinate clauses; whereas lower achievers are usually limited to paraphrase verb groups (e.g., learn and master) and employ mainly noun clauses. The findings provide insights for teachers and learners to better prepare for this internationally recognized test.

How to Become Agent Planners by “RM-ly”? --- Translingual Practices in the Course Development of “International Communication”

Franklin Chen

Hangzhou Normal University

Abstract

Currently, with the multilingual turn in applied linguistics, translingual practices are gaining ever-increasing attention in language education. Guided by Prue Holmes’ tripartite model of researching multilingually (RM-ly) – awareness, spatiality, and relationality, this study aims to showcase how teachers and students gradually raises their awareness of their whole multilingual and plurilingual repertoires. Drawing on the reflective journals, narrative accounts and semi-structured interviews from the 14 participants representing administrators, teachers, and students, we investigated how they exercised their imitative and agency in the course developmental process of “International Communication” by activating their whole linguistic repertoire and triggering their multilingual resources. The findings reveal that these three groups of actors are agent planners that enable to make collaborative and negotiating efforts in the translingual practices to afford their own corresponding international communication research through negotiation, coordination, and cooperation, thus breaking through the shackles of their monolingual habitus and contributing to the establishment of translingual researching group. Therefore, we concluded that different actors in language education are recommended to mobilize the multilingual resources of their own and in their surroundings by researching multilingually and working collaboratively, hence creating more translanguaging space to facilitate the organized translingual research group construction and extend the multilingual research network.

Chinese Undergraduates' Attitudes Towards a Gamified Video-Based Content and Language Integrated Learning (CLIL) Lesson

Jun Chen and Min Yu

The University of Hong Kong

Abstract

Online and distance learning has become an irreversible trend in education, in which videos have been increasingly used. However, video-based lessons have limitations in keeping learners engaged, focused and active. Thus, gamification could be applied in online course design. Until now, limited research has studied post-secondary learners' attitudes towards the combination of gamification and videos within the new context of content and language integrated learning (CLIL) in China. Employing the Technology Acceptance Model (TAM) as a framework, this study intends to fill this research gap by exploring ten Chinese undergraduates' attitudes with a questionnaire and the follow-up semi-structured one-to-one interviews after they participated in one gamified video-based CLIL lesson (GVBCLILL) on the Moodle, which was pre-designed based on the Multimodalities-Entextualization Cycle (MEC) and the Teaching/Learning Cycle theories. The collected data were analysed with mixed methods, which indicated that participants held generally positive attitudes towards using the GVBCLILL to learn the content and language autonomously. However, they also expressed reservations about using the GVBCLILL to learn their subject content systematically due to its learning efficiency. Meanwhile, they were reluctant to practice their productive writing skills with this GVBCLILL. Therefore, some suggestions for improving the GVBCLILL design were proposed, i.e., shortening the lesson time, diversifying the learning tasks to enhance the entertainment, offering more choices of learning content and providing sufficient scaffolding and instant feedback in content and language. Based on the results, the improved GVBCLILL could be considered as one self-regulated learning option for those who share a similar learning context with Chinese undergraduates to learn content and language.

Only tables, figures, and calculations? Problems identified in undergraduate Chemistry and Pharmacy students' laboratory reports

Meilin Chen and Linfeng Cai

Hong Kong Baptist University

Abstract

Being able to produce good-quality laboratory reports is one of the essential requirements of the undergraduate programmes for university science students (Gardner & Nesi, 2013; Rosenthal, 1987). A logically structured report should fulfil multiple communicative purposes through various moves (Parkinson, 2017; Ranawake & Wilson, 2016), each of which is realised through the use of appropriate linguistic patterns. Meeting these requirements is never easy for students, which has been indicated mostly by instructors' descriptions or assessment scores (Clary-Lemon et al., 2019; Riegel, 2021; Wackerly, 2017; Weissbach & Pflueger, 2018; Yang et al., 2019). However, only a few studies have examined the textual features of student-produced lab reports (Oliveira, 2021; Parkinson, 2011; Walker, 1997).

To fill the research gap, this study analysed 21 lab reports from Chemistry and Pharmacy students. The analysis shows that, despite showing a macrostructure similar to those in Parkinson (2017), students' reports lack certain essential moves, including interpreting results and restating methodology. When certain major moves are given in different major sections of the report (e.g., methodology and results sections), they are often written in a "fragmented" way, lacking coherence. Inappropriate language features, such as describing procedures in a recipe style, are also found. These observations point to the students' inadequate understanding of the communicative purposes and related language features of lab reports and call for explicit genre-based instructions. Pedagogical suggestions for training students to write coherent lab reports are given.

Comparison-and-contrast in Chinese and English academic discourse of applied linguistics: a frame-based analysis

Ming Chen

Northeast Normal University

Abstract

The present study reports on a corpus-based analysis of comparison-and-contrast in English and Chinese research articles (RAs) in applied linguistics. The main argument is that comparison-and-contrast is not only the rhetorical act that realizes textual organization and restricts the dialogic space, but also the cognitive act that validates or revise the established knowledge structure. Drawing upon the methodologies developed in the FrameNet project, this study retrieved more than 300 comparison-and-contrast markers in a corpus of 60 RAs and obtained 3,151 comparison-and-contrast frame instances. Then it analyzed the frame instances in terms of frame elements (FEs), co-occurring frames, and functions. It is revealed that (i) comparison-and-contrast frame contained three core FEs, i.e. *Comparative_item*, *Dimension* and *Comparer*, each of which included an array of subcategories. The former two encoded the subject matter and engaged in interplay with the literature, while the latter impersonally or personally intruded into comparative analyses. (ii) Comparison-and-contrast frame frequently co-occurred with frames of *Indication*, *Explanation*, *Result*, *Evaluation* and *Purpose*, each of which contained a set of subcategories. (iii) Comparison-and-contrast frame and its co-occurring frames made a concerted effort to help academic writers synthesize disciplinary knowledge, engage in rhetorical persuasion, and partake in knowledge-making practices through logical reasoning, comparing, classifying, inferring, explaining, evaluating, etc. This study revealed how comparison-and-contrast conditioned by disciplinary culture and epistemological assumptions contributes to the creation and dissemination of scientific knowledge in applied linguistics. Also, it formulated three coding schemes of comparison-and-contrast applicable to academic discourse, which can serve as analytical frameworks for comparative analyses of Chinese and English academic discourse in the future research.

An exploratory study of exploring the learning experience of mainland Chinese science postgraduate students in English medium university: A case study of Hong Kong universities

Mei Kei Freya Cheng

City University of Hong Kong

Abstract

As English is widely recognised as an international language, many non-English speaking countries opt for English as a medium of instruction (EMI) courses for various reasons, such as enhancing students' competitiveness and improving national competitiveness. This study aims to explore the academic challenges and coping strategies experienced and employed by mainland China science postgraduates while also extracting potential instructional insights from the results. Data collection involves a questionnaire and semi-structured interviews. The results indicated that speaking-related tasks were perceived as the most challenging, while understanding lecturers, mastering domain-specific vocabulary, and empathising with peers were among the other most common hurdles faced by participants. In terms of coping strategies, participants primarily relied on technology-based and L1-based approaches. The study further revealed noteworthy educational recommendations, such as granting students access to AI writing assistants and equipping learners with study skills guidance.

A systematic review of scholarly peer review research from 2000 to 2022: A feedback literacy perspective

Yin Ling Cheung and Chiew Hong Ng

Nanyang Technological University

Abstract

Over the years, few studies have investigated the importance of feedback in the journal peer review and feedback literacy for authors and reviewers/editors involved in the publication process. Through a systematic process of paper selection and analysis, we review 33 journal papers published from 2000 to 2022 pertaining to feedback literacy, focusing on ERIC, Education Database, Education Research Complete, and Linguistics and Language Behaviour Abstracts. The study aims to investigate (1) What are the specific issues for types of reviewers' feedback and authors' responses to reviewers' feedback concerning feedback literacy? (2) What professional development opportunities have been provided to develop the feedback literacy of those new to the peer review process? We adopted qualitative research synthesis where the two research questions formulated based on the background to the study were used to guide the systematic summary of findings. The findings of the study contribute to existing knowledge of publishing in peer review journals for educators and institutional administrators in educational and applied linguistics domains who are engaged in doctoral education and professional development of staff new to publishing in journals. This study will be of interest to researchers in the field of developing feedback literacy of authors and reviewers/editors.

Vocabulary Profiling of Hong Kong ESL students and Mainland EFL students — A reflection of efficacy of ESL policy in Hong Kong

Pui Lun Daisy Chow and Cunanan Theresa

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Abstract

Mainland students constitute a large part of non-local students in Hong Kong's tertiary education. Given the discrepancy in language policies, students' general language performance is expected to be different. Built on existing findings of the predicative power of vocabulary profiling on level of language competency (Douglas, 2015; Morris & Cobb, 2004, Beglar & Nation, 2013), this study assesses the vocabulary levels of local and mainland students and explores their practical significance.

The study involved 100 year-1 associate degree students at College of International Education, HKBU (50 local students and 50 mainland students). Participants were asked to write 150-200 words about an unforgettable experience. Vocabulary level and complexity of the text were analysed using AntWordProfiler. The texts were compared to two wordlists: the New General Service List (NGSL) and the Academic Word List (AWL).

Very similar profiling results are found in both groups. Of the 18068 words, around 83% fall in Level 1 of NGSL, only around 3% in Level 2. Mainland participants' writing consists of a slightly higher percentage of Level 3 vocabulary (local: 1.86%; mainland: 2.27%) whereas an opposite result is found regarding academic vocabulary (local: 2.11%; mainland: 1.92%). The highly similar performance raises concern towards the efficacy of Hong Kong's ESL policy and challenges the assumption that ESL learners' are more competent in "everyday purposive use of English" (Nayar, 1997, p.13).

African international student's identity construction in intercultural communication in China

Xiaoying Fang

Shanghai International Studies University

Abstract

Studying abroad entails international students' identity formation and social network development, but individuals' identity construction in the nexus of the online and the offline while engaging in these processes remains underexplored. Informed by the notion of chronotopes by Blommaert (2015), this case study examined the interplay of identity and social network in the socialization experiences of one Zimbabwean student during his study abroad in China. Analysis of ethnographic interviews, a Study Abroad Network Questionnaire, and supplementary data revealed how this African student's transnational experiences as a Chinese learner highlighted his identity construction, from past identities and present ongoing identities to imagined future identities. Specifically, these included his identities as a Zimbabwean international student, volunteer, new-Hangzhou resident, and African youth leader. In addition, identity was negotiated at the nexus of different spaces, especially online and offline spaces, on campus and off campus, local and global spaces, as well as rural and urban spaces. Moreover, the findings suggest how identity, as a spatiotemporal whole, was chronotopically defined and adjusted to the specific chronotopical circumstances. The study concludes that the intercultural communication in this complex context provides a space that international students are empowered to construct a multilingual identity, which opens up possibilities to international students' adaptation to the Chinese culture.

Dependency Distance as a Predictor of L2 Processing Difficulty: Evidence from a Maze Task

Jianmin Gao and Peijian Sun

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Abstract

The present study aims to investigate whether dependency distance (DD) can reflect L2 processing difficulty by exploring the relationship between DD, L2 processing speed, and L2 proficiency. The sentence stimuli in a maze task were annotated based on dependency syntax. The maze task then was used to capture the word-level and sentence-level processing speed. The task was performed by 62 Chinese learners of English, who were grouped into an intermediate-level group and an advanced-level group according to their scores on an elicited imitation task (EIT) and a vocabulary and grammar test. Reaction times (RTs) of processing word-level and sentence-level items were collected from the maze task. DD estimates of word-level and sentence-level processing difficulty were calculated based on the annotated results. The relationship between DD, L2 processing speed, and L2 proficiency was modeled by generalized linear regressions (GLMs). Our results show that DD significantly predicts L2 processing speed at both word and sentence levels, irrespective of participants' L2 proficiency level. As DD increases, advanced learners' word-level processing time grows significantly slower than that of intermediate learners. Using psycholinguistic experiments, the study was one of the first attempts to empirically validate the role of DD in L2 processing difficulty.

Attitudes Toward Artificial Intelligence Between China Daily and The New York Times: A Corpus-based Discourse Analysis

Feng Gu

Wuxi University, English Department

Abstract

Artificial intelligence is creating both opportunities and challenges for human society. By selecting AI-related news during 2020-2023 from China Daily and The New York Times respectively and building two independent corpora, this article explores the lexical use, sentence patterns, and the social context behind them with the help of Antconc, a corpus tool for analyzing keywords, collocates, and frequency, etc., trying to answer the research question: Do their attitudes vary? How and Why? The results of this study show that these two news media present different discursive characteristics and China Daily seems to take a more positive attitude toward AI than The New York Times, and this is mostly due to their varied policy and development. This study not only reflects the specific political and scientific context of China and the US but also echoes the attention and concerns over the AI issue around the world.

EFL learners' engagement with online teacher feedback in academic writing

Lisha Guo and Hetian Yu

The Education University of Hong Kong

Abstract

Research on feedback in second language writing (L2) has proliferated in the last decade, including the impacts of feedback on learners' writing and learners' perceptions of different types of feedback. Studies about EFL learners' engagement with feedback are relatively scarce. To address this gap, drawing on multiple sources, including semi-structured interviews and learners' written texts, we conducted a 18-week case study to explore how two undergraduate students engaged with online teacher feedback in thesis writing cognitively, behaviorally, and affectively, as well as whether and how learners' engagement with teacher feedback change during the thesis writing process. The findings revealed a dynamic engagement of learners with online teacher feedback. Overall, learners showed positive affective and behavioral engagement with teacher feedback, while a tendency of low cognitive engagement. Additionally, learners' engagement with teacher feedback changed at different writing stages. The study further found a complex and nonlinear relationship across the three dimensions of student engagement. Specifically, learners' affective engagement promoted their behavioral and cognitive engagement. However, the findings also suggested that learners' superficial cognitive engagement impeded their behavioral engagement. The implications for practitioners of providing corrective feedback to enhance learners engagement in academic writing are discussed.

The Effect of Different Rewriting Tasks after Listening on Incidental Vocabulary Acquisition

Weiyan Guo

Chongqing College of Mobile Communication

Abstract

Incidental vocabulary acquisition refers to the process in which language learners focus on other aspects of language learning instead of concentrating on vocabulary learning and inadvertently acquire vocabulary, and this usually happens with other language learning. This paper attempts to study the impact of rewriting tasks after listening on incidental vocabulary acquisition of second language learners and further compares the difference in effect between various tasks. Therefore, the research design of this paper aims to answer the following questions: (1) Can second language learners achieve incidental vocabulary acquisition through different rewriting tasks after listening? (2) Which method is more effective? Individual or cooperative task? (3) What is the difference in the maintenance of vocabulary acquired incidentally through two types of tasks? This study mainly adopts the method of empirical research, and uses SPSS software to collect and summarize the experimental data and results. The results show that the subjects have acquired vocabulary incidentally to varying degrees through the rewriting tasks after listening, and the overall effect of the cooperative task is better than that of the individual task.

An autoethnography of a university EFL teacher's coaching practices and identity change

Guangyu He

Sichuan Normal University

Abstract

This study adopts autoethnography as a research method and looks into the author's experiences as a university EFL teacher in western China. With a particular focus on the author's practices in coaching students in English-related contests like English writing contest and EFL teaching contest, the findings reveal the dynamic process of how the author makes meaning of his coaching practices and the according learning and research endeavors. More importantly, the study offers a reflective examination of the author's identity change during 5 years of coaching practices, that is, how he started as a struggling College English teacher and then quickly became an active EFL teaching innovator, a beginning teacher educator and finally a EFL teacher researcher, which in turn exposes the complex nature of university teachers' coaching practices. The study addresses the research gap in the literature about university teachers involved in coaching students in contests and adds to our understanding of their professional identities and practices. The author calls for more attention to this specific group of teachers in university settings to facilitate their professional development and well-being.

