



5th AILA-Europe Junior Researcher Meeting

18 – 20 June 2013, Trinity College Dublin, Ireland

Céad míle fáilte romhat

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JRM2013 Scientific and Organizing Committee Members
Lorna Carson, Nora Condon, Gessica De Angelis, Do Eunjee, Patrick Farren
Colin J. Flynn, John Harris, Jeffrey Kallen, Máiréad Moriarty, Deirdre Murphy
Lelia Murtagh, Máire Ní Laoire, Tadhg Ó hIfeárnáin, Denise O’Leary
Conny Opitz, Emma Riordan, Heath Rose, Mary Ruane, Peter Sheekey

Welcome to the 5th AILA-Europe JRM

We are delighted to welcome you all to the fifth AILA-Europe Junior Researcher Meeting. Some of you may be familiar with the traditional Irish greeting on the cover of our programme, *céad míle fáilte romhat*, which can be translated as 'one hundred thousand welcomes before you'. We hope you will experience many warm welcomes at our conference, at Trinity College and in Ireland. Like all worthwhile events, this conference has involved lots of collaboration. It is jointly hosted by the Irish Association for Applied Linguistics (IRAAL) and the Centre for Language and Communication Studies within the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. The Organizing and Scientific Committees are composed of representatives from universities across Ireland with different academic specialities, all with a shared desire to promote the study of multilingualism and language learning.

The Centre for Language and Communication Studies (CLCS) might perhaps be described as a 'natural habitat' for the study of multilingualism. As a centre of research and teaching in linguistics, applied linguistics, phonetics and speech science, the CLCS has played a leading role in many new developments in curriculum design and assessment, in the application of new technologies to language learning, in Sign Language teaching and interpreting, in the teaching of English as a second language, and in creating extensive opportunities to study European and Asian languages, including lesser taught languages. Our staff have earned international plaudits for their theoretical and empirical contributions to understanding psychological and social aspects of language acquisition, learning and teaching (language learner autonomy, CALL, the age factor in second language acquisition), investigating the language varieties of Ireland (Irish, Hiberno-English, Irish Sign Language, regional varieties, migrant languages), and supporting language learning and assessment through the development and application of the European Language Portfolio and the Common European Framework of Reference for Languages.

The theme of our conference, Multilingualism in Education, is therefore very much at the core of our research and teaching activities, and indeed this conference marks the twenty-year anniversary of TCD's institution-wide language programme. This innovative language learning programme, founded by Professor David Little in 1993, enables university students from all disciplines to engage in language learning throughout their undergraduate degree. The programme's project-based curriculum sets out to foster autonomous and lifelong language learning, and involves students in a series of collaborative, communicative tasks related to their academic studies and their own language needs. It is therefore with pleasure that we welcome Professor Little as a plenary speaker at our conference, and we anticipate his address with great interest.

It is more than a happy coincidence to welcome Professor Christine Hélot, who took her Ph.D. here at Trinity College in 1988 under the supervision of Professor David Singleton. Prior to moving to Strasbourg, Professor Hélot spent a considerable part of her life in Ireland, and was Director of the Language Centre at St Patrick's College in Maynooth. Her plenary address examines the central concerns of our conference theme from a French perspective. We are also privileged to welcome Dr Lid King, who draws on his extensive experience of promoting language learning within the British and wider European contexts, to address the interplay between research and policy. We are honoured to have such distinguished academics as our plenary speakers, and we thank them not only for taking time out from their busy schedules, but also for their willingness to encourage and mentor younger researchers.

We anticipate a busy and productive conference, with plenty of opportunities to make new contacts and to learn about the activities of other early career researchers. We also encourage you to make the most of the senior colleagues representing TCD, IRAAL and AILA-Europe. Ultimately, a good academic conference is not simply an occasion to showcase individual projects, but also an opportunity to listen, to ask questions, and to make connections. We hope that this Junior Researcher Meeting will be academically and personally rewarding for you.

Lorna Carson & Emma Riordan, Conference Convenors

On behalf of the JRM2013 Scientific and Organizing Committees

Welcome to the 5th AILA-Europe JRM

In the name of AILA-Europe, I am very happy to welcome you all to the fifth AILA-Europe Junior Researcher Meeting at Trinity College Dublin, Ireland. AILA-Europe is the network of European AILA affiliates, your national organisations of applied linguistics. As an intermediate level between those national organisations and AILA International, AILA-Europe addresses specific applied linguistic issues on a European level and fosters intra-European cooperation among applied linguists. Following a Dutch model, the first international conference particularly for young researchers was organised by AILA-Europe in Groningen, the Netherlands. Since then, Junior Researcher Meetings have been held in Münster and Essen, Germany, and in Antwerp, Belgium. The conferences give young researchers from all over Europe the opportunity to present their work and meet fellow researchers on an international level without having to travel too far with an often very limited budget. Therefore, we are very pleased to see so many young researchers in Dublin this year, not only from many European countries, but also from outside Europe, sharing each other's ideas, making connections, and benefitting from the advice and guidance of experienced colleagues. A big 'thank you' goes to the organisers of the conference from IRAAL, the Irish Association for Applied Linguistics, and everybody involved from Trinity College, who provide us with a very promising variety of academic and social events. I wish you all a fruitful, exciting and fun Junior Researcher Meeting!

Antje Wilton, AILA-Europe Coordinator

Thar ceann Chumann na Teangeolaíochta Feidhmí in Éirinn (IRAAL), is mian liom fearadh na fáilte a chur romhaibh chuig an 5ú Comhdháil do Thaighdeoirí Sóisearacha sa Teangeolaíocht Fheidhmeach. Ar nós na gcruinnithe a eagróidh roimhe seo, tá sé mar phríomhaidhm ag an ócáid seo deis a thabhairt do thaighdeoirí atá sna chéad bhlianta dá saol oibre mar theangeolaithe feidhmeacha a saothar a chur i láthair don phobal acadúil, aischothú a fháil agus gréasánú a dhéanamh le comhghleacaithe eile i gcomhthéacs neamhfhoirmiúil agus tacúil.

Tá an téama a roghnaíodh do chomhdháil Bhaile Átha Cliath 2013 – Ilteangachas san Oideachas – tar éis go leor tairiscintí a mhealladh as áiteanna ar fud an domhain, chomh maith le hÉirinn. Mar thoradh air seo, tá clár againn atá ilchineálach agus idirnáisiúnta agus a bhfuil éagsúlacht cur i láthair, póstaer agus cruinnithe ann mar aon le cainteanna iomlánacha le daoine a bhfuil clú orthu i saol na teangeolaíochta feidhmí. Lena chois sin, cuireann an ócáid réamhchomhdhála, ina bhfuil an bhéim ar chur i bhfeidhm dea-chleachtais i gcomhthéacsanna uirbeacha ilteangacha, le clár atá lán de dheiseanna le haghaidh malairtí acadúla agus cultúrtha.

Tá dream fuinniúil comhghleacaithe ó Choláiste na Tríonóide agus IRAAL araon tar éis bheith ag obair go dian ar feadh na bliana le cinntiú go n-éireoidh le gach gné den chruinniú seo. Is de bharr a gcuid dúthrachta agus fuinnimh go mbeidh ócáid acadúil agus teacht le chéile sóisialta agus cultúrtha de chairde agus de chomhghleacaithe ann a mhairfidh inár gcuimhne. Tá an chomhdháil ar siúl in ionad galánta, mar atá Mol an tSeomra Fhada ar champas ársa Choláiste na Tríonóide i gcroílár Bhaile Átha Cliath. Beidh ócáidí de chuid na comhdhála ar siúl in a lán ionad éagsúil ar fud lár na cathrach agus táthar ag súil go mbeidh deis ag rannpháirtithe freastal orthu agus sult a bhaint astu le linn na comhdhála.

Ceann de na príomhaidhmeanna atá ag IRAAL, ó tháinig ann dó, ná cur chun cinn taighde in go leor réimsí den teangeolaíocht fheidhmeach chomh maith le taighde i réimsí gaolmhara. Dá bharr seo, tá stair fhada ag an gCumann d'eagrú comhdhálacha taighde agus cruinnithe ina aonar agus i gcomhpháirtíocht le cuid mhór páirtneirí acadúla. I gcomhthéacs na hócáide seo, is onóir ar leith é bheith ag obair le AILA-Europe, chomh maith lenár n-óstach, an Lárionad Léann Teanga agus Cumarsáide, chun an ócáid seo a eagrú. Táimid buíoch do agus tréaslaímid le gach duine a bhí páirteach as a gcomhoibriú éifeachtach agus tá muid ag súil le tuilleadh ócáidí den chineál seo a eagrú san am atá romhainn. Arís, céad míle fáilte romhaibh go léir agus guím gach rath ar an ócáid!