The Construction of Gender Identities Online — An Analysis of Chinese Women’s Heteroglossic Text-Making Practices in Social Media

Yiran Hou

The Chinese University of Hong Kong

Abstract

This study draws on Bakhtin’s notion of heteroglossia to gain an emancipatory understanding of Chinese women’s construction of gender identities through their heteroglossic text-making practices in social media. To accomplish its objectives of 1) identifying representations of Chinese women’s gender identities through heteroglossic text-making practices in social media, 2) exploring why Chinese women draw upon their linguistic ability to destabilize the patriarchal social structure, and 3) examining whether social media provides Chinese women with an environment to experiment with different gender identities, this study adopts an ethnographic case study design by blending discourse-centered online ethnographic approach and multiple-case study approach. Systematic online observation, logbook for recording social media use, and interviews were conducted to collect screen-based and participant-based data. Analysis of the former engaged coding and interpretation grounded in discourse analytic techniques. Participant-based data were analyzed using Van Dijk’s semantic macro-analysis. The results reveal that Chinese women adopt heteroglossic text-making practices to voice as a linguistic and cultural other, promote feminist ideas, and re-configure gender relations and roles to construct gender identities that destabilize the patriarchal Chinese society. Such construction of gender identities in social media is influenced by the conversion of their already-owned capital, re-negotiation of subjectivity through desire and texts, and media choice depending on the perceptions of appropriate use of media, communicative intents, and intended audience. It highlights that social media offers Chinese women a haven to subvert their stereotypical feminine identities.

Developing EFL learners' peer feedback literacy in pronunciation teaching

Congchao Hua

Shenzhen Technology University

Abstract

This study examined the effectiveness of training on L1 Mandarin EFL learners' peer feedback literacy. Seventy-four first-year English majors (control group: n=38, experimental group: n=36) participated in 10 weekly peer feedback activities incorporated in an English pronunciation course. Statistical analysis of the results of a questionnaire survey revealed that although both groups were overwhelmingly positive about peer feedback at the beginning of the semester, the control group's peer feedback literacy decreased over the ten weeks, while that of the experimental group increased slightly. More specifically, in both groups, knowledge about peer feedback increased, but not perception of the usefulness, learning from feedback, or managing emotions. In addition, while the experimental group remained proactive in the peer feedback activities, the control group became less proactive. Analysis of the participants' written feedback showed that the experimental group provided longer, more specific, and more encouraging feedback than the control group. The findings suggest that instruction and teacher feedback may promote EFL learners' peer feedback literacy in pronunciation, and that while knowledge about peer feedback can be acquired through doing, the learners' enthusiasm and action need to be sustained through their teacher's intervention.

A critical study of cultural and national ideology in Taiwanese high school EFL textbooks

Xiaochen Hua (Hefei University of Technology), Yating Yu (The Hong Kong Polytechnic University)
and Fung Chan (University of Macau)

Abstract

In foreign language textbooks, the cultural representations embedded in texts and images not only support the acquisition of linguistic knowledge but also construct specific national, cultural, or ethnic identities. With the rotation of ruling parties and generations' changes, the mainstream ideology in Taiwan has changed in the last century, which is even reflected in the contemporary English-as-a-Foreign-Language textbooks. Given the emerging issue, this study employed methods of critical discourse analysis and thematic analysis in analysing three sets of textbooks that are most widely used in high schools in Taiwan. It is found that Taiwan-produced textbooks generally 1) highlight Taiwanese aboriginal culture in a large space, 2) widely represent Taiwanese specialties, natural scenery, and contemporary celebrities, 3) commemorate the colonist culture, and 4) strategically distinguish the connotation and denotation of Taiwan/Taiwanese and China/Chinese.

The Flow of Hopes in Darkness: A Positive Discourse Perspective on the “Hopes” of the Depressed Group

Lin Lin and Xiaolin Huang

Guangdong University of Foreign Studies

Abstract

The study of depressive discourse usually features in the negative representation of self and world. This may lead to an inadequate and biased understanding of depression, especially considering the aggravating social stereotypes and stigma of depression nowadays. As a complement to critical discourse analysis, positive discourse analysis (PDA) can provide a creative perspective on the interpretation of depressive discourse for repaying the depressed group with equality and humanities. Hence, this study aims to unveil the positive attitudinal resources in narrative texts written by depressed patients based on the Appraisal System, and to extrapolate the roles of such resources in the representation of self and world of the depressed group.

Preliminary results show that positive attitudinal resources are often adopted by the depressed group, in order to sincerely manifest the retrieved “hopes” or “rebirth” through the struggles and torment over their highs and lows. This indicates that, contrary to some stereotypes, people with depression are not always stuck with listlessness and withdrawal. Instead, their courage and tenacity, despite the fluctuation, deserve to be seen, recognized and respected by society. Besides, the “hopes” constructed by such positive attitudinal resources play a crucial role in the rapport-building within the depressed group, and between them and the non-depressed with strong impetus to offer assistance.

Hopefully, the stream of “hopes” in this study may boost the social confidence in the resilience of depression, and strike at the entrenched stigma and stereotypes. It is also expected to provide linguistic insights for positive psychological treatment.

Tracking Chinese postgraduates' attitudes towards an international cooperative academic course

Xiaoqin Huang and Xiangdong Gu

Chongqing University

Abstract

Qualitative studies on affective, cognitive, and conative attitudes in the context of applied linguistics are lacking in China. To address this, we applied classical tripartite attitude theory and grounded theory to analyze the attitudes of nine Chinese MA and PhD candidates of applied linguistics towards an international cooperative academic course of Language Assessment.

The course was taught collaboratively and bilingually by a Chinese teacher and a teacher from an American university, using a blended teaching format at a Chinese university. Students were required to write weekly reflective journals based on class contents. We first extracted themes from the collected journals and analyzed the students' affective, cognitive, and conative attitudes with NVivo 12. Then triangulated analysis was applied to investigate what influenced changes in attitude.

The results indicate relative consistency and occasional fluctuations across all three attitudes. Specifically, affective and cognitive attitudes fluctuate in response to the difficulty level of the weekly themes, whereas conative attitudes of positive acceptance and positive expansion exhibit complementary trends. What's more, affective attitudes, such as difficult/confused, novelties/happiness, anticipating/admiration, and impressive/inspirational, change with course progression, with difficult/confused decreasing, and novelties/happiness increasing.

By triangulating the data, we have identified that both course-related and individual aspects significantly influence attitudes towards the course. Specifically, previewing the course material, active participation, as well as personal interests and professional orientation, constitute the primary positive factors.

This study provides valuable evidence of the factors in students' attitudes change in international course contexts, and offers insights for the development of such courses.

The Effects of EFL Learners' Cognitive Load, Motivation, and Anxiety on L2 Writing Performance: a Structural Equation Modeling Approach

Lin Jiang and Huafeng Wang

Guangdong University of Foreign Studies

Abstract

INTRODUCTION: The interacting elements of content knowledge, linguistic features, and stylistic information in second language (L2) writing may compete for an individual's limited attentional resources, thus eventually generating a high cognitive load (CL). Existing literature has verified the effectiveness of collaborative writing on decreasing EFL learners' CL while the correlation between CL and emotional factors in the L2 writing process requires more evidence. Therefore, this quantitative study aims to investigate the interrelationship between CL, anxiety, motivation, and L2 writing performance.

METHODS: A total of 290 undergraduates recruited in China were identified as intermediate-level EFL learners, who were required to complete the story continuation writing task and an adapted questionnaire containing: (a) a Cognitive Load Scale; (b) a Writing Anxiety Scale; and (c) a Writing Motivation Scale. Data were analyzed through SPSS 26.0 and a Structural Equation Modeling (SEM).

RESULTS: The results of this study may support the hypothesized relations: (a) EFL learners' CL may be negatively related to their motivation and writing performance, while positively related to their writing anxiety. (b) Students' anxiety may negatively relate to EFL writing performance while motivation may be featured as a positive correlation with writing performance. (c) Furthermore, learners' motivation might mediate the relationship between CL and writing performance while the negative emotion of anxiety might moderate the relationship between CL and motivation.

DISCUSSION: The present study may highlight the interplay of cognition, emotion and motivation in EFL writing, which is the unique contribution to the cognitive load theory (CLT) research.

The influence of spacing on ELF learners' oral performance in task repetition: A replication of Bui, Ahmadian, and Hunter (2019)

Ning Jiang

Beijing Normal University

Abstract

Task repetition has been proven to have positive effects on EFL learners' oral performance in terms of complexity, accuracy, lexis, and fluency (CALF). The results of these studies have been inconsistent, revealing a positive gain in fluency but more inconclusive findings for complexity and accuracy. In the field of educational psychology, a growing number of studies have been exploring spacing effects on knowledge retainment; however, massed and distributed task performance has not been investigated in the field of task-based language teaching except for Bui, Ahmadian, and Hunter (2019). Therefore, this replication study seeks to extend the generalizability of the empirical study (Bui, Ahmadian, and Hunter, 2019) that confirmed the positive effects of task repetition with different intervals. Eighty participants were recruited and randomly assigned to five groups to perform a six-frame picture description task with different time intervals to repeat the task. Performance was assessed using an online automatic analytic tool for CALF developed by Bui and Skehan (2016). Participants' attitudes towards task repetition were interviewed and analysed together with their notes taken during the planning time. The initial and replicated findings suggest that task repetition contributes to L2 performance, which is of both theoretical and pedagogical significance.

Cognitive Validation of HKDSE Speaking Test

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Abstract

Construct validity of a language test has always been measured through cross-sectional studies by measuring correlation of two sets of test scores of a certain population, with minimal attention being paid to the cognitive processes of test takers under test and non-test conditions. With the development of argument-based validation, more emphasis has been put onto gathering a wide range of evidence to identify an explicit statement of interpretation of the test scores. One type of evidence is based on rationales and expert judgement of test content. A common approach to examining test rationales is through cognitive validation, which addresses the extent to which a test requires a test-taker engage in cognitive processes that resemble those might be employed in non-test contexts.

This paper focuses on cognitive validation of the English-Speaking Test of the Hong Kong Diploma of Secondary Education (DSE), based on the Cognitive Processing Framework for Speaking (Levelt, 1989). It is noted that most of the objectives listed in the DSE Speaking Test framework are in line with Levelt (1989)'s model. However, the objective about "establishing and maintaining relationships/spoken exchanges using formulaic expressions and appropriate communication strategies" seem to be the skills needed for group discussion, rather than simply relying on the speaking model. This construct relies also on the candidates' listening ability so as to respond properly. In other words, the DSE speaking exam may be argued as an integrated task (listening and speaking) rather than simply a speaking test.

Syntactic variation in Hong Kong English

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Abstract

This presentation details the syntactic variation in Hong Kong English (HKE) observed in college student essays. The essays were produced by 79 students in 4 different sections of a competency-based upper-intermediate level English language course at a major research university in Hong Kong. The students were asked to write two reflection essays evaluating the efficiency of the course and their own performance. Out of 158 300-word reflection essays, 50 essays were randomly selected and analyzed. The analysis revealed two general patterns. The first was the omission of various grammatical forms in obligatory contexts. The next general pattern was using certain grammatical and lexical forms with intended meanings not found in standard English. Although the attested usages of English are all ungrammatical in standard English, they never led to a communication breakdown as the intended meaning in each context was successfully conveyed. That leads to an interesting question as to whether such forms are on a path to be grammaticalized in HKE. The presentation ends with a discussion on whether HKE can be conceptualized as a new variety of English based on Schneider's (2003, 2007, 2014) Dynamic Model.

Creating English Corpus-Based Academic and Technical Word Lists in Geology Research Articles

Thana Kruawong

Thammasat University

Abstract

Word lists have long been used as a sort of educational material. Making any necessary word lists can help students learn more effectively. As a geology student, one should be familiar with research articles such field of study. The purpose of this research is to create a list of academic and technical terms typically used in geological research articles. This Geology Research Articles Corpus (GRAC) possessed 17,350,384 words taken from 525 research articles published between 2019 and 2023 in three notable and well-known geology journals, namely Geosphere, The Journal of Geology, and Geoscience World. To extract potential terms, the AntWordProfiler tool (Anthony, 2022) was utilized. The Geology Academic Word List (GATWL) was built employing five criterion filters (Laosrirattanachai & Ruangjaroon 2021), including lexical frequency, lexical range, lexical profile, keyword analysis, and expert evaluations. The GATWL had 225 word families, according to the data. The GATWL seeks to help undergraduate and graduate students prepare for the reading and writing of geology research articles. Furthermore, educational implications for geology researchers, postgraduate students, and material designers are made, who can utilize it as a lexical repertoire to establish their vocabulary learning or teaching goals.

How to strike a balance between researchers' and learners' voices in L2/FL empirical studies? An introduction to the Group Repertory Grid Approach

Alex Lap-Kwan Lam and Art Tsang

The Chinese University of Hong Kong

Abstract

In an era with growing focus on learner centredness in education, some scholars have aptly raised concerns over researchers' dominance in shaping research scope and findings. It is essential to address the imbalance between researchers' and learners' voices in L2/FL empirical studies. Based on our recently published article (see the reference below), we will introduce an innovative data collection method that addresses the lack of learners' voices in research at the methodological design stage. Inspired by the repertory grid approach (RGA), which many language researchers should find unfamiliar and hence will be explained, we pioneered the group RGA approach with a class of young English learners in Hong Kong. Details will be delineated in the presentation. This novel method will likely be of interest to postgraduate students and researchers in the field of L2/FL teaching and learning.

Tsang, A. & Lam, A. L. K. (2023). Striking a balance between researchers' and learners' voices in L2/FL empirical studies: A guide to the group repertory grid approach. *Journal of Language, Identity & Education*. <https://doi.org/10.1080/15348458.2023.2165495>

Trilingual and Biliterate Language Education Policy in Hong Kong: Past, Present and Future

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Abstract

Designed with essentially Cantonese-dominant Hongkongers in mind, the ‘trilingual and biliterate’ language-in-education policy (TaB) has been implemented for over two decades, but most students’ language standards still fall short of the TaB target. Driven by the monolingual ‘late immersion’ model, secondary schools are divided into CMI (70%) and EMI (30%) streams. The TaB target has proved to be a tall order for NCS (non-Cantonese-speaking) and Cantonese-dominant students alike. After assessing the effectiveness of government support measures to date along five dimensions: contrastive linguistics, psycholinguistics, sociolinguistics, cognitive neuroscience, and instructional strategies, the following LPP (language policy and planning) measures are recommended:

- (i) strengthen language input at key stages of learning (age 3–9, K1–P3);

- (ii) implement total immersion in Putonghua for three years (P1–P3, age 6–9);

- (iii) abandon the ‘no language mixing allowed’ dogma and promote CLIL and action research in translanguaging and bilingual pedagogies;

- (iv) attract academically bright and linguistically gifted students to receive professional training in language teaching through ‘prestige planning’; and

- (v) engage civil servants, schoolteachers, and university staff in a bottom-up ‘speak English/Putonghua where we can’ campaign.

For these LPP measures to produce the intended effect, concerted actions by teachers, school principals, educationalists and language experts in academia are needed.