Mary Ruane, Uachtarán IRAAL

Welcome to the 5th AILA-Europe JRM

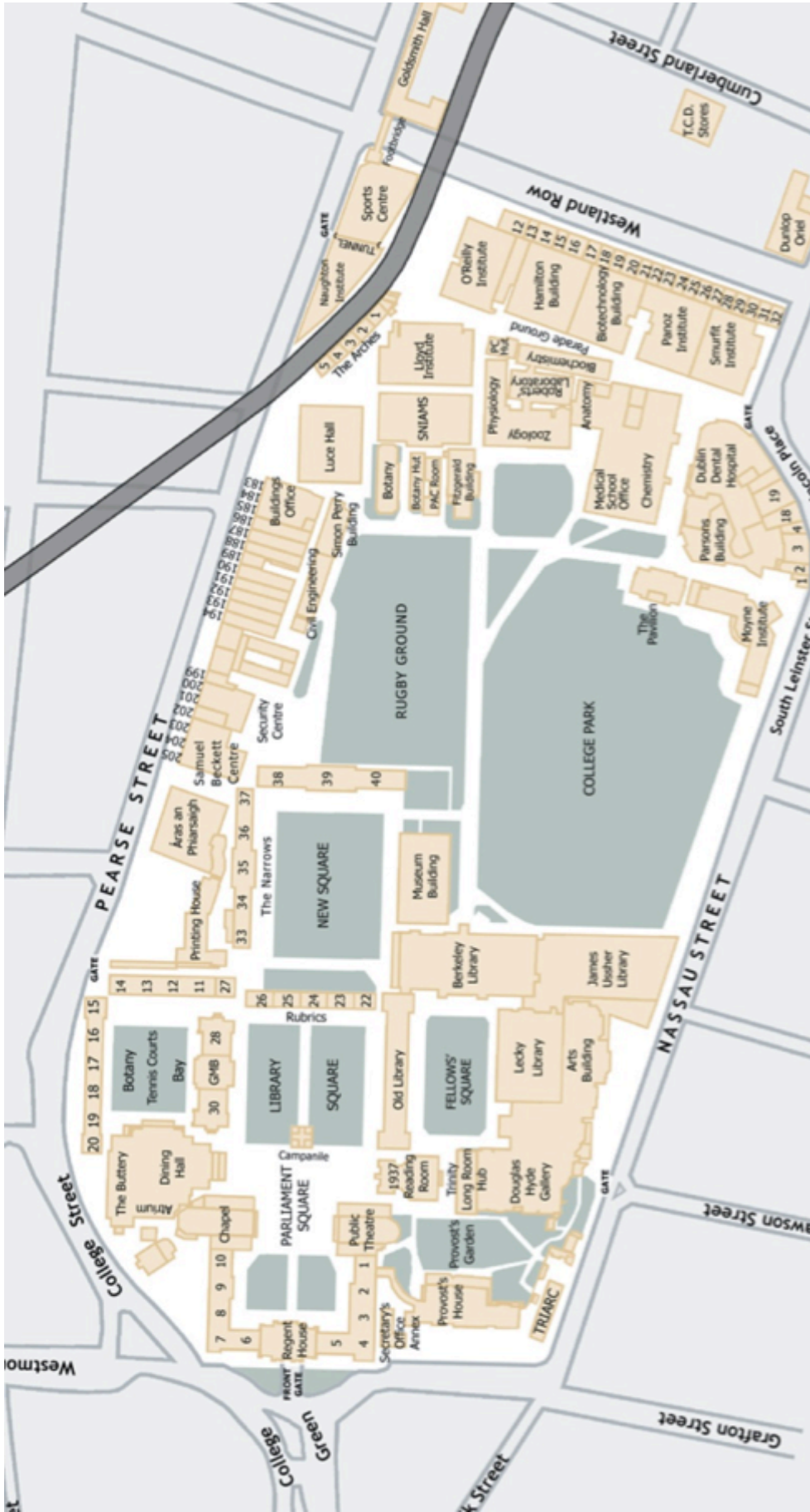
On behalf of IRAAL (Irish Association for Applied Linguistics) I wish to extend a warm welcome to the fifth AILA-Europe Junior Research Meeting in Applied Linguistics. This event follows on from earlier meetings whose primary aim has been to provide early career applied linguists with the opportunity to present their work to the wider academic community, to receive feedback and to network with other colleagues in an informal and supportive setting.

The theme selected for Dublin 2013 – Multilingualism in Education – has attracted a very large number of submissions from around the world as well as from Ireland. The outcome is a highly varied international programme of presentations, posters and meetings together with plenary addresses by leading international figures. The inclusion of a pre-conference event, focusing on the application of best practice in urban multilingual settings, adds up to a packed four-day programme of academic and cultural exchange.

The challenge of organizing this large-scale event has been led by a dynamic team of Trinity College and IRAAL colleagues who have worked tirelessly for well over a year to ensure that all aspects run smoothly and efficiently. Their enthusiasm and energy have meant that this is not just a memorable academic conference but a great social and cultural gathering of colleagues and friends. The conference is taking place in the splendid Long Room Hub in the historic precincts of Trinity College in the heart of Dublin. The rich and varied programme extends across a range of city centre venues to be explored and enjoyed during high summer in Dublin.

A primary focus of IRAAL, since its foundation, has been the active promotion of research across many areas of applied linguistics and related fields. This has led to a strong track record in organizing research conferences and meetings independently and in collaboration with many academic partners. On this occasion, IRAAL is particularly honoured and pleased to associate with AILA-Europe, as well as with our host, the Centre for Language and Communication Studies at TCD, in holding this event. We congratulate and thank all concerned for the effective collaboration and look forward to similar shared events in the future. Again, a very warm welcome to all participants and good wishes for a very successful event!

Mary Ruane, President of IRAAL



Conference venue

Trinity College Dublin is recognised internationally as Ireland's premier university and as one of the world's leading research-intensive universities. Founded in 1592, it is the oldest university in Ireland and one of the older universities of Europe, with a vibrant international community of some 17,000 students, 92,000 alumni and 3,000 members of staff. It is situated in the centre of Dublin, with a 47 acre campus of cobbled squares, historic buildings and green playing fields alongside state-of-the-art modern facilities, including our conference venue: the Long Room Hub Institute for Arts and Humanities.

The Long Room Hub Institute takes its name from the iconic eighteenth-century Library at Trinity College, and is one of five flagship research institutes of the University. It is dedicated to promoting and facilitating innovative research across its seven member Schools. Since 2010, the institute's home is a signature building at the heart of the historic campus. Its prominent location aptly signifies the centrality of the Arts and Humanities for our university and for society, and makes it an ideal place for connecting academic research with a wider public.

Our plenary addresses will take place in the Neill/Hoey Theatre on Level 1 of the Long Room Hub Institute. Our parallel sessions will take place in the Neill/Hoey Theatre and two classrooms located on Level 3 of the adjacent Arts Building. These classrooms are only a short walk from each other and from the Long Room Hub, and are clearly indicated in the Arts Building.

Registration

Registration will be open from 9am – 4pm on Monday 17th June, in the entrance lobby of the Long Room Hub during the Pre-Conference Workshop. Registration will open again in the same location on Tuesday 18th June from 9.30am, and will remain open throughout the conference.

Wifi

Free wifi is widely available in Dublin city centre, in many coffee shops and other locations, see for example <http://dublingowexfreewifi.ie>. Some delegates have indicated that they will use the EduRoam network. If you are unable to access wifi through EduRoam, please pick up a guest wifi pass from the registration desk in the entrance lobby of the Long Room Hub.

Eating and drinking

Coffee breaks are included in the conference programme on Tuesday and Wednesday afternoons. There are many cafés located in the vicinity of the conference where you can buy a coffee or tea to go. You can drink the tap water in Ireland. There are water fountains in the Arts Building where you can fill up your water bottle, for example beside Staircase B on level 2 (just past the entrance to the Lecky Library). Lunch is not included in the conference registration fee, but there are many options for a reasonably priced lunch near TCD. If you want to purchase food to go, you can bring it back and eat it in the Ideas Space in the Long Room Hub, one floor above the main lecture theatre. On campus, located in Front Square ('Parliament Square' on some maps), the Buttery provides all-day breakfasts, hot food and a sandwich and salad bar. Beside our venue, the 'Arts Café' situated on Level 1 of the Arts Building has a coffee and snack bar. Vending machines are also available inside the Arts Building.