Enhancing students' metacognitive development in higher education: A classroom-based inquiry

Mo Li and Rui Yuan

University of Macau

Abstract

This paper reports on a classroom-based inquiry that investigates university students' learning experiences in a peer collaborative translation activity in a language classroom. Drawing on qualitative research data from in-depth interviews, observational notes, and written reflections, the study shows that the students fostered their metacognitive knowledge and strategies through a systematic process of text selection and translation, peer review, class conferencing, as well as individual revisions and reflections. Such metacognitive experiences deepened their autonomous, analytical thinking and promoted their language awareness and translation skills. However, some challenges (i.e., limited English proficiency and a lack of individualized support) arose when the students engaged in the activity. This study provides pedagogical implications on how to incorporate a metacognitive focus into classroom teaching.

Online Processing of Different Types of Formulaic Sequences by L1 and L2 Speakers

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Abstract

Formulaicity and lexical patterning pervade language. The present study aimed to explore 1) whether L1 and L2 speakers show differences in the processing of formulaic sequences; and 2) as compared to the matched novel ones, whether different types of formulaic sequences enjoy the same processing advantages. Forty participants (20 L1 English speakers and 20 EFL learners) were divided into the L1 and L2 groups. Three types (10 for each) of formulaic sequences (idioms, speech formula, and written formula) were selected. The study had a 3*2*2*2 design. Grammaticality Judgment Test was adopted in which participants were asked to judge whether a presented item was grammatical or not. It was found that 1) L2 speakers processed the three types of formulaic sequences significantly slower than their L1 counterparts. In terms of error rates in the grammatical judgement test, L2 speakers produced more errors when they were processing spoken formulas. No differences were found for the other two types. 2) Both L1 and L2 speakers processed the formulaic sequences significantly faster and with fewer errors as compared to the non-formulas. Among different types of formulas, L1 and L2 speakers processed idioms by using the longest time, and processed written formulaic sequences fastest. The results were discussed from the perspectives of both the holistic storage view and the frequency effect for formulaic sequence processing.

Understanding Foreign Language Teachers' Intention to Integrate ICT: An Investigation from the Theoretical Perspectives of SEVT

Siying Li

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Abstract

Teachers' intention to integrate ICT (Information and Communication Technology) reflects their attitude and inclination towards adopting ICT to facilitate teaching, directly impacting their instructional practice. Drawing on the Situated Expectancy Value Theory (SEVT), this study employs structural equation modeling to explore the factors and mechanism influencing pre-service foreign language teachers' intention to integrate ICT. The findings indicate that: 1) four motivational constructs, namely, self-efficacy, perceived interest, perceived importance and perceived usefulness, significantly and positively predict teachers' intention, while perceived cost does not significantly predict teachers' intention; 2) social influence positively predicts teachers' intention; 3) mindset significantly and positively predicts teachers' intention through the complete mediation of self-efficacy, perceived interest, perceived importance and perceived usefulness. The study concludes with implications for future practices in foreign language teaching.

Comparing the Linguistic Complexity of Plain Language Summaries and Abstracts: A Case Study of Marine Science

Tiantian Li and Yingying Liu

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Abstract

Different from scientific abstracts, plain language summaries (PLS) have emerged in recent years as an important genre to make research more accessible to the general public. Existing research on PLS has mainly focused on the evaluation of its effectiveness and readability, while little research has investigated the linguistic features of PLSs. This study aims to shed light on the linguistic features of PLS in comparison to abstracts, given that the two genres are highly comparable in contents and organization. We collected 200 published research articles in marine science. L2SCA (Lu, 2010) and TAASSC (Kyle, 2016) were used to analyze the syntactic complexity, and LCA (Lu, 2012) was used for the analysis of the lexical complexity. Our findings suggest that, in terms of syntactic complexity, abstracts had longer production units and used more nouns as modifiers and adjectival modifiers than PLSs, while PLSs used more clauses, verb phrases, and nominal subjects per clause than abstracts. In terms of lexical complexity, we found that abstracts had more word types, higher verb sophistication and verb variation than PLSs. The pedagogical implications of this study to English for Academic Purposes (EAP) researchers and writers are discussed.

From Classroom to Google Classroom: A Hong Kong Conversation-Analytic Case Study of Classroom Interaction

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Abstract

Despite the widespread use of video-mediated learning platforms during the COVID-19 era and its post-pandemic potential to facilitate online or hybrid/hyflex teaching, research into its use in multiparty language learning classrooms is still in its infancy. The interaction patterns that unfold in synchronous online language lessons remain largely underexplored, making it difficult to ascertain in what ways pedagogical practices used in physical classrooms require modification in virtual classrooms. To narrow this research gap, this exploratory study aims to uncover the nuances of classroom interaction in a synchronous online language learning context and how such interaction compares to that in a face-to-face language learning context. This is achieved by closely examining the classroom interaction of a second language English class in a Hong Kong secondary school in both synchronous online and face-to-face lessons. A total of 5 hours and 26 minutes of classroom video data were transcribed and analysed following the principles and theoretical underpinnings of multimodal Conversation Analysis. Three main differences in classroom interaction are highlighted: (1) students' response to first-position general questions, (2) teacher's first response pursuit, and (3) teacher's treatment of attributable silence. The results clearly indicate that classroom interaction in physical and virtual contexts are different. Therefore, to better support language learning in synchronous online contexts, face-to-face pedagogical practices need to be adapted and adjusted to enhance student participation in classroom interaction. This study contributes to research on synchronous online language teaching and learning by enriching our understanding of synchronous online classroom interaction. It provides insights for online teaching practices, teacher training, and further research.

Assessing the cognitive process of second language irony comprehension using an eye tracking study

Weiyi Li and Jookyung Jung

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Abstract

Irony is a type of conversational implicature that expresses the opposite meaning of what is literally uttered, requiring the hearer to infer the speaker's intention via contextual and paralinguistic cues. Research into the cognitive process of second language (L2) irony comprehension has received only marginal attention. To address this gap, the present study examined L2 English learners' understanding of irony using an ecologically valid instrument, the Relational Inference in Social Communication (RISC) video database (Rothermich & Pell, 2015).

Thirty native Cantonese speakers in a university in Hong Kong with differing English proficiency were asked to watch videos in four conditions (literal praise, literal criticism, ironic praise, ironic criticism) and identify the speaker's intention via a binary question. Participants' fixation duration on the speaker's face was tracked while watching the videos. Behavioural and eye movement data were collected, and a stimulated recall session was adopted as a triangulation method to further disentangle the cognitive process of L2 learners' irony interpretation. The data was statistically analysed using the linear and generalized mixed-effects model in R, and the triangulation data was transcribed and reviewed to identify emergent categories.

The results showed that learners had greater difficulty identifying ironic praises than ironic criticisms and laughter was an important cue in identifying ironic praises. Participants took longer time fixating on the speaker's faces in negatively (literal criticism, ironic praise) than positively valenced (literal praise, ironic criticism) scenarios. Additionally, higher proficiency learners relied more on paralinguistic features than their lower proficiency counterparts.

Learner beliefs and language proficiency in SA context: a case study of Chinese students taking a pre-sessional language course in UK

Xin Li

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Abstract

Recent research on learner beliefs has started to highlight its dynamic and variable nature. The change of learner beliefs in study abroad (SA) context has also been observed. Considering that research on Chinese learners is still under-presented in the literature, the current study aims to explore the effect of study abroad on beliefs among Chinese L2 learners.

The data for the case study were collected from thirty Chinese students attending a pre-sessional language course in ELTC at the university of Sheffield. The data were drawn from questionnaires, semi-structured interviews and IELTS scores before and after the course. Combining the quantitative and qualitative results, the study seeks to answer three research questions: 1) How learners' beliefs change in SA context? 2) How learners' language proficiency changes in SA context? 3) What is the relationship between the learners' English proficiency and their beliefs about language learning?

Results indicate that learners show changes in their beliefs after a period of language learning in SA context. Participants reported that their beliefs in learner autonomy and self-confidence have significantly strengthened during SA sojourn. Also, there were statistically significant gains in proficiency, as measured by the IELTS scores.

While acknowledging that language learning beliefs have some impact on the change in beliefs and improvements in language proficiency, the current study also notes that the frequency of contacts with native speakers, the course setting of language agencies, the teaching quality of language tutors, etc. may have a role to play as well.

Teaching Economics using EMI for Business English Majors in China: A Multiliteracies Pedagogy Approach

Xin Li (Beijing Language and Culture University) and William Feng (The Hong Kong Polytechnic University)

Abstract

Abstract: The article investigates how the multiliteracies pedagogy proposed by New London Group (1996) is used in designing the teaching of Economics, a key EMI course for Business English majors in China. The course aims to teach students content knowledge about economics and at the same time improve their English language proficiency. For these purposes, multimodal resources including verbal texts, mathematical formulae, tables, photos, maps, graphs, cartoons, drawings, videos, and so on are drawn upon in classroom teaching. The multimodal teaching is designed based on the four interlocking stages of multiliteracies pedagogy (situated practice, overt instruction, critical framing and transformed practice) to situate the knowledge in specific professional context, to provide explicit and interactive instruction, and to enhance students' analytical and problem-solving skills. This chapter conducts an in-depth multimodal discourse analysis of one lesson of the course, and addresses the following two research questions: (1) How are different semiotic resources orchestrated in each of the four stages and what are their respective pedagogical functions; (2) How are the interrelated pedagogical purposes of teaching economic knowledge, enhancing English language skills, and raising socio-cultural awareness achieved in the lesson? The findings will provide new insights into the deployment of multimodal resources in EMI teaching practice and potentially inform the design of other content-based courses using EMI.

Exploring transnational parents' language planning for children and their social network development

Xinyue Li

(no affiliation)

Abstract

Drawing on the framework of family language policy (Curd-Christiansen, 2009), the present study adopted a longitudinal multiple case study approach to investigate six transnational parents' language planning of Chinese, English and a third language for children through their social interactions with others in Shanghai. Data were collected in multiple ways over a year, including semi-structured interviews, home visits, recordings of family talks, as well as videos and posts on parents' social media accounts. The preliminary findings revealed that the six families developed different types of networks and engaged in divergent routes of language planning for their children. Specifically, parents who developed a heterogeneous and dense network (e.g. close relationships with school teachers and other parents) were able to gain varied resources to facilitate their planning of different languages for their children. In contrast, those who developed a homogeneous and loose network tended to emphasize less on their children's deliberate language learning. Additionally, their planning for children's language learning may, in turn, help influence their network size and types of social relationships. The study therefore suggests that parents should actively participate in children's school activities for better engagement in their language learning. This presentation concludes with implications for the home-school partnership in Chinese family language planning.

An explorative study of the multimodal strategies in health dissemination videos on TikTok

Cecily Ran Liao

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Abstract

In recent years, with the popularization of social media, China is undergoing a digital healthcare transformation. TikTok, a burgeoning social media platform in China, newly emerge a group of popular health influencers. Making an engaging health popularization video is not easy, challenged by the knowledge gap between health professionals and the lay public. So it's assumed that strategies are particularly rich in these popular videos. The current study aims to explore how the top health influencer employs multimodal strategies on TikTok videos to engage and disseminate health information to the public.

The data is composed of the top 30 most popular short videos produced by the most popular dermatologist influencer, 仙鹤大叔张文鹤 "Uncle Crane Zhang Wenhe" on TikTok. The data were carefully examined to identify the non-verbal modes and linguistic strategies employed in the videos. Once the data was thoroughly examined, the justifications for the use of these multimodal strategies are analyzed through discourse analysis.

The preliminary findings uncover a variety of strategies, including discourse level (e.g. plain language, humorous tone, self-disclosure), lexical level (e.g. internet buzzwords, interjections, inclusive pronouns, pseudo-kinship address terms), rhetoric (e.g. metaphor, hypophora, parallelism, rhetorical questions) and non-verbal modes (e.g. upbeat background music, casual clothing, emoji). The analysis reveals that the multimodal strategies are blended to: (1) make the information more easily understandable and persuasive; (2) create intimate connections with audiences and build trust in them. The findings also overturn the stereotype about physician being an introvert and serious specialist, and highlight their online identity as an approachable, playful and trendy internet celebrity.

The Problems of Incorporating High-stakes Testing into Literacy Education in Australia

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(no affiliation)

Abstract

The National Assessment Program – Literacy and Numeracy (NAPLAN), as a national examination regime, was proposed by the Australian Curriculum Assessment and Reporting Authority (ACARA) for the purpose of annually testing students from Years 3, 5, 7, and 9 regarding their abilities of reading, writing, practices of language (spelling, grammar, and punctuation), and numeracy, along with comparing school performance. Considering several issues brought by NAPLAN in Australia, the article endeavors to investigate what potential impacts of high-stakes testing on literacy education in Australia are, and what countermeasures (of literacy education) against the negative impacts are. Through exploration into the investigation questions, it is believed that the introduction of high-stakes testing in Australia leads to adverse impacts upon literacy education regarding schools' curricula, teachers' pedagogy, along with students' ability of critical thinking and interest in literacy learning.

The research tends to advocate professional improvement upon pedagogy to balance high-stakes testing with quality literacy teaching; convince students not to merely focus on study-to-test approach of learning but instead use after-school resources to develop their own critical thinking skills; provide brief guidelines for schools to improve professional teaching knowledge among teachers.

Digital Wilds as Empowering Spaces: Identity, Investment and EFL Learners from Rural China

Guangxiang Liu

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Abstract

Drawing on data from a qualitative multiple-case study of two EFL undergraduates (Andy and Jimmy) from Rural China, I aim to examine how rural EFL learners negotiate their legitimate status in urban spaces from struggling English language learners to confident speakers of English. Building on Darwin and Norton's (2015) model of investment that recognizes the intersection of identity, capital, and ideology, this paper dissects Andy and Jimmy's engagement with the digital wilds and their negotiation of power in online and offline environments. Analysis of interviews, ethnographic observations, and digital artifacts reveal that as students from rural underclass families, Andy and Jimmy positioned themselves and were positioned by others as inadequate speakers of English, which led to their initial non-participation in the English classroom. Participation in the digital wilds however provided these learners with opportunities to acquire a wider range of resources and to reframe their identities as legitimate speakers. Such expanded repertoires empowered them to claim the right to speak and to be heard across online and offline spaces. These findings reiterate the pedagogical potential of the digital wilds in creating conditions that enable rural EFL learners to invest in their learning of English.

A corpus-based study of the development of "只 (zhī)" as a classifier: from old Chinese to modern Chinese

Jia Liu

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Abstract

The usages of a classifier develop throughout history (Liu, 1965). 只 (zhī) is a common classifier in simplified modern Chinese which is not a canonical human classifier, but recent cyberspace language of mandarin Chinese show that 只 (zhī) can categorize human nouns (Wang, 2015).

This study explores the head nouns categorized by the classifier 只 (zhī) by exploring data from Academia Sinica Tagged Corpus, BCC corpus and posts on Weibo which is a mini blog platform in China. Both 隻(zhī) and 只 (zhī) are classifiers in traditional written Chinese, and the classifier 只 (zhī) in simplified Chinese originates from 隻(zhī) in traditional written Chinese (Ma, 2008), so both classifiers 隻(zhī) and 只 (zhī) are studied in this project to explore their usages in old Chinese, middle Chinese and early Mandarin Chinese.

Results show that the head noun types categorized by the classifier 只 (zhī) in simplified modern Mandarin Chinese overlapped with ones categorized by classifiers 只 (zhī) and 隻(zhī) in early Mandarin Chinese. New types of nouns categorized by the classifier 只 (zhī) emerge in formal simplified modern Chinese, such as the stock-related nouns. Besides, it is found that in Weibo posts that the classifier 只 (zhī) can categorize nouns referring to human entities with one of the following perceptual features: derogatory perceptual features; physically young and/or small; fan culture-related terms, such as address terms for pop idols and fans; fictional human characters; other human entities perceived by the writer/speaker with positive affective stance.

Translating Mulan Ci: A Study of Multimodality in the French Picture Book Adaptation

Jianwen Kacey Liu

Hong Kong Shue Yan University

Abstract

“The Ballad of Mulan”, an ancient Chinese poem dating back to the Southern and Northern Dynasties (420-589 A.D.), has gained worldwide popularity and has been translated into various languages. One of the most well-known adaptations of the story is The Walt Disney Company's movie version released in 1998. However, in academic discussions, relatively little attention has been given to the translation and transformation of the story as a picture book. This paper aims to bridge this gap by studying the French translation of Mulan Ci in a multimodal analysis approach, focusing on the text and image in the picture book “La Ballade de Mulan” (published by HongFei Cultures in 2015). By comparing this version with other translated versions of the pure verbal text, this paper will explore the multimodal aspects of the French translation and shed light on how the story has been adapted and transformed for a new audience. The paper aims to contribute to the growing body of research on the translation and adaptation of Mulan Ci, particularly in the field of multimodality.

Employing rubrics and corrective feedback as mediating tools in group-DA among EFL learners

Jessica Liu (The Hong Kong Polytechnic University) and Aiqian Hu (Northeast Petroleum University)

Abstract

The Dynamic Assessment (DA) of L2 learners from the sociocultural theory (SCT) has been the subject of investigation by many scholars in recent years. Nevertheless, DA is typically conducted in dyads, resulting in significant criticism of the approach due to the limited number of participants. The exploratory study has focused on Group-DA in writing performance in a classroom context, which is scarce in extant literature.

With the rubrics of TEM 4 and corrective feedback as mediating tools, the study aimed to reveal how teacher mediation and peer mediation could enhance the systematicity of DA procedures in the classroom contexts and how it would optimize the formative potentials of rubrics. Meanwhile, it explored whether learners' engagement in G-DA would result in improvement in writing performance among L2 learners.

The researcher employed a mixed-methods approach by combining qualitative and quantitative data. Peer mediation, teacher mediation, and semi-structured interviews were recorded and transcribed, in addition to analyzing the gain scores from independent writing tasks, revised drafts, and the transcendence task.

Findings of the study suggested that annotated rubrics and corrective feedback as mediating tools were an efficient and practical approach to deploy G-DA. Meanwhile, the learners improved more in terms of content and structure writing. That notwithstanding, all the interviewees expressed their preference for the cumulative G-DA.

“Part of me is teaching English”: Probing the language-related teaching practices of an English-medium Instruction (EMI) teacher

Shuwen Liu

University of Macau

Abstract

English-medium Instruction (EMI), that is, the use of the English language to teach academic subjects apart from English, is a growing phenomenon around the world. In view of the facilitative role of language in content learning, scholars have stressed the need to incorporate a language focus into EMI classrooms. One practical question that arises from this discussion is “How?” This study, through a telling case, intends to reveal the classroom practices of an EMI teacher who explicitly addresses different language issues during her content teaching in a psychology course in a Macau university. Drawing on multiple sources of data including field observations and interviews, the authors unearth three forms of the teacher’s language-related teaching practices – 1) teaching language for content comprehension, 2) teaching language for classroom engagement, and 3) teaching language through feedback. Specific teaching techniques are further identified and discussed in relation to various personal and contextual factors surrounding the EMI classroom. Practical insights are offered to individual EMI teachers in embracing a language focus to facilitate content learning in EMI programs.

Spacing Effects on Contextual L2 Vocabulary Learning and Retention: a Study in Chinese College EFL Classroom

Xian Liu and Shilin Shen

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Abstract

It is crucial to understand spacing effects on vocabulary learning and retention in order to maximize language learning effects. Yet the majority of previous researches on spacing effects have been done on laboratory setting, and the results are inconsistent when studies were carried out in ecologically valid contexts. To address the gap, the current study investigated the optimal learning schedule for contextual vocabulary learning within an authentic classroom setting in mainland China. The study included two groups of Non-English major freshmen (90 college EFL learners in total) who studied 25 English words. These words are embedded in an English reading passage, and students were required to guess their meanings from reading contexts first and then received feedback from English explanations and Chinese translation equivalents. These words were retaught after lags of 1 day (spaced-short condition) and 7 days (spaced-long condition), and were tested in the form of meaning-form matching test right after the review, 7 days later and 28 days later. The results indicated that spaced-short learning condition facilitated immediate vocabulary learning. In terms of short-term retention, students performed better under spaced-short learning condition while with regard to long-term retention, students benefited from spaced-long learning condition.

Investigating primary English teachers' practices and perception of form-focused instruction while using tasks

Yue Liu and Yan Zhu

Fudan University

Abstract

While the newly revised national English curriculum in China encourages teachers to use tasks to foster the well-rounded development of students' competencies (MOE, 2022), it has been suggested that there is a gap between the intended curriculum and the implemented curriculum (Kelly, 2004), and this points to the crucial role played by in-service teachers in curriculum enactment. One pending question for teachers in using tasks is how to teach linguistic forms while focusing on meaning. To gain an in-depth understanding of how teachers practice and perceive form-focused instruction (FFI) while they are using tasks in real-life classrooms under a curriculum reform landscape, this study investigates two primary English teachers' FFI practices, perception, and the affecting factors. A qualitative case study approach is adopted, and data will be generated through one-to-one semi-structured interviews, classroom observation of one unit (three lessons) for each teacher, stimulated recall interviews, reflective journals written by participating teachers, and field notes taken down by the researcher. In doing so, this study aims to shed light on the future enactment of the new curriculum as well as future teacher education programs.

A systematic review of research on translanguaging practices in EMI and CLIL classrooms

Chaoqun Lu, Michelle Mingyue Gu and John Chi-Kin Lee

The Education University of Hong Kong

Abstract

The past decade witnesses a surge of empirical research on translanguaging in educational contexts of English medium instruction (EMI) and content and language integrated learning (CLIL). This systematic review analyses the methodological development, the theoretical underpinning and research themes of translanguaging in EMI and CLIL contexts. A search of five databases identified 104 publications on translanguaging in EMI/CLIL contexts, published from April 2015 to May 2022. Among them, 66 were peer-reviewed journal articles, with research conducted in EMI/CLIL classrooms across various subject disciplines. In-depth analysis identifies five major research foci, including translanguaging practices in pedagogy, translanguaging practices and language ideology, translanguaging practices in teacher-student and/or peer interactions, and the effect of translanguaging practices on language and content learning. The review suggests a need of conducting more empirical research on translanguaging-oriented assessment in EMI/CLIL, the lack of which may lead to unsustainability of the discussions on the issues related to equity, repertoire and creativity in translanguaging pedagogy. Furthermore, more research is needed to explore translanguaging practices in EMI/CLIL with the affordance and constraint of digital practices, considering the increasing integration of digital technologies in learning and teaching. The implications of the findings for methodology, research directions, and pedagogy are discussed.

Examine Second Language Learners' Motivation Type in the ESP Field

Zijin Lu

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Abstract

Motivation has long been studied in the ESL field, but no relative studies exist about students in Sino-British schools based in mainland China. Students here have unique identities because Chinese is their mother language, while English is the primary medium at school. Therefore, their motivation might be different compared with students in regular universities. This study will examine what type of motivation these students have and whether the type shifts from one to another because of their identities, learning outcomes, or other reasons. This quantitative study uses questionnaires, journals, on-site observations, and interviews to elicit data from 100 students majoring in business and finance at BNU-HKBU United International College in Zhuhai. The observation will last for six months. The expected findings are that most of the students learn English out of academic or career needs, out of instrumental motivation. Still, when integrative motivation comes in, their learning results would be different, and motivation would thus facilitate their learning. This study implies that it would give a new pedagogical thought to teaching and influence how teachers could differentiate and scaffold their students to help them get a better learning results.

Writing conferences: Scaffolding post-secondary students' academic writing

Emily Lui

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(PolyU)

Abstract

As an alternative to and a supplementary way of providing feedback to students, writing conferences have been employed to scaffold students' attempts on academic writing. Teachers meet with students to discuss their writing outlines to discuss issues and find solutions to guide students to write a better subsequent writing for submission. However, research has shown that students may be reticent or even reluctant to take up the advice given by the teachers. In this action research, the teacher-researcher attempted to find ways to scaffold students to be more active in the writing conferences and thus become more receptive to the scaffolding provided. Results from analysing the recordings from writing conferences and interview with students show that students may be scaffolded by various ways to be more active and be more receptive towards writing advice given.

Students' Feedback to Task-Based online English Writing

Feiyan Luo

Lingnan Normal University

Abstract

Feedback in second language writing has been of perpetual interest in second language education (Lee, 2017). Meanwhile, the development of new technologies presents new challenges in education. This study investigated college students' feedback on task-based English writing tasks on an online platform called Pigaiwang. Pigaiwang is a nationwide English writing website that provides free English review and modification for university students in China. This new online writing model has brought new experiences and unprecedented challenges to college students. One hundred first-year and second-year undergraduates from a university in western Guangdong Province of China participated in this study. Under the guidance of literature and theories of task-based language instruction, methods such as interviews and online surveys were conducted to analyze undergraduates' feedback on online English writing tasks. A study on students' feedback toward online English writing tasks will help shed light on how online English writing can complement offline English learning.

Using teacher-supported peer feedback to foster student feedback literacy: An exploratory study

Maggie Ma

The Hang Seng University of Hong Kong

Abstract

From an internal feedback perspective, this project explores a feedback innovation that aims to develop student feedback literacy through teacher-supported peer feedback on academic writing. It focuses specifically on (1) the impact of teacher-supported peer feedback activities on the student participants' generation of internal feedback and (2) the influence of teacher-supported peer feedback activities on the student participants' revisions in response to internal feedback. A case study approach has been adopted to gain an in-depth understanding of the research topic. Multiple sources of data have been used, including classroom documents such as student reflection forms and drafts of academic writing, student interview data and recordings of teacher-student conferencing. Preliminary analysis of data showed that the student participants were able to generate accurate internal feedback on macro-aspects of their writing and (for some of them) productive strategies for revision. Some students also became more willing to generate internal feedback compared with receiving peer comments. Regarding revision, almost all the students made revisions in response to their internal feedback, which was confirmed or calibrated by peer and/or self- or teacher feedback. However, not all the students were able to come up with revision strategies by themselves and they had to rely on peer or teacher suggestions. Pedagogical implications are discussed.

Hong Kong sub-degree students' perception of using Chinese in the EMI classroom

Bernie Chun Nam Mak (Hong Kong Baptist University) and Mike Hin Leung Chui (The Education University of Hong Kong)

Abstract

Hong Kong post-secondary institutions use English as the medium of instruction (EMI). Despite the official discourse that EMI means "English only", linguists never come to a consensus about whether there is space for L1 in the L2 classroom where English is a lingua franca, and teachers sometimes employ strategies for using the shared L1 without a serious breach of the EMI principle. Given the situation, this study aims at exploring Hong Kong sub-degree students' perception of using Chinese in the EMI classroom. Upon preliminary findings from 6 interviews with students, a questionnaire with 18 items was designed and administered to 103 associate-degree students in a college. Descriptive statistics, factor analysis, and multiple regression indicate that sub-degree students are not resistant to using Chinese in the EMI classroom, and that they believe L1 can help apply their own learning skills, increase their motivation to learn, and enhance their confidence of learning. Our model suggests that beliefs in the benefit of using Chinese for assessments are good predictors of sub-degree students' evaluation of using Chinese in the EMI classroom, while that beliefs in such a benefit for teacher-student relationship are not. The findings were partially explained by another round of interviews afterwards.

A qualitative exploration of language-related critical incidents in the teaching practice of ESP teachers

Hassan Nejadghanbar (The Hong Kong Polytechnic University), Guangwei Hu (The Hong Kong Polytechnic University) and Matin Mohammadi (Tehran University)

Abstract

English for specific purposes (ESP) practitioners who are content experts experience different types of critical incident (CI). Although CIs can influence the success or failure of ESP courses and impact on ESP practitioners' professional lives significantly, they have received only scanty attention in the ESP literature. This study investigates language-related CIs experienced by ESP instructors who are content experts. Twenty-seven CIs were identified via narrative frames ($n = 17$) and interviews with Iranian ESP instructors ($n = 10$). Of them, the ten language-related CIs were analyzed in terms of their nature, the strategies and tactics that the ESP practitioners utilized to tackle them, and the lessons that they learned from them. The language-related CIs centered on pronunciation difficulty, weak grammar, insufficient skills in teaching reading and writing, low competence in language testing, and unfamiliarity with research on academic genres. In their response to the CIs, the ESP instructors deployed three types of coping strategy: admitting ignorance, avoidance, and risk-taking. They utilized different tactics to manage their CIs and reported different lessons learned. These findings have important implications for ESP teachers' professional development and ESP teacher education.

Relative Clauses in Written Hong Kong English: A Corpus-Based Study

Chi Wui Ng

The University of Hong Kong

Abstract

Cantonese-English learners in Hong Kong confront with substantial difficulty in development of English relative clauses (RCs). This study aims at verifying predictions of hypotheses about second language learners' development of English RCs with data of written Hong Kong English (HKE) and identifying attributes of RCs in HKE in comparison with their counterparts in British English (BrE).

wh relatives and that relatives in the Hong Kong and Great Britain components of the International Corpus of English were identified. Frequencies of occurrence of distinct types of RCs in the Hong Kong component were compared to evaluate whether predictions of Keenan and Comrie's (1977) Noun Phrase Accessibility Hierarchy, Kuno's (1974) Perceptual Difficulty Hypothesis, and Hamilton's (1994) Subject-Object Hierarchy Hypothesis are supported by the corpus data respectively. Data of the two components of the corpus were also compared quantitatively and qualitatively.

Results indicate that the Perceptual Difficulty Hypothesis is supported by data of written HKE whilst the other two hypotheses are partially supported only. RCs appear much more frequently in written BrE than in written HKE, and a total of 15 types of attributes of non-standard RCs are identified in HKE. Implications and recommendations of the findings on English language education will be presented.

Unpacking Chinese young learners' task engagement in the L2 classroom

Bo Peng and Yan Zhu

Fudan University

Abstract

The latest National English Curriculum Standards for Compulsory Education published by the Chinese Ministry of Education (2022) recommended making students learn English by using it to solve real-life tasks and promoting their English core competencies. The rationale for using tasks in L2 classrooms rests on the claim that language learning happens naturally and most effectively when learners are engaged in using the language to complete tasks (Ellis 2003; Long 2015). Therefore, learners' task engagement is regarded as an important contributing factor for optimal L2 learning. With this in mind, this study investigates young learners' engagement in comprehension-based tasks and production-based tasks in the authentic L2 classroom and analyzes factors influencing their task engagement. Students from two intact third-grade classes in school H participate in this study. A mixed-methods approach is adopted in the present study. Data collection involves task engagement questionnaires, classroom observation of six lessons (two units), field notes, audio recordings of group discussions and focus groups. In doing so, the current study aims to contribute to the explorations of young learners' task engagement and provide educators with an in-depth understanding of how to fully engage students by improving the task design and regulating classroom-related factors.