Just outside campus, KC Peaches on Nassau Street offers healthy and tasty food which can be eaten on the premises or purchased to go. Avoca, on Suffolk Street, contains a delicious restaurant (top floor), Irish food hall and café (basement). The Irish food blog, www.cheapeats.ie, can give further tips on where and what to sample.

Visitor attractions on campus

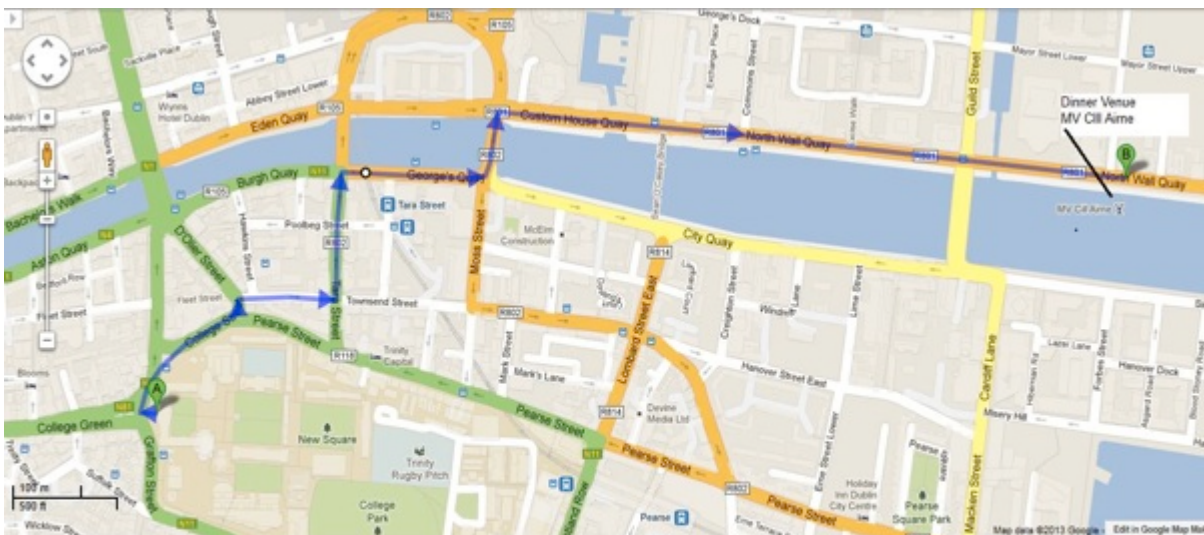
There are many attractions open to visitors to Trinity College. Detailed visitor information can be found at www.tcd.ie/visitors, and in the *Pocket Guide to Dublin* provided in your conference pack. The Book of Kells is housed in the Old Library, just opposite our conference venue. Visitors enter through the Library Shop on Fellows' Square, and can visit the 'Turning Darkness into Light' exhibition, before viewing the Book of Kells and the magnificent Long Room which houses 200,000 of the College's oldest books. The Douglas Hyde Gallery at the Nassau Street entrance of College displays Irish and international contemporary art, and is open to the public (no entrance charge). The Science Gallery (sciencegallery.com) in College (Pearse Street entrance) is a unique space where some of the latest scientific issues are presented in free interactive exhibitions. The current exhibition, RISK LAB, examines the psychology and mathematics underpinning the risks in our lives and runs until June 22nd. The Science Gallery is also home to an excellent café, which serves both lunch and dinner.

Social events during the conference

On Monday 17th June, an informal literary pub crawl will leave from the steps of Long Room Hub at 7.30pm. This will give early arrivals a chance to get to know each other and to experience some of Dublin's many famous pubs with literary connections. A welcome reception, included in the conference registration fee, will take place on Tuesday 18th June from 6 – 7pm in the Ideas Space (Level 2) of the Long Room Hub. Wine and non-alcoholic drinks will be provided.

The conference dinner (for those who have chosen to attend and who have paid the dinner fee in advance) will be held on Wednesday 19th June, aboard the MV Cill Airne. Dinner commences at 7.30pm. The boat is moored in the heart of Dublin's Docklands on the river Liffey, and is within walking distance of the conference venue. A map is provided below.

On Thursday afternoon and evening, we hope that any delegates who remain in Dublin will join with each other and some TCD postgraduates for an informal guided tour around campus or other social activities. We will make further announcements about possible activities towards the end of conference.



Cloakroom

Space is available on the ground floor of the Long Room Hub for coats and bags, please ask for details at the reception desk. This area will be unattended during the conference, and the organisers take no responsibility for loss or damage to items. A staffed cloakroom is available on level 0 of the Arts Building (bottom of the stairs beside the Arts Café) where coats, bags and suitcases can be left with a cloakroom attendant for a small fee.

In case of emergencies

The emergency numbers in Ireland are 112 or 999. There is a small medical centre on campus, and there are many doctors' surgeries located within walking distance of College. You must pay a fee to see a doctor or to attend the Accident & Emergency Department of a hospital. If a minor, non-urgent, medical matter arises, you can ask a pharmacist for advice. The closest pharmacists are Boots the Chemist, 12 Grafton Street, and Hickey's Pharmacy, 21 Grafton Street.

DAY 1 TUESDAY 18TH JUNE

10:00 - 11:00	Registration (from 09.30) and official welcomes/conference opening (10:00) Neill/Hoey Theatre, the Long Room Hub		
11:00 - 12:00	PLENARY 1 – Dr Lid King. <i>Shadows on the wall: the interplay between research and policy</i> Neill/Hoey Theatre, the Long Room Hub		
12:00 – 13:30	LUNCH (not provided)		
13:30 – 14:30	SESSION 1	SESSION 2 (ROOM 3106)	SESSION 3 (ROOM 3126)
	POSTER SESSION 1 (Ideas Space, Long Room Hub)	<p style="text-align: center;">Michael Markey Deploying bilingual competence during subsequent language acquisition: Learning French as a third language in Ireland</p> <p style="text-align: center;">Laura Lahti The oral proficiency of Finnish students learning German from the point of view of grammatical accuracy</p> <p style="text-align: center;">Markus Boettner Teaching and Learning German in Ireland: A Dialect-Based Approach to SLA</p>	<p style="text-align: center;">Alison Porter Combining sound and print: An integrated approach to developing L2 literacy in young learners</p> <p style="text-align: center;">Sabine Lins Language learning in multilingual contexts: Reality and potential in Austrian kindergarten groups.</p> <p style="text-align: center;">Cristina Alexandrescu & Imma Miralpeix Analysing the lexical proficiency in three languages of very young bilingual children learning English as an L3</p>
14:30 – 15:30	SESSION 4 (NEILL/HOEY)	SESSION 5 (ROOM 3106)	SESSION 6 (ROOM 3126)
	<p>Deirdre Murphy & Sarah McMonagle Informing language policy through empirical investigation of multilingualism: the LUCIDE project in Dublin</p> <p style="text-align: center;">Elisabeth Weber English as a Foreign Language and English as a Lingua Franca in the European Union</p> <p style="text-align: center;">Tobias Schroedler What are foreign language skills worth? The Human Capital value of learning German, French and Spanish and its importance for Language Education Policies</p>	<p style="text-align: center;">Eeva-Liisa Nyqvist How do Finnish learners of Swedish acquire definiteness and use of articles?</p> <p style="text-align: center;">Alan Runcieman Continuity and change: Two stories in one - Narrative research in an Italian interpreter's school</p>	<p style="text-align: center;">Davide Mazzi & Reggio Emilia Learning from the small words: On the centrality semantic sequences in scientific ESP teaching</p> <p style="text-align: center;">Nathalie Dulio Vocational Education in a Multilingual Environment: French-speaking Apprentices in Biel-Bienne</p>
15:30 – 16:00	Coffee break, provided in the Ideas Space, the Long Room Hub		
16:00 – 17:00	SESSION 7 (NEILL/HOEY)	SESSION 8 (ROOM 3106)	SESSION 9 (ROOM 3126)
	<p style="text-align: center;">Emma Riordan Factors Affecting Teachers' Code Choice in the Language Classroom</p> <p style="text-align: center;">Hajnalka Berényi-Kiss “They should speak German perfectly of course”: Teachers’ Discourse on Linguistic Diversity in the EFL Classroom</p> <p style="text-align: center;">Olena Bien Considerations on Language(s) in Multilingual German Classes: The teaching staff’s beliefs concerning the educational use of multilingual students’ languages of origins</p>	<p style="text-align: center;">Ivana Brasileiro & Judith Ridder Languages in Urban Communities: Integration and Diversity for Europe (LUCIDE) - Multilingualism in Education</p> <p style="text-align: center;">Spencer Hazel Choosing a language in international office service encounters: From multilingual miscellany to medium-of-interaction in a matters of seconds</p> <p style="text-align: center;">Sarah McMonagle Digital literacies: Sustaining languages in the Information Age?</p>	<p style="text-align: center;">Celia Antoniou Scaffolding L2 development through virtual learning environments (Second Life/SIMiLLE): A path to enhancing English for Academic Purposes (EAP)</p> <p style="text-align: center;">Yvonne Karacic Language Project 'Canada': A strategy for supporting the foreign language development of multilingual low-proficiency students</p> <p style="text-align: center;">Katja Thevs SEAGULL: A smart approach to teaching and learning languages</p>