Human V.S. AI: A Comparative Study between Student Translators and ChatGPT

Keming Peng

Guangdong University of Foreign Studies

Abstract

With the advent of General Artificial Intelligence (AGI), how far has machine translation gone? What is the quality of formally trained Master of Translation and Interpreting (MTI) student translators compared to machine translators? Does machine translation technology help or hinder MTI students' translation practice? In order to assess the quality of formally trained MTI student translators against that of machine translators, this study employs the Chat Generative Pretrained Transformer (ChatGPT) translation system as the research subject and recruits student translators from a number of universities in Guangdong Province. Two texts (one technical and the other general) are translated by both the student translators and the ChatGPT translation system, with the output being evaluated against the established measures of the Multidimensional Quality Metric (MQM). Through analysis of the results, this article seeks to facilitate the development of integrated translator training models that adapt to the current times by emphasising the technical competencies of translators.

Chinese Trans-border Academics' Perceptions, Construction, and Negotiation of Discoursal Scholarly Identity in Research Writing

Qi Qi and Cecilia Guanfang Zhao

University of Macau

Abstract

The discursive construction of the identity as competent disciplinary members is central to research writing (Hyland, 2015). Although identity issues have garnered great research interests in the applied linguistics discipline, our knowledge of the meaning, features, and construction of a scholarly image in the research writing context remains limited. Even less attention has been paid to trans-border scholars' experiences of discursively constructing their scholarly identity over time and across space. Thus, this study investigated how twelve Chinese trans-border scholars defined a discoursal scholarly identity, and constructed such an identity in writing for publication processes over time and across space. Seven defining features emerged based on analysis of interview data, including being knowledgeable insiders, true innovators, sophisticated thinkers, active communicators, meticulous reporters, engaging story-tellers, and resilient manuscript authors. Analysis of the text histories of early and recent publications among three representative cases demonstrated the common pattern of scholarly identity manifestation in academic written discourse, and each case's unique, complex, and dynamic identity construction processes. Theoretically this study provides a detailed conceptualization of a discoursal scholarly identity. Practically, it informs of ways to effectively construct a scholarly image and negotiate relationships with gatekeepers in writing for publication processes.

A Bibliometric Analysis of Corpus-based Pronunciation Research between 1981 and 2022

Bojie Qian (Universiti Teknologi Malaysia; Wuhan University of Communication) and Farhana Diana Deris (Universiti Teknologi Malaysia)

Abstract

This article offers a bibliometric analysis and uses relational techniques to explore the relationships among the documents on corpus-based pronunciation research. The results highlight publication trends, including the growth in scientific publications, the most influential authors, institutions, and countries, and the extent to which academic collaboration exists among researchers and institutions in the research field. Initially, 1968 documents were retrieved from the Thompson Reuters Web of Science Core Collection database and Elsevier's abstract and citation database Scopus with one document type: article. There were 271 remaining after automatic and manual merging and cleaning. All the documents were considered for the analysis. Then bibliometric R-tool, VOSviewer and CiteSpace were used together for contributors analysis, co-word analysis, collaboration analysis, generating keywords with the strongest citation bursts and thematic evolution to analyse the development of a research field. Generally, the study results indicated that the scientific research output in the field of corpus-based pronunciation research had increased over the past decades. The United States, France, and Spain were the most productive countries and were also at the centre of the cooperative network. Furthermore, out of the 535 authors, Martine, Mirjam, and Lori ranked highest in terms of authorship. In this field, speech recognition has long been a focus, while error detection, pronunciation teaching, and teacher training have gradually gained attention in recent years. The study fills the gap because there are review articles on pronunciation research, pronunciation instruction, and computer-assisted pronunciation training but none on corpus-based pronunciation research, and provides insights into this field. Finally, future research directions and challenges are discussed.

A corpus-based study of Three-Minute Thesis (3MT) presentations

Xuyan Qiu

The Hong Kong Polytechnic University

Abstract

With the development of communication technologies and the changing ways of knowledge exchange, research postgraduate students (RPG) are expected to communicate their research works to a non-specialist audience in addition to the disciplinary community. Three-Minute Thesis (3MT) presentations, whereby RPG present their theses within three minutes to diverse audiences, are beginning to draw scholars' attention because a better understanding of the linguistic features of this genre can reveal effective strategies for scientific communication.

This corpus-based study investigates the rhetorical organization of moves (i.e. discoursal units serving various coherent communicative functions in text) in 80 3MT presentations from six disciplines. It is found that orientation, rationale, purpose, methods and results are five obligatory moves, among which the results move comprises more than one-fifth of the total length. The rationale and results moves are more often applied in hard sciences than in soft knowledge fields. The findings shed light on advanced academic literacy and how students communicate disciplinary knowledge to a wide audience

Post-pandemic reflection on innovative use of e-Portfolio: Stepping up its instructional role in L2 writing

Ricky Lam

Hong Kong Baptist University

Abstract

At the outset of the COVID-19 pandemic, emergent remote teaching became commonplace although most teachers were not ready for such a technological shift in pedagogy. With three-year sporadic class suspension, e-learning is here to stay, but how it could be upgraded to suit in-person and/or blended teaching modes remains underexplored, especially during this post-pandemic era. To fill this gap, this paper adopts e-Portfolio methodology as an illustrative case to discuss how e-Portfolios can be contextually utilized to support L2 writing instruction and assessment at the classroom level. The paper first introduces the background of e-Portfolio, such as its definition, types, and rationale. It continues to report on two teachers' integration of e-Portfolios during and after the pandemic when schools fully reopened in 2022. The paper further proposes feasible strategies, which could scale up e-Portfolio instruction to promote a constructive alignment of teaching, learning, and assessment of L2 writing. It ends with pedagogical implications that discuss how to enhance e-Portfolio integration into L2 writing instruction and how to use the latest e-Portfolio and associated AI-powered tools to facilitate such integration.

Implications of Studies on EFL Teachers' Perceptions of Task-based Language Teaching: A Systematic Review in the Asian Context

Bridget Su

The Hang Seng University of Hong Kong

Abstract

The last 40 years have witnessed the rapid development of task-based language teaching (TBLT) in L2 teaching. TBLT focuses on meaningful activities rather than language forms by supporting different activities. However, as a new pedagogical approach, TBLT faces a lot of misunderstandings during its implementation. Since the teacher plays a particularly important role in TBLT practice, teachers' perceptions of this approach including their understanding and attitudes towards it have become a major concern. The current paper reviews 8 studies that investigated EFL teachers' perceptions of TBLT in a particular country in Asia. According to the different teachers' reactions to TBLT, the 8 studies are divided into three groups. Teachers in each group are facing different dilemmas in TBLT practice such as insufficient knowledge of the approach and various constraints in daily teaching. After examining these challenges, the review concludes with some implications for enhancing TBLT implementation in L2 teaching in the Asian context.

Transforming Students' Learning Through the Creation of a Translanguaging Space in an English as a First Language Classroom

Kevin W. H. Tai

The University of Hong Kong

HAAL 2023 Invited Symposium on:

Translanguaging as theory and method: Implications for language planning and classroom practice

Abstract

Despite the extensive research on translanguaging in bi/multilingual classrooms, research in the context of first language (L1) classrooms remains scarce. This study fills the research gap by examining how a translanguaging space was created in an L1 classroom to prepare students to inhabit a world with different linguistic and cultural practices. The data were based on a linguistic ethnographic project in a first-grade L1 English Language Arts classroom in the U.S. Multimodal Conversation Analysis and Interpretative Phenomenological Analysis methods were employed for data analysis. This study revealed that such a translanguaging space encouraged students to view diverse languages as resources and appreciate linguistic and cultural diversity in the community. The teacher's ability to create a translanguaging space for her L1 English students was shaped by the pedagogical translanguaging knowledge gained from her teacher training programme. As such, we posit the significance for all pre-service and in-service teachers to acquire knowledge of translanguaging to develop students' social-emotional well-being and their identities as citizens in this multilingual and multicultural world.

Cognitive Multimodal Metaphorical and Metonymic Construction of National Identity and Mentality in Cantonese Pop Music: A Case Study of Be a Sturdy Man

Chenyang Tang and Ying Li

Xihua University

Abstract

Coined by Forceville and Urios-Aparisi, the Multimodal Metaphor Theory has expanded the Cognitive Linguistic (CL) research to multimodal discourses. Considering the insufficient studies of Cantonese pop music, I select Be a Sturdy Man ("男儿当自强") as the corpora for the multimodal metaphorical-metonymic construction of national identity and mentality, combining qualitative-quantitative method theoretically grounded in CL. Major findings are:

(1) The multimodal construction highlights the national identity CHINA, and mentality STURDY.

(2) For CHINA, metonymies carry out the whole process: verbally, CHINESE FOR CHINA, and aurally, CANTONESE FOR CHINA, PENTATONIC SCALE FOR CHINA, GENERAL'S COMMAND FOR CHINA, and CHINESE INSTRUMENTS FOR CHINA. This construction is dominated by aural mode (80%) over the verbal (20%), entirely motivated by cultural experiences.

(3) For STURDY, verbal metaphors are STURDY IS HEAT, STURDY IS LONG/WIDE/HIGH, and STURDY IS OBJECT; aural ones are STURDY IS HIGH VOCAL KEY, STURDY IS MAJOR CHORD, and STURDY IS FLOWING TEMPO. Meanwhile, the verbal metonymy is PHYSICAL MOVEMENTS FOR MENTAL STATUS; the aural ones are GENERAL'S COMMAND FOR STURDY, GROWLING VOCAL SINGING FOR STURDY, and YAUP FOR STURDY. Thus, metaphors (60%) are more than metonymies (40%). The aural mode (60%) plays the symbol carrier more than the verbal (40%). This construction is significantly motivated by people's bodily experiences (90%) over the cultural (10%).

(4) Overall, the multimodal metonymy (60%) in this song is more frequent than metaphor (40%). The aural mode is ranked the key symbolic vehicle given its higher proportion (66.7%) than the verbal (33.3%). Bodily experience (60%) is the primary motivation of the whole, higher than the cultural (40%).

Symposium on "Translanguaging as theory and method: Implications for language planning and classroom practice". Pedagogical translanguaging for vocabulary learning

Mark Feng Teng

Beijing Normal University

Abstract

The term “translanguaging” has become trendy, permeating bilingual and multilingual education in many parts of the world. This notion is meant to broaden bilingualism and multilingualism. In this talk, I will reflect on theoretical and pedagogical translanguaging. The former is typically related to social and political aspects, while the latter covers linguistic, cognitive, cultural, affective, and other classroom-related factors that can facilitate or hinder language acquisition. In particular, my focus in this talk is on pedagogical translanguaging in vocabulary learning. I am interested in how pedagogical translanguaging might operate in learning vocabulary: could it help language teachers and learners develop confidence for social and academic purposes in the classroom? How can instructors leverage learners’ linguistic repertoires as a resource for meaning making or communication and help students develop flexible, plurilingual spaces in vocabulary learning? Does language learners’ proficiency level need to be considered when applying translanguaging as pedagogy? This talk ends with some translanguaging activities for vocabulary learning.

Using Linear Mixed-Effects Modeling to assess incidental vocabulary learning from captioned viewing

Mark Feng Teng

Beijing Normal University

Abstract

Incidental vocabulary learning from captioned viewing is an important area of research that necessitates the use of appropriate statistical analysis methods. This paper evaluates the use of Linear Mixed-Effects Modeling (LMEM) as an alternative to traditional repeated measures ANOVAs and multiple regression for assessing this learning phenomenon. LMEM is a type of linear regression model specifically designed to analyze data that have been collected and structured in groups, incorporating both fixed and random effects. Linear mixed-effects models (LMMs) are powerful modeling tools that allow for the analysis of datasets with complex, hierarchical structures. LMEM is advantageous as it overcomes limitations of repeated measures ANOVAs, such as handling both participant- and item-level variability, missing observations, and modeling of categorical outcomes or continuous predictors. Moreover, LMEM surpasses multiple regression by accounting for the non-independence of observations, providing a more accurate representation of the data. Furthermore, LMEM offers insights into the magnitude and direction of effects, allowing for a deeper understanding of the relationships among variables. By utilizing LMEM in analyzing incidental vocabulary learning, researchers can account for the complex dependencies in the data, avoid violating the independence assumption present in multiple regression, and enhance the reliability of their findings.

Gendered Discourses in Grade 3 English eBooks on a Digital Library Platform

Anna Wing Bo Tso

The Hang Seng University of Hong Kong

Abstract

Social justice and gender equality have long been promoted in schools and education sectors in Hong Kong, but over the years, have the promotion and education brought about any changes in children's books popular among Hong Kong readers? Have recent children's books become less male-dominated? Have females' representations improved in children's books? To increase gender awareness in young readers, parents, teachers and librarians in the local community and beyond, this paper examines the gender representation in seven Grade 3 English eBooks categorized under Reading Recovery (RR) level 22 (for readers aged 8-9) in Highlights Library, one of the leading digital reading platforms in the world. In terms of male-to-female ratio in the book titles, book cover illustrations, and central characters of eBooks at RR level 22, the study shows that female characters outnumber male characters in most eBooks catalogued in the digital library. Female characters are no longer under-represented. In terms of gender discourses, Fairclough's Critical Discourse Analysis (CDA) is used to observe the gender power relations in the narratives of the seven Grade 3 eBooks. It is found that all seven eBooks at RR level 22 have been influenced by the impact of feminism to some extent.

Short passes on a narrow pitch: Focusing on teacher questions in Hong Kong secondary school EMI settings

Özgehan Uştuk and Guangwei Hu

The Hong Kong Polytechnic University

Abstract

Teacher talk is central to the quality of classroom discourse and one critical discursive move of teacher talk is teacher questioning. Questions posed by teachers are closely related to efficient student learning since productive teacher questions can provide rich language input (Chin, 2007), elicit linguistically more complex responses (Lee & Kinzie, 2012), and promote critical thinking (Larson & Lovelace, 2013). However, Hu and Li (2017) called for a better understanding of teacher questions as they are integral to the efficiency of EMI, which is an unearthed context. The presenters will share the initial findings of a longitudinal study on the impact of professional development in questioning. The project concentrates on advancing Hong Kong secondary school teachers' use of questions strategically. Drawing on classroom observations, semi-structured interviews, and stimulated recall, we focus on ten PSHE subject teachers (i.e., History, Geography, and Life & Society) in EMI schools. We analyze the existing use of questioning techniques. The initial analysis demonstrates the use of strictly bi-directional initiation-response-evaluation moves with typically shallow turn-taking and excessive use of lower-order questions aiming at the retrieval of factual knowledge. Accordingly, the presentation will end with pedagogical implications for EMI instruction and teacher learning.

Assessing the Transferability of Multimodal Project Skills in an English Communication Course at a University in Hong Kong

Siyang Zhou, Piotr Zychowicz and Maisie Glofcheski (Hong Kong University of Science and Technology)

Abstract

This mixed-methods study explores the effectiveness of incorporating multimodal assessments in an English communication course at a university in Hong Kong. The traditional modes of humanities course assessment, such as written essays and presentations, have become less effective due to the rise of social media and AI such as ChatGPT. Multimodal components, which utilize various semiotic modes, have been suggested as a more relevant form of assessment. However, there is a lack of research investigating the practical use of multimodality in course design and assessment.

To address this gap, this study recruit students in a first-year university English communication course who created multimodal project videos that incorporated visuals, sound, and text required by the assessment. The study analyzes the implications of these multimodal videos for English communication assessment and the transferability of assessed skills into other courses and areas. Quantitative survey data were collected from 90 students and qualitative interview data were collected from 5 students.