17:00 – 18:00	SESSION 10 (NEILL/HOEY)	SESSION 11 (ROOM 3106)	SESSION 12 (ROOM 3126)
	<p>Nina Fronhofer Emotive expressions in a second language</p> <p>Anne Gans & Caroline Gerckens A longitudinal corpus-based study of tense/aspect and high-frequency verbs in learner English</p> <p>Esther Ferrandis Estrella A corpus study about expletive subjects in L2 English</p>	<p>Elina Tapio English language in the everyday life of Finnish Sign Language people: A multimodal view on interaction</p> <p>Sarah Compton Creating sign language-in-education plans for multilingual deaf students: Interpreted interactions</p>	<p>Hannah Oestreich How the use of English as a major communication language influences the German-speaking immigrant's understanding of German idioms</p> <p>Maria Rieder Are You <i>Glóring?</i>/Are you Listening? Irish Traveller Children's Language Use and the Future of Cant</p>
18:00 – 19:00	WELCOME RECEPTION Provided in the Ideas Space, the Long Room Hub		

DAY 2 WEDNESDAY 19 TH JUNE			
10:00 - 11:00	PLENARY 2 - Professor David Little <i>Designing, implementing and maintaining Trinity College's institution-wide language learning programme: past, present and future</i> Neill/Hoey Theatre, the Long Room Hub		
11:00 - 12:00	ROUNDTABLES on Careers (Room 3051), Publishing (Room 3106) & Collaboration (Room 3126)		
12:00 - 13:30	LUNCH (not provided)		
13:30 – 14:30	SESSION 13	SESSION 14 (ROOM 3106)	SESSION 15 (ROOM 3126)
	POSTER SESSION 2 (Ideas Space, Long Room Hub)	<p>Marlene Schwarz Learning with Lady GaGa & Co.: Incidental EFL vocabulary acquisition from pop songs</p> <p>Triantafyllia Chasioti The Role of Literature in Promoting Second Language Acquisition and Literary Development</p> <p>Magdalena Mayr Multilingual poems in the language classroom</p>	<p>Alev Yilmaz Turkish as a Foreign Language and the Common European Framework of Reference for Languages</p> <p>Borja Manzano Vázquez Pedagogy for Autonomy in FLT in Spain: An Exploratory Analysis on its Implementation through Case Studies</p> <p>Conny Opitz Authentic language in ab-initio language learning</p>
14:30 – 15:30	SESSION 16 (NEILL/HOEY)	SESSION 17 (ROOM 3106)	SESSION 18 (ROOM 3126)
	<p>Kathelijne Jordens Turkish in Dutch or Dutch in Turkish? Valorising linguistic diversity in Flemish primary education: the case of Turkish speaking pupils in Limburg (Flanders).</p> <p>Oris Tom Lawyer The role of language in education: The Nigerian context</p> <p>Raymond Siebetchu Teaching and language education policies of Italian language in Africa</p>	<p>Agata Barańska Vowel duration as a stress correlate in advanced Polish learners of English</p> <p>Aleksandra Matysiak VOT in Polish immigrants to London: The effect of language experience on the use of aspiration in English</p> <p>Magdalena Zając Variability in non-native pronunciation examined through the prism of phonetic convergence framework</p>	<p>Etna Rosa Krakenberger "Jo wunderbar so im apriu kann man nicht mehr erwarten, capisci?" Multilingualism in a German language class for retired Italian migrants in Berne</p> <p>Hildegard Weidacher-Gruber Teaching German as a Second Language to Semiliterate and Illiterate People</p> <p>Mirja Gruhn "He is Kosovar Albanian. He will fail. Kosovar Albanians always fail": German teachers' attitudes towards migrant children</p>

15:30 – 16:00	Coffee break, held in the Ideas Space, the Long Room Hub			
16:00 – 17:00	SESSION 19 (NEILL/HOEY)	SESSION 20 (ROOM 3106)	SESSION 21 (ROOM 3126)	AILA-EUROPE MEETING
	<p>Romana Kopečková The role of age in third language phonological acquisition</p> <p>Sonja Mujcinovic Crosslinguistic influence in language acquisition and language learning</p> <p>Violetta Dmitrenko Research on language learning strategies used by multilinguals in L3 (or L4, Lx) acquisition</p>	<p>Manon Megens Foreign Language Attrition and Multilingual Awareness</p> <p>Malgorzata Machowska-Kosciak A language socialization perspective on language learning (English) and language maintenance (Polish) among Polish adolescents in Ireland</p> <p>Siobhan McNamara Maintaining multilingualism in a third-level environment: A case study of Russian speakers in three Irish universities</p>	<p>Geraldine Dillon An investigation into the effect of instructed formulaic sequences on the oral fluency of second-level students of Irish</p> <p>Larissa Semiramis Schedel Pupils' representations of multilingualism in German-Italian schools</p> <p>Mandy Collins Towards a more systematic approach to academic language development in the multilingual post-primary classroom</p>	<p>Annual business meeting of AILA-Europe representatives, Seminar Room, Long Room Hub 1.30 – 5pm</p>
17:00 – 18:00	SESSION 22 (NEILL/HOEY)	SESSION 23 (ROOM 3106)	SESSION 24 (ROOM 3126)	AILA-EUROPE PANEL (Seminar Room, Long Room Hub)
	<p>Kathrin Oberhofer The MAYLL Project: Metalinguistic Awareness in Young Language Learners</p> <p>Sanna Oikkonen Fluency in psycholinguistic tasks as a predictor of second/foreign language skills</p> <p>Naouel Zoghalmi The correlation between metacognitive awareness and listening performance: Evidence from French (L2) EFL learners and implications for future research and teaching</p>	<p>Ivan Lombardi Reach Out for A.N.D.R.O.M.E.D.A., or the Galaxy of Language Teacher Education</p> <p>Tanja Salem & Claudio Scarvaglieri "Educational Landscaping": A method of raising teachers' language awareness</p>	<p>Teija Kangasvieri The motivation to learn foreign languages among Finnish students at the upper level of comprehensive school</p> <p>Pauliina Peltonen Fluency in Finnish-speaking and Swedish-speaking learners' spoken English</p>	<p>Angeliki Psaltou-Joycey Cross-linguistic influence on learning Greek as a third or additional language</p> <p>María del Pilar García Mayo, Amparo Lázaro Ibarrola Child pair work in an EFL context</p> <p>Katja Mäntylä, Anne Pitkänen-Huhta Migrant language learners: recognizing, valuing and utilizing multilingual repertoires in the foreign language classroom in Finland</p> <p>Antje Wilton "What I said to them at half-time would be unprintable on radio" (Gerry Francis) – Analysing Football Commentary</p> <p>Margit Langemet, Krista Kerge Current Trends in Applied Linguistics in Estonia</p>
19:30	CONFERENCE DINNER Aboard the <i>MV Cill Airne</i>, moored in the Dublin Docklands.			

DAY 3 THURSDAY 20TH JUNE

10:00 - 11:00	PLENARY 3 - Professor Christine Hélot <i>From bilingual to multilingual education in France: new challenges, new policies?</i> Neill/Hoey Theatre, the Long Room Hub		
11:00 - 11:15	Short break		
11:15 - 12:15	SESSION 25 (NEILL/HOEY)	SESSION 26 (ROOM 3106)	SESSION 27 (ROOM 3126)
	<p>Karen Ní Chlochasaigh Dea-Fhoghlaimoirí na Gaeilge: Cúlra agus sonraí eolais an taighde</p> <p>Colin J. Flynn Attitudes and orientations towards varieties of the Irish language among adult learners</p> <p>Jennifer Martyn Gender, identity and foreign language learning ideology: Ethnographic fieldwork in a West of Ireland secondary school</p>	<p>Deirdre Murphy Uniting theory and practice in L2 pronunciation research</p> <p>Hanne Roothoof A comparison of teachers' and students' attitudes towards oral feedback in different educational contexts in Spain</p> <p>David Kim Implementing a lexical approach: Lexis notebooks in EFL settings</p>	<p>Gene Thompson Integrating a communicative approach to teaching English in a Japanese high school context</p> <p>Irma Bochorishvili Factors affecting code switching: The case of Georgian migrants living in Greece</p> <p>Kerrill Costello Multilingualism in Irish Secondary Education: A Review of the Case of Spanish</p>
12:15 - 13:30	LUNCH (not provided)		
13:30 - 14:30	SESSION 28 (NEILL/HOEY)	SESSION 29 (ROOM 3106)	SESSION 30 (ROOM 3126)
	<p>Janica Nordström Online learning in community language schools: Multimodal strategies to negotiate participation and identities</p> <p>Gene Dalton Learning Irish in a virtual world: Can new technologies be effective in bridging the motivation gap in the child's language learning experience at school?</p> <p>Peter Sheekey Narrating selves in an intercultural drop-in centre</p>	<p>Kristin Brogan, Muiris Ó Laoire & Helen Kelly Linguistic and cultural reflections on study abroad contexts</p> <p>Jim McKinley University Students' Quest for Global Identity through EFL Writing</p> <p>Ana Beatriz Pérez Cabrera Mafrá Barreto Language Transfer in the Written Interlanguage of Brazilian</p>	<p>Dana Engel Managing Multilingualism': Concepts for Dealing with Autochthonous and Allochthonous Linguistic Diversity in South Tyrolean Schools</p> <p>Zsuzsanna Renkó-Michelsén Language Death and Revival: Securing the intergenerational continuity of Cornish</p>
14:30 - 15:30	PRIZE PRESENTATIONS, SUMMING UP and Q & A Held in the Neill/Hoey Theatre, Long Room Hub		
16:00 >	FREE TIME Opportunity to take a TCD campus tour, visit the Book of Kells etc.		
19:00 >	UNOFFICIAL SOCIAL EVENT, to be announced. Organised by TCD postgraduate students		

Dr Lid King has extensive experience of languages teaching, materials development and examining at secondary level, and in Adult and Higher Education. As Director of CILT (1992-2003) he played a major part in expanding the work of the organisation, spearheading a range of national and European projects, including the establishment of the Comenius network and the initiation of support for Primary Languages. From September 2003 until April 2011 he was appointed National Director for Languages in England with responsibility for the effective implementation of the National Languages Strategy, and its centrepiece of an entitlement to language learning for all pupils in Primary Schools. Between 2006 and 2007 he worked with Lord Dearing on the “Languages Review” of which he was the co-author. He has extensive experience of languages both in the UK and Europe, has worked for the Council of Europe and the European Commission and has led major European projects. In 2008, Dr King created *The Languages Company*, which continues to promote coherent language policies and pedagogies in England and Europe. **Plenary address title: *Shadows on the wall - the interplay between research and policy.*** It may appear natural to those whose main field of endeavour is research – “seekers after the truth”, that the fruits of such research will inform policy. Indeed policy makers generally claim that their policies are based on “evidence” and “science”, whether this is the science of animal husbandry or the rather softer evidence base relating to language learning. The reality may be somewhat more nuanced, however, as even the key vocabulary – “evidence”, “question”, “answer” for example - can have different meanings for researchers and politicians. Dr King will explore these divergences in the light of specific policies developed in England during the period of the National Languages Strategy (2003-11) relating them also to broader European and global perspectives on language policy. This may give some insight into the potential for research to effect change and also into the limitations of both science and policy.

Professor Christine Hélot is a sociolinguist and researcher in the field of bi and multilingual education, language policy and teacher education. She is Professor of English at the University of Strasbourg. In 1988 she obtained a PhD from Trinity College Dublin for a thesis entitled “Child Bilingualism: a sociolinguistic and linguistic study” and in 2005, an *Habilitation* from the University of Strasbourg for her research on bilingualism in the home and school contexts. She has participated in numerous European research projects on teacher education in multilingual contexts, intercultural education and educational language policies. She has published several books and numerous articles and book chapters in English and French. She is at present editing a book in French on Early Childhood Education and Plurilingualism. **Plenary address title: *From Bilingual to Multilingual Education in France: New challenges, new policies?*** This presentation will propose a critical analysis of language in education policies in France. It will first address the recent European evaluation (MEN/DEP, 2011) of second language learning at the end of obligatory schooling and explain whether new policies have been developed to rethink language education in the 21st century. The gap between the support for bilingual education at school and the lack of recognition of home bilingualism will also be discussed in relation to the models in place for second language learners of French, newcomer students and deaf students.

Professor David Little retired in 2008 as Associate Professor of Applied Linguistics at Trinity College Dublin. His numerous publications and conference presentations on the theory and practice of language learner autonomy have done much to shape international debate. He played a leading role in the Council of Europe’s European Language Portfolio project from 1998 to 2010, co-ordinated two ELP-related projects for the European Centre for Modern Languages between 2004 and 2011, and is a member of several Council of Europe expert groups. From 2000 to 2008 he was director of Integrate Ireland Language and Training, a not-for-profit campus company of Trinity College that was funded by the Irish government to provide intensive English language courses for adult immigrants with refugee status and to support the teaching of English as an additional language in Irish schools. **Plenary address title: *Designing, implementing and maintaining Trinity College’s institution-wide language learning programme: past, present and future.*** It is now twenty years since the Higher Education Authority decided that the Irish universities should create foreign language learning opportunities for all their students and provided them with funding to do so. From the beginning the development and implementation of Trinity College’s “language modules” were supported by research of various kinds, which meant that their distinctive design, including an innovative approach to assessment, soon became well-known internationally. Professor Little’s presentation will begin by setting out the principles that underlay that design – learner autonomy; language learning through language use; collaborative learning; and so on. It will then describe the process of consolidation that accompanied the development and adoption of a version of the Council of Europe’s European Language Portfolio. And it will conclude by considering how recent developments in digital technology give new meaning to the concept of learner autonomy and open up new possibilities for language learning at university.

Roundtables

Three different roundtables will take place on Wednesday morning from 11am – 12pm. The roundtables will allow early career researchers to learn from the experiences of senior academic colleagues as they share their experiences in the areas of career development, publishing and international collaboration. Academic staff from AILA, AILA-Europe, TCD and the national applied linguistic associations of Ireland, Greece, Germany, Spain, Finland and Estonia will form panels for each roundtable. The roundtables are designed to provide an open forum for question and answer sessions on issues that matter to junior researchers.

- Academic career development (Room 3051, Arts Building)
- Publishing (Room 3106, Arts Building)
- International collaboration (Room 3126, Arts Building)

Paper sessions

Paper presenters are asked to prepare a talk of 15 minutes. There will be 5 minutes allotted for questions and answers directly after each talk. The paper presentations are mostly divided into one hour sessions with three papers in each session. Presenters are asked to keep within the allotted time so that there may be time for discussion and to ensure the smooth running of each session. Rooms have a computer and projector, speakers, and internet connection. We ask presenters to bring their presentation on a USB drive, to arrive promptly for their session and to load their presentations at the beginning of the session. All participants are encouraged, where possible, to remain for the whole session to avoid disruption.

Poster sessions

Two different poster sessions are planned, to take place from 1.30pm – 2.30pm in the Ideas Space on Level 2 of the Long Room Hub. The poster presenters are listed below after the abstracts of the paper presentations. Poster presenters will remain beside their poster during their designated session, and will be able to expand on aspects of their project. We encourage all conference participants to use these sessions to view the posters and to talk to the poster presenters.

Prizes

We are happy to announce that the publisher De Gruyter Mouton has provided book prizes for the two best paper presentations and the best poster. Prizes will be awarded during the final conference session on Thursday, from 2.30pm – 3.30pm.

ALEXANDRESCU, Cristina and MIRALPEIX, Imma

Analysing the lexical proficiency in three languages of very young bilingual children learning English as an L3.