Preliminary results from descriptive statistics and content analysis suggested that students who participated in the multimodal assessment were able to successfully transfer the skills taught and assessed in the English communication course to other university courses and areas (e.g. critical thinking, organizing and planning skills) while some barriers remain. This research project aims to contribute to the existing literature on multimodality in course design and assessment (Hafner, 2014), and provides insights into how multimodal assessments can enhance skills transferability in higher education.

Student Feedback Literacy and English Writing Achievement: The Mediating Role of Foreign Language Writing Boredom in Chinese EFL Writing Classes

Chu Wang

Harbin Institute of Technology (Shenzhen)

Abstract

Despite the increasing recognition of the significance of student feedback literacy, little research has explored the relationship between feedback literacy (FL) and emotions given their role as predictors of learner academic achievement. To address this research gap, situated in a prestigious STEM-oriented university in southern China, this study reports on a mix-method study on Chinese master's students' FL, foreign language writing boredom (FLWB), and the possible role of FLWB in the relationship between FL and English writing achievement through a questionnaire survey involving 570 first-year non-English major master's students and 12 semi-structured interviews. Quantitative results indicated that: (1) participants' FL level was relatively high, but their FLWB was moderately low; (2) a small to medium negative correlation was found between students' FLWB and FL; (3) FLWB mediated the relationship between FL and English writing achievement. Content analysis of interview transcripts uncovered the hindering influence of boredom on English writing achievement took place in the cognitive and behavioral dimensions. The present study extends the scope of research on boredom to the specific field of L2 writing and informs L2 pedagogy by advancing the perception of students' psychological mechanisms in L2 writing development.

A Corpus-based Critical Discourse Analysis of the Social Responsibility Reports of Selected Chinese and US Petroleum Companies

Qian Wang

University of International Business and Economics

Abstract

With the rapid development of the global economy, more and more Chinese and foreign companies began to take corporate social responsibility (CSR) publicity as their priority by publishing relevant information. This paper tries to make a systematic analysis on the CSR reports of major Chinese and US petroleum companies by applying the corpus-based critical discourse analysis (CDA) methodology, exploring their the lexical, semantic and pragmatic similarities and differences. The two corpora of this paper are built based on data collected from the CSR reports released in 2014 and 2015 by three representative Chinese and three US petroleum companies. Taking WordSmith 5.0 as the analytical tool, this paper makes a critical discourse analysis on the two corpora from Fairclough's three dimensions—text analysis, processing analysis and social analysis.

According to the results of these analyses, the CSR reports of both Chinese and US petroleum companies cover the major concerns of CSR; the two countries' petroleum companies try to establish positive corporate images by using various strategies in their CSR reports. The Chinese petroleum companies attach more importance to protecting the interests of their employees while the US petroleum companies put more emphasis on the contribution to the local communities. Also, the Chinese petroleum companies tend to make more statements relating with the future, while the US petroleum companies focus more on what they have already achieved. In general, all these similarities and differences have deeper social and cultural reasons.

Exploring the Chinese TESOL student teachers' Imagined Professional Identity Formation through Individual Networks of Practice

Qufei Wang and Citing Li

Shanghai International Studies University

Abstract

Based on Zappa-Hollman and Duff's individual networks of practice (INoPs) and Norton's imagined identity and communities, this study adopted multiple case study approach to explore six Chinese TESOL student teachers' imagined professional identity formation through agentive participation in social interactions and practices. The study collected data from multiple sources, including INoP maps, semi-structured interviews, living graphs, observational field notes and reflective journals. Two contrasting cases were selected for in-depth investigation into the co-shaping trajectories of their imagined professional identity formation and their INoP. Findings showed that TESOL student teachers' individual network of practice played a pivotal role in shaping their imagined professional identity by affording various types of academic and affective support. Their identity may in turn impact their INoP through social ties. Such complex interactions may occur across individuals and transcend time and space through engagement in practices. The thesis responds to the call for more scholarly attention to the identity formation of student teachers, and further demonstrated the theoretical and analytical value of INoP in identity research. The study concludes with implications for the future implementation of TESOL programs in China.

A corpus-based analysis of noun phrase complexity in research abstracts from postgraduate students and expert writers in applied linguistics

Siyue Wang

City University of Hong Kong

Abstract

This corpus-based study investigated differences of noun phrase (NP) complexity between the abstracts in postgraduate students' graduation theses and expert writers' research articles. This would clarify how academic writing experience influences the use of noun phrase complexity in research abstracts. The main corpus consisted of 200 research abstracts in applied linguistics. It consisted of two sub-corpora: the expert corpus, including 100 abstracts from SSCI-indexed research journals, and the novice corpus, including 100 abstracts in MA graduate theses from "985" Chinese students. The two sub-corpora were first tagged by TagAnt. Then, 11 noun modifiers in Biber et al.'s (2011) index were extracted by using regular expressions in AntConc. After manual adjustment, the frequencies of the noun modifiers were calculated. After excluding the outliers, a Mann-Whitney U test was applied to the normalized frequencies. According to the P value ($P < 0.05$), the three noun modifiers (i.e., prepositional phrases (of), prepositions + ing clauses, appositive noun phrases) were significantly different between the two sub-corpora. In terms of single modifiers, only appositive noun phrases showed a practically significant difference, while 11 modifiers altogether obtained a moderate effect. Pedagogical implications were provided to facilitate the grammar usage of Chinese postgraduate students in academic writing.

Mainland Chinese masters students' verbal participation in the EMI classroom in Hong Kong: Insights from an academic discourse socialization perspective

Xinyi Wang (The University of Hong Kong) and Matthew Sung (City University of Hong Kong)

Abstract

Despite the exponential growth of mainland Chinese students pursuing their postgraduate studies in Hong Kong, research on their verbal participation in the English-medium-instruction (EMI) classroom remains limited. Drawing on sociocultural theories of language learning and the framework of academic discourse socialization, this qualitative study investigated the challenges experienced by mainland Chinese masters students when engaging in oral activities in the EMI classroom, the strategies they employed to participate verbally in the classroom, and the identities they constructed in various in-class activities. By way of in-depth interviews and questionnaires, the study revealed that students faced numerous linguistic and sociocultural challenges when participating in in-class oral activities as a result of their insufficient academic content knowledge. The study also uncovered diverse strategies and agentive resources utilized by students to socialize themselves into the language norms in the academic setting. The findings further suggest that students' constructions of their academic identities in the EMI classroom appear to be contingent upon factors such as their English proficiency levels, their comprehension of course contents, and contextual factors such as class size. Our study provides suggestions to as how to enhance masters students' experiences of verbal participation in the EMI classroom.

Functions of translanguaging in Chinese postgraduates' academic knowledge construction: Towards a process-based model

Yong Wang and Xiangdong Gu

School of Foreign Languages and Cultures, Chongqing University

Abstract

As an emerging education theory, translanguaging is notably under-researched in academic courses in China. This paper presents a case study of an international cooperative academic course Language Assessment at a university in Chongqing, China, to investigate translanguaging's functions in Chinese postgraduates' academic knowledge construction. MA and PhD candidates in applied linguistics participated in this bilingual course. One of the course requirements was that each student kept a reflective journal about what they had learned after each lecture. Students could choose the language they felt comfortable writing in their journals, either Chinese or English.

This study employed ground theory and NVivo 12 Plus to examine the main functions and forms of translanguaging that facilitated students' academic knowledge construction in their journals. The results indicated that students adopted forms of inter-sentence, intra-sentence with mixed Chinese-English discourses, and multimodal to achieve translanguaging functions of concepts, references, and evaluations. They gradually developed translanguaging competence in progressively constructing an academic knowledge system, including conceptual, propositional, example, citation, practice, commentary, and self-assessment. Based on the results, this study proposed a process-based model of constructing academic knowledge through translanguaging, demonstrating how students constructed their knowledge from the core concepts to the whole knowledge system of a discipline. This research is expected to provide enlightenment to the development of pedagogies for translanguaging-aided academic courses in a broader context.

Shell Noun Phrases in Scientific Writing: A Diachronic Corpus-based Study on Research Articles in Chemical Engineering

Yunyun Wang and Guangwei Hu

The Hong Kong Polytechnic University

Abstract

A key feature of scientific writing is the use of shell noun phrases to turn human experiences into abstract entities. This paper reports on a diachronic study of shell noun phrases in 120 chemical engineering research articles over a span of 40 years, focusing on their lexico-grammatical patterns, functional categories and alternative expressions. A corpus-based analysis revealed a significant decline of cataphoric shell noun constructions, a substantial decline in discourse and cognition shell noun phrases and concomitant changes in the frequencies of alternative constructions (i.e., reporting clauses). These observed patterns of shell noun use can be explained by the joint influences of a general move toward greater authorial visibility in the academic writing of hard disciplines, disciplinary developments specific to chemical engineering, the informalization of academic discourse in response to the perceived need for knowledge and identity negotiation, and the functional interrelationships among various linguistic resources. They demonstrate that diachronic changes to academic writing are contextually embedded and respond to discipline-internal developments, shifting epistemologies, larger social changes, and the versatility of linguistic resources.

Language portraits going digital and multimodal: Deciphering the translanguaging space and linguistic repertoires among multilinguals

Edward Wen Zhisheng (Hong Kong Shue Yan University), Siqing Mu (Macao Polytechnic University) and Lili Han (Macao Polytechnic University)

HAAL 2023 Invited Symposium on:

Translanguaging as theory and method: Implications for language planning and classroom practice

(Convener and Chair: Edward Wen)

Abstract

Language portraits (LPs) have emerged in recent years as a viable device to portray multilingual learners' linguistic repertoires visually. However, previous studies have mostly relied on the traditional way of inviting participants to sketch on a template of LPs on paper with pens and crayons. In this paper, we propose to employ the digital method to collect and analyze data of language portraits to examine the translanguaging practices and negotiations of meaning among multilinguals. Through the Synchronic Computer-Mediated Communication platform, BroadMix, participants' multilinguistic and multi-semiotic resources in lived experience are solicited and collected through a biographic survey and a sketch of the language portraits in digital form, which is then further triangulated by follow-up interviews. The data from the participants' LPs and their oral narratives during the interviews are then coded and subject to qualitative visual discourse analysis. We argue that these digital language portraits (DLPs), with their major features -- digital affordances and multimodality, tap into the translanguaging space and linguistic repertoires arising from the creative and critical meaning-making process among multilinguals during virtual exchanges.

The Effects of Peer Feedback on L2 Students' Writing Motivation: An Experimental Study in China

Fanrong Weng

University of Macau

Abstract

This study aimed to investigate the impact of peer feedback on the motivation of L2 writing students. While peer feedback has been widely used in recent years, previous studies have focused primarily on its effect on writing proficiency, with little attention paid to its influence on students' affective factors. To address this gap, the experiment involved 76 university students who were randomly assigned to either an experimental group that received peer feedback or a control group that received traditional teacher assessments. Both groups completed an L2 writing motivation questionnaire at the beginning and end of the semester, and individual interviews were conducted with the writing teacher and five students from the experimental group at the end of the semester.

The results showed that peer feedback had a significant impact on students' attitudes towards L2 writing courses and significantly improved their self-confidence in L2 writing. However, peer feedback had a limited effect on reducing students' anxiety about L2 writing. These findings suggest that incorporating peer feedback into writing instruction can help create a more supportive classroom environment, boost students' confidence in L2 writing, and enhance their attitudes towards L2 writing courses.

The study offers theoretical and pedagogical implications for the use of peer feedback in promoting students' motivation in L2 writing. Writing teachers are encouraged to develop motivation-sensitive teaching practices. University administrators should consider incorporating appropriate uses of peer feedback into teacher evaluation criteria, while teacher educators should equip novice teachers with knowledge of the importance of classroom motivation and relevant approaches to address potential student demotivation issues.

Translanguaging as a Pedagogical Solution to the Challenge of Generative AI in Language Education

Nick Wong

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Abstract

More and more universities worldwide have banned the use of ChatGPT due to concerns over academic integrity and cheating. This poses a significant challenge to language education in higher education, particularly in Hong Kong, where traditional assessment methods like essay writing are still employed to evaluate students' communication competency. Nonetheless, Generative AI tools like ChatGPT have disrupted the language assessment process, making it difficult to accurately measure a student's ability. Evaluating the end product, which was previously an indicator of a student's language skills, is no longer sufficient since it's unclear whether and to what extent these tools were utilized.

Translanguaging, a practical theory and pedagogical solution, provides an alternative approach to language education and assessment. Li (2018) suggests that humans possess a translanguaging instinct that helps them resolve differences, inconsistencies, ambiguities, and discrepancies strategically. Although ChatGPT operates in a similar translanguaging space, it lacks the translanguaging instinct to assess its appropriateness or that of others, limiting its creativity.

Recognizing the limitations of generative AI tools, I presented that translanguaging offers a new angle for language practitioners to design and assess students' learning outcomes by providing concrete examples. This involves introducing and examining students' application of their translanguaging instincts in "linguaging," which focuses on their judgment in making sense of an essay, for instance. Assessment tools such as digital portfolios and learning reflections can measure linguaging, complementing traditional assignments with new communication related competencies for measuring language production. In the future, the focus of language teaching will be shifting from the training of named languages, to also their communication process.

Quantitative Analysis of Comments of Online Workout Videos Based on Linguistics Motifs: A Case Study of Translated Chinese Comments And English Comments of Pamela Reif's videos

Ge Wu

Xi'an Jiaotong University

Abstract

Online workout videos, offering a convenient and accessible means of engaging in physical activity, have become popular nowadays. Some famous fitness influencers, such as Pamela Reif, even have accounts on platforms of different countries to attract followers all around the world. Linguistic motif is the longest continuous sequence of equal or increasing values representing a quantitative property of a linguistic unit. Using the notion of linguistics motif, namely L- and F-motif in this article, this study attempts to figure out whether linguistics motifs can be applied to distinguish the comments of audience from different countries. The rank frequency distributions of L-, F-motif of both English comments and translated Chinese comments of the same videos were modeled by Zipf-Mandelbrot distribution. Parameters of Zipf-Mandelbrot model were also compared. The expected results will be that both L- and F- motifs can be employed as indicators to distinguish comments of online workout videos from Chinese and English-speaking netzines, reflecting unique linguistics features of different language cultures.

Sports or Foe in the conspiracy discourses of Beijing Olympics: A corpus-based critical discourse analysis

Shanshan Xiao and Afzaal Muhammad

Shanghai International Studies University

Abstract

This study investigates western media discourses centering on the Beijing Winter Olympics (2022) over the period spanning January 2021 to October 2022. Underpinned by the combined theoretical lens of corpus-based critical discourses analysis and revised three-dimensional knowledge model—factual-cognitive knowledge, procedural knowledge and metacognitive knowledge, this study examines how the linguistic and argumentative characteristics of conspiracy theories which were identifiable in media texts reflected western countries' boycott of Beijing Winter Olympics. The analysis of corpus which comprised news, articles, headlines and transcribed speech columns from 27 media platforms demonstrated that the negative attitude occupied more space than the positive attitude. Also, factual-conceptual knowledge was constructed along with procedural knowledge in order to create a pool of evidence and justifiable argumentation. Additionally, metacognitive knowledge was evident in the process of identification, showing that the discourses established ideologically and politically in-groups and out-groups and consolidated the western media's prototypical role as democrats and truth-seekers committed to the defense of global human rights in opposition to supervillain China which sought to overthrow the global order. The boycott of Winter Olympics in western countries although uncharted in the literature as conspiracy theory hitherto reflects media linguistic patterns resonating with conspiratorial discourses. Finally, the study highlights how sports is being used for the construction of negative images and promotion of conspiracies regarding the host country's hidden motives.