English as a foreign language (EFL) is promoted not only in Primary or Secondary education but also in kindergarten. There is also a growing number of children that are introduced to the L3 when they are very young in International Schools with an English immersion programme. However, there is a scarcity of research analysing language development and proficiency in bilingual toddlers that receive this type of education. Two important issues arise in this context. The first one is the question on whether introducing an L3 at a young age may or may not have an effect on the development of the first languages, (this has mostly been explored in relation to the effects of the L2 on the L1, as in Cook 2003, but not often in multilinguals). The second is the lack of comparable standard assessment tools, which makes cross-language evaluation difficult. The present study describes and compares the lexical knowledge in the three languages of a group of Spanish/Catalan bilingual children who follow an English immersion programme at an international school (N=60) and a group of bilinguals attending classes in a school with a regular curriculum, where English is taught for 2 hours a week (N=15). Children in both groups are 3 years old, although those in the immersion group have received an average of 650 hours of exposure to English and those in the regular curriculum school about 78. The English version of The MacArthur Bates Communicative Development Inventories -MBCDI- (Fenson et al., 2007) was administered to the participants in both groups. MBCDI Words and Gestures was used to measure general lexical proficiency and MBCDI Words and Sentences to measure complexity. The test had been previously used to assess language development in monolingual and bilingual children, but not to assess L3 proficiency in multilingual children. The Peabody Picture Vocabulary Test (Dunn et al., 2010) helped to examine children's vocabulary in Spanish and Catalan. Independent sample t-tests were conducted to compare the performance of the two groups in the MBCDI and the PPVT. Results reveal significant differences between the immersion and the non-immersion group in the MBCDI scores, evidencing the advantage of the immersion group in English L3. However, no significant differences were found for the PPVT, suggesting similar achievements in Spanish and Catalan for both groups. Findings with these toddlers in the three languages will be discussed and interpreted in the light of available research on early bilingualism (e.g Gibson et al., 2012) and L3 acquisition. Some considerations on the validity of the tools used will also be presented. Finally, ideas for further research with future longitudinal data will be considered.

ANTONIOU, Vasiliki

Immersive education spaces: Scaffolding L2 development through virtual learning environments.

This presentation focuses on exploring the use and affordances of 3D virtual worlds like Second Life to enable language learning through real-time computer-mediated communication. Despite the tradition related to these environment's original use for online "role-play" gaming, these worlds offer a virtual world setting where the users through a graphic representation of themselves (avatars) can proceed in constructing their own characters with a view to interact with others. Their educational use lies in the fact that they can intelligently combine language learning tasks and language use within a real-world environment. The presentation will describe the current investigations of the educational use of virtual world technologies to help support the creation of meaningful contexts for foreign language learning at the University of Essex. By using this type of platforms what is hoped is to address the problems distance learning students have by being unable to experience the cultural and social immersion when learning a language. This will be a great solution for international students that usually have to attend a four-week English preparation course before their actual studies take place. A working combination of 3D virtual worlds, like SIMiLLE, that was designed in our University (Gardner, Ganem-Gutierrez, Scott, Horan, and Callaghan 2011), and Moodle, that is used as a course management system will be analyzed. The Moodle platform constitutes the bank of documents supporting the EAP instruction offered to university students that receive teacher training in our University. The role for SIMiLLE is therefore to establish the environment for action, communication and collaboration between the students. The study examines how effective were the online designed tasks in enabling the students to recognize academic use of vocabulary when reading and speaking and what was the contribution of the inserted scaffolding clues in the SIMiLLE platform. One of the key ideas and pedagogical principles of the presentation is developed around the term "scaffolding" that relates to the theoretical perspective of Sociocultural Theory since it is perceived as a mechanism to create zones of proximal development (ZPD) for L2 users/learners of English. Viewed under this prism, what Sociocultural theory brings to technologically supported task design and learning, is the opportunity for the virtual world users to engage in social interaction through L2 use, that allows for further probing into the L2 learning processes. While scaffolds used to be provided by teachers or peer learners they can now be programmed into computer software and educational applications and Salen and Zimmerman (2004) believe that users who are given sufficient support and guidance are less likely to become frustrated by repeated failures or to give up under excessive cognitive loads. Therefore, the theoretical background of the research will be presented along with the research questions and methodology followed for the pilot study, including information about the platform, the tasks accomplished by the students and the scaffolding construct that was used to enable online support. Finally, ways forward for the research will be outlined.

BARAŃSKA, Agata

Vowel duration as a stress correlate in advanced Polish learners of English.

English stress, as opposed to Polish, is a distinctive feature in a word. If stress changes, the meaning may be changed as well. Hence, in some homographic pairs of nouns and verbs, i.e. a present and to present, the word stress and subsequent phonetic changes are the only indicator of the syntactic category of such words. Furthermore, stress is a relational feature (Solé 1991), namely a certain syllable is identified as stressed because it is relatively more prominent

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than the adjacent ones within the word. In English, the physical correlates of stress are pitch, duration, loudness and quality (Lehiste 1970). These four parameters have been proved to interrelate in the process of production and perception of word stress in English (Fry 1955, Bolinger 1958, Liebermann 1960, Solé 1984). Conversely, in Polish the stress pattern is defined as either dynamic (Wierzchowska 1980) or tonic (Jassem 1962) and the differences in duration are given the least attention and significance. Hence, the stressed syllables are marked by the pitch and intensity difference in Polish. Viewed from the metrical parameter setting perspective (e.g. Archibald 1998), the difference between the two languages consists in quantity sensitivity, present in English and absent in Polish (Wanek-Klimczak 2002). The above observation prompted the present study in which the predominate aim is to investigate whether, despite the above mentioned differences between Polish and English use of stress correlates, the advanced Polish learners of English do lengthen the vowel within the primarily stressed syllable while producing English word stress. Moreover, it is also crucial to check whether the respondents consider longer vowel duration a conducive stress correlate in the process of identifying the primarily accented syllable within the English words. The study was conducted among 30 Polish students majoring of English, all of whom had received explicit phonetic training covering the word stress in English. The data were collected for production and perception of word stress in selected English homographic pairs of nouns and verbs, with the production data analysed acoustically. Two research questions were formulated: 1. Is vowel lengthening in primarily stressed syllables a cue for Polish respondents in identifying the main stress in English words in perception? 2. Do the respondents consider vowel length an important correlate of stress in English and lengthen it while producing primarily stressed syllables within English words? The results are analysed from the perspective of a possible transfer from L1 in metrical parameter setting and the use of durational cues in perception and production.

BARRETO, Ana Beatriz Pérez Cabrera Mafra

Language transfer in the written interlanguage of Brazilian learners of Spanish as foreign language.

This longitudinal study examines patterns of lexical transfer in written productions by two Brazilian adult learners of Spanish as a foreign language, from the Federal Institute of Rio Grande do Norte, Brazil. The learner corpus employed contains seventy texts with a total of 18.287 words and consists of two subcorpora with 35 productions each, developed as part of the curriculum for five learning levels, between 2007 and 2009 (i.e., they were part of the routine of learning and exercise aimed proficiency and ability expository). In addition, written texts have in common being full texts, regardless of the number of words they contain. Two broad questions guided this research. The first concerns how lexical transfer is manifested in general, and what are the types of lexical transfer produced. The second concerns how lexical transfer occurs in the continuum of written interlingua and if learners' interlinguas of the subcorpora show any intersection point when both have similar academic backgrounds. To identify, classify and explain the errors, theories of contrastive linguistics were employed, particularly contrastive comparisons of lexical phenomena identified as problematic in the analysis of interlingua's writing errors. Also, to define the scope of lexical transfer of the mother tongue was used the model of word knowledge in form, meaning and use of Nation (2001). Analyses of the data indicate that these three aspects of vocabulary knowledge are affected, fixing very similar profiles of lexical transfer errors in the learner corpus as well as in the subcorpora. Moreover, the eight types of lexical transfer found, mostly exhibit profiles with very high frequency of errors in the early stages of learning. Also, the increase or decrease of frequencies of errors exhibited by some types of lexical transfer in interlanguage continuum could reflect certain changes or stabilization in mastering the Spanish language by learners. This study shows the facilitating effect of similarity between topologically related languages, and in a way, that the use of interlingual similarities is an integral part of how people learn languages. Despite the limitations that this longitudinal study presents, such as the small number of informants and written texts that make up the learner corpus, they do not allow their results to be generalized to other contexts, we believe this work provides a contribution to the understanding of the linguistic transfer role and, in particular, the lexical transfer in two related languages such as Portuguese and Spanish in the light of the diachronic (i.e., in the continuum of written interlanguage ELE Brazilian students), a field study largely unexplored, needs to continue to be studied in depth.

BERÉNYI-KISS, Hajnalka

"They should speak German perfectly of course": Teachers' Discourse on Linguistic Diversity in the EFL Classroom.

Multilingualism and linguistic diversity have increasingly become the objects of political and public discourse throughout Europe, their effects being pervasive in all areas of life, including the educational sector. Like in most urban centres, due to relatively recent migration linguistic diversity has substantially grown in Vienna as well. As a result, nearly half of the school-aged population in the Austrian capital has a mother tongue other than German. Often both the institutions and the educators themselves find the situation to be challenging on several levels. The aim of this study is, therefore, to investigate how teachers perceive linguistic diversity and individual multilingualism and how they treat the involved languages as a result. Thus, it simultaneously questions which language use practices are considered as legitimate in and outside the classroom. A further central issue that has been addressed is whether language-related regulations and language policies (international, national, or institutional) inform teacher discourse. The focus of the investigation lies with the EFL (English as a Foreign Language) classroom, as foreign language teachers inevitably need to deal with the various linguistic repertoires of their students. Employing a discourse analytic approach, the study strives to reveal teachers' discursive repertoires on the above mentioned issues. To reach this aim, a series of individual interviews and lesson observations were conducted with teachers of EFL in one Viennese secondary school that has a linguistically mixed student population. It will be argued that there is no entirely unified discourse about the issues connected to multilingualism and linguistic diversity, and there is a lack of confidence about what is the accepted discourse and consequently the accepted practice. With respect to teaching practices this results in a variety of approaches that are not necessarily beneficial in the existing multilingual context. Regarding the concept of mother tongue, there seem to be

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several interpretative conflicts and teachers are uncertain about the notion in general. While they describe their students as multilinguals with competence in German and their heritage language, they simultaneously construct their learners' German competence as deficient, unsatisfactory and non-native like. Importantly, German is the principal language of instruction, which greatly influences how English is taught and how the learners' non-German mother tongues are treated. Teachers' discourse further revealed that students' heritage languages are constructed as illicit. Consequently, their use is explicitly disallowed, sometimes even outside the EFL lesson. What also deserves serious consideration is that teachers do not seem to believe that they can raise or educate children to become multilingual, although this is a clear aim of both EU and Austrian language education policy. In addition they have virtually no knowledge of the curricula addressing issues of multilingualism, which implies that regulations have little effect in practice as they are unknown to practitioners.

BIEN, Olena

Considerations on Language(s) in Multilingual German Classes: The teaching staff's beliefs concerning the educational use of multilingual students' languages of origins.

Alongside professional knowledge, the teaching staff's attitudes and beliefs play a crucial role in the successful handling of migration-related heterogeneity. While various studies are available on the subject for the areas of teaching mathematics and natural sciences, German classes have not yet been the subject of research concerning the attitudes of teaching staff, especially in the context of multilingualism. Against this background, the present paper deals with the extent to which teaching staff perceives migration-related language variety as an asset and uses it to advance the acquisition of German as a first and second language, and to develop the students' language awareness and intercultural competence. Its focus will lie on using the multilingual students' languages of origin for language reflection and comparison. The present investigation is designed as a qualitative study. The data obtained in problem-centered interviews (=30 sec. 1 teachers) are evaluated using the methods of text structure and content analysis. First results point towards differences among teachers with respect to their knowledge and beliefs when handling multilingualism in German classes. In addition to the mainly asset-oriented and deficit-oriented approaches to multilingualism, heterogenic aims and approaches were identified among teachers who used the languages of origin for language reflection as a basis for language reflection in order to develop language awareness and to convey language as being culture-bound in order to raise intercultural competence. On the whole, it can be concluded that the teaching staff's beliefs concerning the handling of multilingualism are, to a great extent, governed by the individual socialization experiences of the respective teacher. Above all, the findings suggest a necessity for cross-institutional training courses, exchange of experience with multilingualism among teachers, and the need to conduct further research on the subject.

BOCHORISHVILI, Irma

Factors affecting code switching: the case of Georgian migrants living in Greece.

Described by Milroy and Muysken (1995) as 'perhaps the central issue in bilingualism research' that occurs in all bi/multilingual societies to a greater or lesser extent, code switching affects everybody who is in contact with two or more languages. As it is logical to expect, there are numerous factors that make CS more or less frequent when dealing with different speakers. Among these factors are some general characteristics of speakers such as their gender, age and style of speech. Some others are the overt and covert prestige factors mentioned in Labov (1972), and Trudgill (1974), as well as the power relations that are described in Gal (1979). Apart from the above mentioned factors, that do not deal with a particular speaker, each speaker's competence in a variety s/he chooses to use as well as speakers' relationships, attitudes, ideologies, etc., undoubtedly play significant role in their choice (Milroy and Gordon, 2003). In addition, another major factor deals with the intentions of each speaker which, as mentioned in Gardner-Chloros, (2009) and Ritchie and Bhatia (2004), play important role in the choice of a variety that is more helpful for the specific reason and with the specific speaker. Based on a small-scale qualitative study of 21 Georgian migrants living in Greece that was conducted as a part of my Linguistics MPhil degree, I will present main factors that caused CS in the above mentioned speakers' conversations. To start with, I will refer to few cases where CS was caused as a result of not knowing or not being able to remember a specific word/phrase in a matrix language which in case of these speakers was mainly Georgian. Also, almost all participants switched from one variety to another when using some everyday expressions that would sound unnatural and might have caused misunderstanding if they were translated. Moreover, as it is the case with numerous studies conducted among different language users, these community members also used CS for politeness reasons when for instance, asking a question that was not answered or showing their objection to what was suggested by someone else. Another factor affecting these speakers' CS that will be analyzed is the lack of a specific word/ phrase in a matrix language, such as the names of different dishes as well as ingredients that are used for their cooking. Various traditional aspects, such as the Georgian tradition of exchanging wishes when dining, also appeared to affect participants in switching from Greek to Georgian so to express their wishes using the same phrases they learned from their parents. Finally the last factor I will refer to deals with the narration of an event in a language it took place; something that seems to enable these speakers to present a more objective view of what happened.

BÖTTNER, Markus

Teaching and Learning German in Ireland: A Dialect-Based Approach to SLA.

Best (1995) postulates that we learn L2 sounds by creating categories for sounds which are new to us and by assimilating those we perceive as similar to familiar L1 sounds with existing categories. Most research on SLA focuses on the target language and, if at all, only provides information on L1 features for purposes of contrastive description. Moulton (1968) and Russ (2010) deal with German as L2 from an English-speaking perspective but solely refer to English as L1. Geographic varieties of the L1 are mostly neglected. Mayr and Escudero (2010) among a few who have

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investigated English varieties and their impact on L2 acquisition. 365 million people in over 40 countries worldwide are generally being lumped in together under one label: 'English native speakers'. However, do dialectal characteristics not have implications in terms of SLA? For example, learners of German from England do not have to be taught the vocalic realisation of <r> after long vowels as this is a characteristic feature of their L1 variety. In contrast, this feature of German differs from American, Scottish or Irish English. Furthermore, a wide-spread assumption is that German rounded front vowels do not exist in English. Nevertheless, this does not apply to Scottish English and northern forms of Irish English; the rounded /e/ (German <ö>) can be heard in words such as do and know, whilst the rounded /i/ (German <ü>) exists in words such as book and school. The scope of my research is teaching and learning German in Ireland. Irish English itself is one of the oldest varieties of English and shares more features with German than other varieties do. Additionally, the language contact between Irish and English adds another layer of transfer to the acquisition of German which, in its own right, shares with Irish its celtic roots. A wide-spread misconception among German teachers in Ireland is that the German ich sound and the fricative in Irish *fiche* and *iche* are the very same sound. This, however, is not true. Flege (1995) states that similar sounds are often more difficult to acquire than different sounds. If two sounds show significant similarities without being totally identical, our perception does not allow for a new category to be made. This is a circumstance is something that, both, teachers and students should be made aware of. In my paper I intend to use the linguistic framework of Ireland as an example for a dialect-based approach to SLA as opposed to the general contrast of L1 and L2. The awareness of one's own native variety and the resulting understanding of general aspects of articulation show great potential to make second language teaching more efficient.