Improving Law-related Public Opinion Management of Public Safety Emergency: A Case Study of Police Notification on Sina Weibo

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Abstract

Police notification (*jingqing tongbao*), a written text released by the police to inform the public of the latest development of a case, serves as a new medium for the police to release policing-related information which can respond to public concerns in China. Such releases may greatly improve the communication efficiency between the police and the public, and affect the public opinion of the police should there be any delay or insufficiency in information disclosure. However, understanding of information disclosure remains elusive, especially in terms of its linguistic patterns.

Hence, this paper aims to explore the status quo and future direction of law-related public opinion management of public safety and emergency by sentiment analysis and discourse analysis. Based on 30 high-profile police notifications and relevant online comments on Weibo, this paper may elucidate the correlation between the release methods of police information and the emotional polarity of pertinent public opinion from the perspectives of Appraisal System and Discourse Information Theory.

Preliminary results indicate that public dissatisfaction is prone to result from different problems of the police notification, such as vacancy of information knots and inaccuracy of information elements. To improve the public opinion management of public safety emergency and the online image of the police, it is important to employ effective techniques, such as information enrichment and replacement to improve the information disclosure of police notification. This study is conducive to the writing of police notification and public opinion management via effective information disclosure and the application of linguistic research methods and theories in law enforcement discourse.

Unpacking the construction of Chineseness: A multimodal critical discourse analysis of Laowai microcelebrities' digital practices on Douyin (An ongoing study)

Huimin Xu

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Abstract

China's rapid development of the internet and its high commercialization have attracted microcelebrities inside and outside China to chase fame through self-narration on China's social media platforms. Grounded in social media critical discourse studies (SM-CDS) but drawing on various disciplines, this study adopts an interdisciplinary approach with a focus on discourse to explore the emerging Laowai (non-Chinese) microcelebrity phenomenon on the short video platform Douyin. The study seeks to examine how microcelebrity culture shapes and is shaped by the situated power relations and ideological purposes in contemporary China. This study will first interrogate how China and Chineseness are being represented in and through Douyin videos selected from three popular Laowai microcelebrities, combining thematic and social semiotic multimodal analysis. Secondly, it will explore how the meaning of China and Chineseness is being negotiated by these Laowai microcelebrities and their audiences by analyzing their comments and hashtags through the analytic lenses of stance and intertextuality. This study aims to unpack the digital discourse practices of Laowai microcelebrity and investigate the everyday politics of culture in Chinese digital media, specifically as it relates to China's globalizing efforts both economically and culturally.

Instructed Foreign Language Attrition of College Students from a Science and Technology University in China

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Abstract

Foreign language (FL) attrition that focuses on the loss and deterioration of language skills explicitly instructed in class is a common yet under-researched phenomenon. The present study aims to provide some preliminary insights into the many pending questions in FL attrition by carrying out a cross-sectional, quantitative study on college students of a science technology university in China. It examined participants' two dimensions of language skills, namely vocabulary and grammar, and the self-assessed change on overall proficiency across the incubation period of four years as well as the correlations between various factors, including age, education, English learning experience, the frequency of exposure and use, motivation and attitudes, etc., and FL attrition. Some major findings include that language learners tends to overestimate the effect of language attrition on their performances, and that the proficiency level at the onset of language attrition and emotional affiliation can help mitigate the effect of FL attrition. Hopefully, it can provide some valuable insights as to the importance of holding positive attitudes towards English, enhancing English proficiency levels instead of stopping learning too early, and keep practicing even when instruction ends.

Students' Perceptions of EAP at a Sino-UK Transnational University in China

Ke Yang

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Abstract

English-medium instruction (EMI) has become a norm in transnational higher education in China, and it is also a crucial indicator of internationalization of the university. In most universities, a bridging EAP year is established to enhance students' learning in the EMI during their senior academic years. Currently, there is a paucity of research addressing the effectiveness of such programme as well as the students' perceptions towards its practices. In this regard, by using a qualitative approach, the study interviewed 15 final year undergraduate students majoring in Accounting and Finance at one transnational UK university to investigate their perceptions of the implementation and effectiveness of EAP programme. The findings suggested that most interviewed students were satisfied with EAP curriculum, in terms of promoting their communicative skills and intercultural awareness. On the other hand, many participants argued that there was a disparity between the EAP courses and the senior disciplinary learning, as EAP did not offer tailer-made syllabus to cope with their academic studies. Meanwhile, a great number of students questioned the continuous support from EAP staff when they progressed to the final year projects, since they discovered there was a severe lack of support in the later stage of their university life. Thus, the study urged for a rethink of the current EAP design, to better cater for the needs of L2 Chinese students and other stakeholders in the transnational universities in China.

INCIDENTAL VOCABULARY LEARNING IN SLA: Effects of Task-Induced Involvement Loads, Simultaneous Modality and Working Memory

Xiuli Yang

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Abstract

It is claimed that the involvement load hypothesis serves as a valuable tool for incidental vocabulary learning practice and much research has been done to address its efficacy. In addition, research in Input modalities suggested that simultaneous input modality might facilitate vocabulary learning. However, there is little research in ILH studies explicitly testing the vocabulary efficacy under simultaneous input modality. Furthermore, few studies in testing ILH examined the relationship between different levels of involvement load and working memory. This study aims to explore the roles of involvement loads, simultaneous input modality, and individual differences in working memory (WM) during L2 incidental vocabulary learning and thus fill these research gaps. The present study adopts mixed-methodology research design with the quantitative method as the dominant component and the qualitative method employed as the supplementary part. The representing four vocabulary learning conditions will be formed and receive different treatments. With data collected in post-tests and a follow-up interview, quantitative data analysis using SPSS will be conducted and qualitative data will be coded and transcribed. Discussion of the research results will provide more comprehensive and insightful findings in an attempt to improve on ILH and thus contribute to the development of incidental vocabulary learning in SLA.

Always doing well: A corpus-assisted discourse study of persuasiveness in Apple's earnings conference calls

Zhipu Yang

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Abstract

This paper investigates the metadiscourse resources used to achieve persuasiveness in Apple's earnings conference calls (ECCs) (2013–2022). ECCs are now common events in the global financial community, presenting numerical data and leaving positive impressions of the company in order to persuade the audience and encourage investment. Although studies of ECCs are not uncommon in finance and accounting, systematic analyses of the linguistic devices used for persuasive purposes at these events are still lacking and have largely been undertaken on small data set. Furthermore, the long tradition of qualitative approach to financial discourse has not so far provided adequate answers to the key challenges of obtaining high-quality coding and wide generalization of findings based on large data set at the same time. By adopting corpus-assisted discourse analysis approach, the study will reveal how metadiscourse resources contribute to the portrayal of a responsible, trustworthy, and caring corporation. Methodologically, the study will demonstrate that high quality manual analysis complemented by corpus tools can more comprehensively reveal the persuasive nature of ECCs and achieve wider generalizability of findings in a cost-effective way. Practically, business practitioners could benefit from the findings in that they can learn from famous companies' language practices and optimize their own corporate communication strategies.

A Critical Approach to Analyse Online Corporate Discourse

Donald Ding Chi Yee

City University of Hong Kong

Abstract

Climate change describes the sustained changes in weather conditions because of greenhouse gas (“GHG”) emissions. With corporations being the key contributor to GHG emissions, corporations have been under intense pressure to embrace environmental protection to reduce GHG emissions. In Hong Kong, some companies are perceived to be environmentally responsible whilst remaining the biggest polluters. This infers that such perception is likely achieved through their corporate discourse.

This study investigates how some of the highest polluting companies in Hong Kong have been recognised as being environmentally responsible by unveiling its discursive practices on its corporate websites to shape stakeholder perceptions. Fairclough’s three-level Critical Discourse Analysis framework has been used together with Systemic Functional Multimodal Discourse Analysis to examine the multimodal text.

The pilot analysis revealed the absence of text with regard to the negative impact the corporations’ operations have on the environment but rather used multimodal text that relied on declarative statements and scientific and technical language to present themselves as being authoritative leaders.

The unveiling of an implicit use of power and manipulation on the corporate website underscores the significance of this study as it can raise the awareness of corporate stakeholders to avoid accepting corporate rhetoric at face value.

Unveiling the Secrets to Effective Learning in EMI courses: The role of self-regulation

Rui Yuan

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Abstract

Self-regulated learning (SRL) refers to a proactive process whereby students take responsibility for their own learning by setting goals, selecting appropriate learning strategies, and monitoring their progress towards achieving those goals. Despite a plethora of studies on students' general language attitudes and learning challenges in the field of English-medium instruction (EMI), there is a lack of attention to how they engage in self-regulation to monitor, manage, and enhance their academic study in EMI classrooms. This study, informed by a qualitative research approach, seeks to address this gap by investigating a group of university students' SRL experiences in a mainland Chinese university. Drawing on data from multiple rounds of interviews and students' course notes, the findings shed light on the multidimensional (i.e., cognitive, social, and emotional) and negotiated (e.g., balancing personal goals and course requirements) process of SRL, through which the participants learned to navigate potential difficulties and become self-directed EMI learners. However, the lack of explicit SRL instruction and other contextual obstacles were identified, posing challenges to the students' self-regulation and course engagement. The study offers practical implications for the incorporation of an SRL focus into EMI courses and programs.

Negotiating ways to be useful: Strategies for engaging vulnerable participants in ESL narrative research

Kevin Wai-Ho Yung and Scarlet Poon

The Education University of Hong Kong

Abstract

Engaging participants from vulnerable backgrounds has been regarded as a methodological challenge in qualitative research, particularly in longitudinal studies requiring participants' ongoing commitment. This presentation discusses strategies to engage 23 financially underprivileged secondary students receiving fee-free ESL supplementary tutoring in Hong Kong in a year-long narrative inquiry. Adopting the notion of "negotiating a way to be useful" (Clandinin & Connelly, 2000, p. 75) as the conceptual framework, we illustrate our strategies to recruit and engage the participants. Supported with data from individual interviews, student artefacts and researchers' reflective journal, we discuss the significance of rapport building by recognising participants' contribution to the research and their reciprocal acknowledgement of the usefulness of the project to their English language enhancement and personal development. This study sheds light on the engagement strategies with participants outside formal school settings and the influential elements in building rapport and trust between the researchers and the researched to sustain participants' commitment in research. It offers methodological implications for longitudinal studies related to narrative inquiry and broader applied linguistics research focusing on the vulnerable group of participants.

**International Doctoral Students and Academic Writing in Hong Kong Higher Education:
International Doctoral Students' Perspectives**

Tim Yung and Matthew Sung

City University of Hong Kong

Abstract

English is the most widely used language for doctoral education around the world. To cater for doctoral students from non-Anglophone countries, many universities offer academic English writing support for them. Informed by the framework of academic discourse socialization, this qualitative study explored how international doctoral students from non-Anglophone countries perceived their academic English writing experiences. Data were collected through in-depth semi-structured interviews with over thirty international doctoral students at an English-medium university in Hong Kong. While students indicated English-medium instruction was a major reason for choosing Hong Kong for their studies, they reported a vast array of experiences with academic English writing. Some students reported high levels of English proficiency and expressed confidence in academic writing. Others admitted that they narrowly passed language requirements for admission (e.g., IELTS). Furthermore, students reported that the level of department-level writing support varied and that their supervisors helped them with writing concisely and using suitable technical terms. Most of them also turned to peers for grammatical support if needed, with only a handful of them utilizing editing services or online grammar checkers to enhance their writing. The study offers suggestions on optimizing academic writing support provision for international doctoral students from non-Anglophone countries.

Parents' agency in young children's English private tutoring in China: An ecological perspective

Chun Zeng and Kevin Wai-Ho Yung

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Abstract

In Mainland China, early English education has been prohibited from being taught at kindergartens since 2018. Hence, an increasing number of parents enrol their young children (under six-year-old) in English private tutoring (EPT). However, the Double-Reduction Policy (DRP) issued in 2021 overturned the private tutoring industry and resulted in the shutdown of numerous EPT institutions. Against this background, it is important to understand how parents in China exercise their agency to support children's English learning via EPT in the ever-shifting contexts. Informed by an ecological perspective, this qualitative study examines parents' agency in young children's EPT through iterative, practical-evaluative and projective dimensions. Eleven parents whose children were between 3-6 years old participated in the study. The data were mainly collected from semi-structured interviews, family observations, and informal conversations. The findings reveal that parents' English learning and using experiences shaped their beliefs and aspirations for young children's English learning, which motivated them to mobilise cultural, material and social resources to support children's EPT. However, parents perceived more constraints than affordances in this process, which led to their dynamic and complicated agency. This study offers a new perspective in understanding the EPT industry caught in the crossfire in contemporary China.

The Influence of Feedback Design on Peer Feedback

Chang Zhang and Qin Xie

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Abstract

Research on student feedback literacy has recently grown in higher education assessment, with its potential to facilitate student uptake of feedback. However, the research on how this construct is influenced by feedback design is limited. Therefore, this study investigated student feedback literacy based on the feedback literacy framework (Carless & Boud, 2018) under two feedback designs with three features: anonymity, teacher-made rubrics and template, and traceability of feedback. A quasi-experimental repeated measure design was used. Written peer feedback from 75 students with 362 entries and individual interviews with 24 participants were collected. Two-way repeated measure ANOVA analyses were employed to examine the feedback quality. Thematic analysis of the interview data was used to find students' appreciation of peer feedback. The results revealed that students under the design features of anonymity and providing teacher-made rubrics enabled students to be more skillful at making judgments and managing emotions, while the features of providing students with the feedback template and traceability function were found to have mixed effects. In addition, students' overall appreciation of the peer feedback did not improve under the three design features. This study offers a new understanding of student feedback literacy and has implications for university instructors in designing peer feedback activities.

COVID-19 thematic posters: Working with GeM-annotated multimodal corpora

Kaela Zhang

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Abstract

Although WHO declared end to COVID-19 global health emergency in May 2023, COVID-related public health materials are still worthy of investigation to rethink public health promotion and activate the public's health-enhancing behaviors. As a part of Nylonkong project, this article analyzes posters released by three world cities (i.e. New York, London, and Hong Kong) covering various COVID-related health topics including prevention, vaccine, hand hygiene, and cough manner. Employing the fundamentals of the Genre and Multimodal model (GeM; Bateman, 2008), the GeM annotation scheme (Henschel, 2003), tools for working with multimodal corpora annotated using the GeM model (Hiippala, 2015), plus a newly defined Rhetorical System and Structure Theory (RSST; Matthiessen, forthcoming), in this article, I annotate multiple layers of sampled posters, use computational tools and programming language for the systematic analysis of such multimodal artefacts. This corpus-based study not only reflects the similarities and differences of promotional strategies achieved by different semiotic resources (e.g. language, photos, illustrations) in the posters used in the three global cities, but also provides insights to develop a simpler to use variant of the GeM framework.

The association of the L2 Motivational Self System with L2 classroom anxiety

Shuting Zhang

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Abstract

Previous research has reported conflicting findings on the relationship between L2 Motivational Self System (L2MSS) and L2 classroom anxiety, which may be attributed to the ambiguous conceptualization of anxiety in these studies. This study thus investigated how the L2MSS related to different dimensions of L2 classroom anxiety. Data sources included 20 interviews and 221 survey responses of Chinese university students. Thematic analysis was conducted to analyze the interview responses, based on which a hypothesized model of three motivational constructs (i.e., Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience) and four classroom anxiety factors (communication apprehension, lack of self-confidence in speaking English, fear of negative evaluation, and peer pressure) was drawn and then tested using structural equation modeling. Findings indicated that L2 Learning Experience was the most critical predictor as it significantly and negatively predicted all the four dimensions of L2 classroom anxiety. Ideal L2 Self showed significant negative association with lack of self-confidence in speaking English. In contrast, Ought-to L2 Self was a significant positive predictor of both fear of negative evaluation and peer pressure. The study suggests the crucial part the L2MSS plays when managing L2 classroom anxiety.

Early reading profiles of L2 English learners: How orthographic knowledge predicts reading comprehension

Xing Zhang

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Abstract

The utilities of orthographic knowledge in first language (L1) literacy acquisition have been well documented, but whether and how this skill relates to the early development of second language (L2) reading outcome is still not well understood. This study examined the nature of orthographic knowledge in L2 English literacy acquisition to uncover model-based reading profiles among Chinese third-graders. One hundred and four third-graders participated in this study and they completed a battery of reading measures, including phonological awareness, orthographic knowledge, vocabulary knowledge and reading comprehension. Drawing upon hierarchical regression and path analysis, the study found that orthographic knowledge and vocabulary knowledge explained a unique proportion of variance in L2 English reading comprehension after phonological awareness was accounted for. It was also observed that vocabulary knowledge had a mediating effect on both orthographic knowledge and reading comprehension, whereas phonological awareness did not induce mediating patterns. These findings substantiate the unique contribution of orthographic knowledge in L2 English reading comprehension, and provide empirical evidence for current models of reading development for young L2 English readers.

Researching L2 learner investment: Using techno-reflective narrative interviews in EFL and ESL contexts

Yue Zhang

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Abstract

A techno-reflective narrative interview (TRNI) aims to elicit learners' investment in the language practices in a course — their stories, participation, and ways of participation (Zhang, 2023). This presentation elaborates on the notion of TRNI and how it can be adopted to investigate EFL and ESL learners' L2 investment in a given course. Drawing from Darvin and Norton's (2015) investment model, two examples are provided as two cases: 1) how a Mainland Chinese EFL learner invested in her EFL learner, gender, and role identities (Zhang, forthcoming), and 2) how a Hong Kong undergraduate ESL student invested in her Hong Kong English, multilingual, and Hongkonger identities (Zhang & Gonzales, forthcoming).

The study highlights how TRNI helps to provide a reflective account of L2 learners' investing trajectories and empowers them by amplifying their own voices and self-positioning. Overall, the findings reveal the 1) concomitant effects of participants' English learning experiences and life histories on their investing patterns; 2) the interconnectedness of identities, capital, and ideologies; and 3) their combined effects in shaping Chinese English learners' investment in two courses. It provides specific guidelines for lecturers to adapt TRNI in their own courses and pedagogical implications for L2 practitioners and universities.

Student writers' L1-to-L2 rhetorical transfer: Textual performance and authorial perception

Ziqi Zhang

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Abstract

The rhetorical transfer from first language (L1) to second language (L2) was acknowledged as a common phenomenon in L2 writing. This study aimed to explore L1-to-L2 rhetorical transfer by investigating how student writers perform and perceive the transfer. It also attempted to discuss the alignments and misalignments between textual performance and authorial perception. Data were collected from 44 Chinese undergraduate students through an English argumentative writing task, post-writing retrospective questionnaires and text-based interviews. Results suggested that (1) L1 rhetorical knowledge was transferred to students' L2 writing and the transfer of Chinese rhetorical knowledge in respect of presenting the central opinion, using exemplifications and organizing discourse units was the most frequent; (2) The majority of student writers tended to perceive L1-to-L2 rhetorical transfer; (3) While the authorial perception of L1-to-L2 rhetorical transfer aligned with the textual performance generally, misalignment also existed and a complexity of factors could interact with the transfer. The findings were expected to help L2 writing teachers understand the difficulties student writers are confronted with in choosing proper rhetorical patterns for their L2 writing and the need to include explicit analysis of rhetorical knowledge within classrooms.

Language Hierarchy and Teacher Identity Construction: A Case Study of a Chinese Canadian Teaching English in China

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Abstract

Globalization, increased mobility, and the interconnectedness of the world today has led to a new generation of English language teachers (e.g., transnational teachers), with more complex teacher identities that cannot be depicted by the 'native' and 'nonnative' English teachers' dichotomy. This "all too simple" categorization of teachers is out of date, because it does not capture the multi-faceted nature of English language teachers' identities. Moreover, the language hierarchy and the dichotomy of 'native' and 'nonnative' English teachers have led to superior/inferior status of English teachers and inequity in the field of English language teaching (ELT). Therefore, informed by the theory of hybridity (Pieterse, 2019a) from sociology, this case study explores the trajectory of a Chinese Canadian English teacher Sally's teacher identity construction, which comprises both accomplishments and adversities, and aims to contribute to the body of literature that attempts to weaken the language hierarchy, and the hierarchy and dichotomy of 'native' and 'nonnative' English teachers. Findings unraveled the complexity of Sally's teacher identity development in different contexts, which led to a series of struggles and challenges. Nonetheless, she offered an account of her coping strategies which may help transnational teachers to overcome their hurdles, and successfully develop and expand their teacher identities. Implications for ELT teacher training TESOL programs and future research are discussed.

L1 Chinese Speakers' Real-time Reading Processing Of Chinese Neologisms Coined By English-speaking L2 Chinese Learners

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Abstract

Chinese neologism errors are non-existing lexical forms coined by English-speaking L2ers with incomplete lexical knowledge (Xing, 2003). Wang (2018) has examined 4 types of Chinese neologisms coined by English-speaking L2ers, including morphological substitution, blended misuse between word and morpheme, clipping by forming non-existent word, and existent structure but non-existent word. However, up-to-date studies have never investigated L1 Chinese speakers' processing of different types of neologism errors coined by English-speaking L2ers from a real-time psycholinguistic perspective. Through examining processing time, we can infer L1 Chinese speakers' lexical-semantic processing difficulty of different types of neologisms. The scholastic inquiry is presented as to whether L1 Chinese speakers' real-time processing times are significantly different for different neological types coined by L2ers. The study recruits 80 native Mandarin participants with at least secondary schooling background (age: 18-22). They are required to complete a self-paced reading with 40 independent simple sentences (4 neological types \times 10=40 in total) & 40 fillers operative on PCIBex Farm, followed by answering a semantically related question after each sentence. All stimuli in each experiment are aligned with the latin square design. Unexpectedly, contrary to the hypothesis that "forming non-existent words by clipping" might trigger the longest processing time, "existent structure but non-existent word" incurs the longest period on average. Furthermore, post hoc multiple comparisons of ANOVA substantiates that the participants' processing times are not significantly different between any two neological types, theoretically implying that L1 Chinese users are insensitive to between-type discrepancies despite manifesting a relative difference in processing time on average.

The Effects of FLA, FLE, L2 Grit, and L2 Motivation on Middle School EFL Learners' Willingness to Communicate in English

Jing Zhou (Zhejiang International Studies University) and Agnes Fu (North Orange County Community College District, Orange County, USA)

Abstract

The ability to communicate effectively in a foreign language is an important skill for individuals in our increasingly interconnected world (Dörnyei, 2009). However, many learners experience foreign language anxiety (FLA), which can hinder their willingness to communicate (WTC) in the target language (MacIntyre et al., 1998). On the other hand, foreign language enjoyment (FLE) (Dewaele & MacIntyre, 2014), L2 grit (Duckworth et al., 2019), and L2 motivation (Dörnyei, 2009) have been identified as factors that can positively influence WTC. This study investigated the effects of these four predictors (FLA, FLE, L2 grit, and L2 motivation) on WTC among 1918 middle school EFL learners from two middle schools in China. The study utilized a correlational design and collected data through a questionnaire. Results showed that the four predictors explained 12% of the variance in WTC. The study provides insights into the factors that influence middle school EFL learners' WTC, which can be helpful for language teachers in designing effective language teaching strategies and creating a positive learning environment that promotes EFL learners' WTC.

The long-term efficacy of written corrective feedback on Chinese ESL learners' accuracy of phrasal verbs

Yidan Zhu

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Abstract

This study is aimed to investigate the long-term efficacy of direct and metalinguistic written corrective feedback (WCF) on L2 learners' vocabulary learning through a pretest-immediate-delayed posttest experiment. Additionally, this study puts forth a hypothesis that individual difference and target form can affect WCF efficacy. To this end, three Chinese middle school classes with the same level of English proficiency participated in this research. The participants in the control group were merely provided with overall scores on their writing, while counterparts in the other two experimental groups received metalinguistic reviews (i.e., basic grammatical rules) or correct forms respectively. Prior to the experiment, the subjects were required to complete a form-focused pretest, which could be helpful in assessing the variance in participants' mastery level of vocabulary knowledge. The subject completed two immediate posttests following the experiment, which consisted of two additional writing assignments. Four weeks later, they took the identical tests again (delayed posttests). This study first sheds light on whether the availability of WCF can lead to a higher level of accuracy in fresh pieces of writing. Second, the statistical analysis of the experiment demonstrates whether and to what extent the target form's genre and individual differences can influence WCF's efficacy. Based on empirical findings, this study contributes to a better understanding of how individual differences, the genre of the target form, and the effectiveness of WCF interact with one another, thereby providing pedagogical implications for L2 writing.

Exploring international students' social engagement and L2 pragmatic development in a Chinese Study Abroad Context

Yilin Zhu and Citing Li

Shanghai International Studies University

Abstract

Informed by social network theory (Milroy, 1987) and the notion of social engagement (Philp & Duchesne, 2016), this study focuses on the relationship between degree-seeking international students' out-of-class social engagement and L2 Chinese pragmatic production during their study abroad in China. An explanatory sequential design was utilized to collect multiple data sources over two phases, including Discourse Completion Tests, Retrospective Verbal Reports, social network questionnaires and semi-structured interviews. 60 participants at two different Chinese proficiency levels (e.g. HSK 4 and HSK 6) were recruited and asked to produce L2 Chinese requests. Three typical cases from each group were then selected for further investigation into the ways in which their social network mediated their engagement with complex social interactions and further impacted their use of request strategies. The results showed that learners with different Chinese proficiency levels demonstrated significant differences in the use of internal and external modifications in their request production. Moreover, learners with a low proficiency but a high level of social engagement outperformed learners with high proficiency in certain request scenarios. This study re-conceptualized learners' out-of-class social engagement through the lens of social networks, and explored its effect on L2 Chinese pragmatic production. This presentation concludes by discussing implications regarding the role of social engagement in international students' pragmatic socialization processes and provides suggestions for study abroad programs in order to better tailor to students' language and social needs.

All roads lead to Rome? Language assessment literacy development of university English teachers in China

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While much research has probed teachers' language assessment literacy (LAL) development in a top-down way (e.g., assessment training programmes), few studies have investigated how individual teachers play their roles in LAL development over time in their own teaching contexts. The current study fills this gap by employing an ethnographic case approach to capture the lived experiences of how four Chinese university English teachers developed LAL over three semesters. The study looked into developmental trajectories of university English teachers' LAL and professional development opportunities that mediate their LAL development. It was found that university English teachers developed their LAL in a bottom-up way, following idiosyncratic trajectories. Specifically, they all acquired initial LAL from past assessment experiences and their initial LAL was enhanced over time with two key emerging patterns: a growing awareness of promoting students' English learning through assessment and an increasing orientation towards engaging students in language assessment practices. Besides, teachers' LAL evolved at different rates and with varying extents. Different LAL development trajectories could be ascribed to agency teachers unevenly exercised and the opportunities allocated at department or university levels (e.g., institutional guidance, provisions of assessment training /learning). Informed by the findings, we proposed a context-specific LAL developmental trajectory for university English teachers, which added a valuable dimension to the theoretical underpinnings on LAL. The outcomes of the study also offered implications for different stakeholders to facilitate teachers' LAL development in China and other similar educational contexts.

Diagnosing EFL undergraduates' discourse competence in academic writing

Yumin Wang (Henan University; The Education University of Hong Kong) and Qin Xie (The Education University of Hong Kong)

Abstract

Discourse competence is a critical component of academic writing, as it influences the coherence, cohesion, and overall structure of a text. This article reports on the development of a set of finegrained diagnostic rubrics to assess the construct of discourse competence, which is operationalized as consisting of 10 features under five components, namely, *topic building*, *global coherence*, *local coherence*, *logical connectives*, and *reader–writer interactions*. The rubrics were applied to a sample of 108 essays written by EFL undergraduates majoring in business studies in a SinoAustralia joint degree programme in China. The study found that the rubrics could be used to generate detailed profiles of undergraduates' relative strengths and weaknesses regarding the features of their discourse competence. The participants were stronger in using *logical connectives* but much weaker in *topic building*, *global coherence*, and *reader–writer interactions*. This study represents perhaps one of the first attempts to systematically specify the construct of discourse competence and to assess the construct at an appropriate grain size. As such, its findings can enrich our understanding of discourse competence. The study also contributes a useful and innovative instrument to the research into L2 writing assessment.

**Exploring the interplay between language teacher emotions and teacher agency:
Teaching English to rural-urban migrant students in mainland China**

Vincy Chang WEI and John Trent

The Education University of Hong Kong

Abstract

The unprecedented urbanisation in China has brought to the front the education of rural-urban migrant children in urban schools. Given the increasing value of the English language in the linguistic market, great importance has been attached to English teaching and learning in China. However, rural-urban migrant students tend to present weaker academic outcomes in English. English teachers in urban schools face new challenges in meeting rural-urban migrant students' different learning needs and improving their academic performance to meet the institutional standard.

This presentation reports the results of a qualitative study that uses sociocultural theory to explore the emotions reported by a group of English as Foreign Language (EFL) teachers who teach rural-urban migrant students in junior secondary schools in Shanghai, China. Results demonstrate the teacher's emotional experience when teaching rural-urban migrant students, including joyfulness, frustration, powerlessness and stressfulness. The exercise of teacher agency empowers the teachers to negotiate with power relations and reconstruct their emotions to cope with the pressure brought by institutional requirements. The findings suggest that teachers regularly reflect on pedagogical planning and instructional strategies to ensure the effectiveness of teaching. Implications for policymakers and school leaders wishing to support teachers of rural-urban migrant students are considered, and suggestions for future research are discussed.

維多利亞（香港）留學服務中心有限公司簡介

維多利亞（香港）留學服務中心有限公司是一家位於香港的留學服務機構，專注為有志赴港學習深造的內地學子提供一站式與申請過程相關的各種服務，讓莘莘學子留學香江，讓夢想從此啟航。

香港作為一個國際化的都市，教育資源豐富多樣、學術氛圍濃厚。作為留學服務機構，我們與香港各大公立和私立高校有著緊密的聯繫，建立了長期廣泛的合作關係，能夠第一時間獲取最新的招生政策和入學要求，為申請人提供最全面、專業的留學指導。

我們為學生精心策劃招生講座，介紹各大香港學府的入學要求和專業設置，提供與招生主任和學校招生辦負責人直接對話的機會，讓學生能夠深入瞭解學校的文化氛圍和專業發展前景。

在選校和選專業方面，我們擁有豐富的經驗和專業知識。我們將根據學生的個人背景、興趣愛好和職業規劃，量身定制最合適的留學方案。我們提供最新的就業薪酬資料、學校及專業排名、錄取比例等資訊，為學生提供科學、全面的選擇建議。

無論您是希望在香港深造，擁抱國際化的教育機會，還是希望做一個香港身份申請規劃，維多利亞（香港）留學服務中心都將竭誠為您提供最專業、周到的留學服務。讓我們一起開啟留學香港的夢想之旅吧！

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