BRASILEIRO, Ivana and RIDDER, Judith

Languages in Urban Communities – Integration and Diversity for Europe (LUCIDE): Multilingualism in Education.

The LUCIDE project aims to develop policy ideas about how to manage the new and more complex citizen communities. It wants to present a comprehensive picture of how communication occurs in multilingual/multicultural settings across the EU and beyond and so to support institutions (councils, schools, hospitals) and national economies to make better productive use of diversity as an economic resource and also to shore up social cohesion by fostering better communication and mutual understanding. Five major issues will be examined during the course of the project: What constitutes "good practice" in language learning for immigrants? How do cities foster social inclusion through linguistic support in social services? How do cities provide for communication and cultural exchange with "neighbouring languages"? How do cities promote intercultural dialogue and understanding by celebrating community cultures in common spaces? Are there any particular challenges for cities for cities which have traditionally been in countries of emigration, but which are now receiving many immigrants? In the first phase of the project, LUCIDE seeks to collect primary data in each partner city on multilingualism/plurilingualism (ML/PL) in 5 different areas: Education; the public sphere; economic life; the private sphere; urban spaces. This phase involves the targeted questioning of selected individuals in the different spheres. In terms of the types of respondents in each sphere, we aim to interview two types of individuals: (i) policy-maker/influencer, and (ii) policy-implementer/user-client-recipient. This 'top-down and bottom-up' approach will provide insights into both the rhetoric and reality of ML/PL in our cities. The interviews will be conducted in October and November 2012. Whilst the long term goal of LUCIDE is to suggest some viable and convincing policy directions to support a vision of the 21st century city, strengthened by its diversity, in this conference I want to present the results we have gathered for the city of Utrecht with a special focus on the Educational sphere. The LUCIDE project is funded by the EU's lifelong Learning Program, Key Activity 2 (Languages)/Networks and will be conducted between December 2011 and December 2014. The cities included in the network are: Athens, Greece; Dublin, Ireland; Hamburg, Germany; Lemesos, Cyprus; London & Sheffield, UK; Madrid, Spain; Melbourne, Australia; Osijek, Croatia; Ottawa & Toronto, Canada; Rome, Italy; Sofia & Varna, Bulgaria; Strasbourg, France, Tromsø, Norway & Utrecht, Netherlands.

BROGAN, Kristin, Ó LAOIRE, Muiris, and KELLY, Helen

Linguistic and cultural reflections on study abroad contexts.

This paper will discuss two related research projects. It will present preliminary data on the influences of the Study Abroad period on developments in learners' self-knowledge and in their linguistic and intercultural development. The first part of the paper will discuss a possible combination/inter-relationship of factors (linguistic, inter-cultural, personal and socio-cultural) following a quantitative and qualitative study carried out with Irish students from six universities in Ireland who undertook study or work placement (Erasmus programme) in Germany/Austria in 2007/2008 as part of their undergraduate studies in German. Drawing on a preliminary analysis of data, this paper will examine aspects of cultural learning, including the dialogical interplay between the German language and culture and Irish language and culture while abroad. The second part of the paper will focus on a group of students following the Medical Commencement Programme (MCP) a foundation program specifically designed for international students of Health Sciences wishing to take their undergraduate degree through English in Ireland. This programme aims to prepare them for third level study through a combination of English language and subject specific courses in an immersion context. In the section of this paper we will discuss aspects of cultural learning by the MCP students and any possible impact on their language acquisition while abroad. The variables used in both empirical investigations draw from a conceptual theoretical framework that includes language acquisition in immersion contexts, adaptation, intercultural learning and identity. The paper will: 1) outline the research questions and their emergence from previous research in the area; 2) describe the methodologies used; 3) point to the significance of findings in relation to earlier studies in the area and compare to the preliminary findings of this study; 4) summarise the results of data yielded by a mixed methods approach: questionnaires,

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language tests, interviews and emails as part of this study; 5) highlight any recommendations for mobility coordinators and students who are preparing for the residence abroad.

CHASIOTI, Filio

The Role of Literature in Promoting Second Language Acquisition and Literary Development.

This paper focuses on the incorporation of literature in English Language Teaching and its effect on second language development. This study was prompted, among others, by second language acquisition theories (i.e. Stephen Krashen's Input Hypothesis, 1985), methodological approaches (i.e. VanPatten's Processing Instruction, 2009) that emphasize the role of input in the course of second language development, as well as by research that highlights the importance of output in the acquisition process (i.e. Merrill Swain's Output Hypothesis, 1995). This study attempted to examine students' responses to the teaching of authentic literary material without any predetermined linguistic focus. This was investigated through a small-scale experiment that was carried out in a private secondary school in Thessaloniki, Greece. A total of 52 students participated in the study. 35 of them were at the junior year and 17 of them were at the senior year of secondary school. Their age ranged between 13 and 15 years. The experiment involved four observation sessions and five teaching sessions. It was hypothesized that through the exposure to authentic literary material students may enhance their language, as well as vocabulary, skills, while increasing their motivation for language learning and cultivating an interest in literature in general. The methodology followed during the presentation of the literary material in the teaching sessions could be seen as part of a broad form-focused approach whose central element was the communication of meaning among students, combined with an incidental focus on problematic linguistic forms. In order to assess the outcomes of the procedure, a questionnaire was distributed to the participants containing 16 items that addressed students' views concerning the lessons, the material used, as well as the teacher's approach. The questionnaires comprised quantitative data which were analyzed statistically using the SPSS programme, as well as qualitative data (in the form of comments) that were discussed separately. The analysis of the questionnaires in question confirmed the initial hypothesis and suggested that the teaching of literature in a communicative environment without a particular linguistic focus may contribute to students' language skills as well as motivation while nurturing a preference in literary pieces in general.

COLLINS, Mandy

Towards a more systematic approach to academic language development in the multilingual post-primary classroom.

The contemporary secondary level classroom in Ireland typically contains a small minority (approximately 5%) of pupils whose mother tongue is not English. These pupils, learning subject content through English as an Additional Language usually participate in mainstream subject classes along with their native English-speaking peers. All secondary level pupils need to develop the language of schooling (Schleppegrell, 2004), including knowledge of appropriate genres and sentence structure, as well as subject-specific terminology. This PhD study aims to answer these research questions: How can academic language development be integrated into mainstream curriculum lessons to the benefit of all students in a multilingual post-primary context? What are students' and teachers' attitudes towards classroom interventions designed to integrate academic language development into lessons? The central aim of the study is to improve the academic language support and subject learning for both native and non-native English speaking students in the multilingual post-primary classroom in Ireland. In the Irish secondary education system, pupils take high-stakes public examinations at the end of the third year (Junior Certificate) and after the fifth and sixth years (the senior cycle). The fourth year, also called Transition Year, is optional and aims to support pupils' personal, social, educational and vocational development. Transition Year pupils are approximately 15 years old. This qualitative, classroom-based Action Research project works with 58 pupils from two Transition Year classes at a co-educational school in the south of Ireland and two of their teachers: a Biology teacher and a Religion teacher. The researcher, teachers and pupils explore classroom interventions: a teaching sequence addressing academic language at the level of genre, a miming activity addressing academic language at the level of sentence and a problem solving activity which explicitly focuses on academic lexical items. Data is collected from the pupils in the form of written comments in individual research notebooks, spoken comments during focus discussion groups and copies of written schoolwork. Systemic functional linguistics and genre theory are used to define 'academic English' in this context. Criteria from systemic functional linguistics are used to describe, analyze and compare texts used in fourth year Biology and Religion classes as well as texts written by the fourth year students participating in the project. With an underlying framework of socio-cultural theory, the study explores various ways of employing language in collaborative learning in the classroom.

COMPTON, Sarah

Creating sign language-in-education plans for multilingual deaf students: Interpreted interactions.

In the last decade, the number of deaf and hard of hearing students in the United States from homes where languages other than English are spoken has more than doubled from nearly 22% in 2000 to over 47% in 2010 (Gallaudet Research Institute, 2010). Historically, the language debate – in which language(s) deaf students should be educated (Lane, 1999) – has centered on English and American Sign Language. Little attention, however, has been paid to other spoken and signed languages. National special education policy requires parents and educators to create annual individualized education plans (IEP) for deaf and hard of hearing students that outline specific academic goals and determine which language(s) will be used as the medium of instruction (IDEA, 2004). For these meetings, schools are required to provide interpreters for parents who use languages other than English. Thus, a significant number of IEP meetings are conducted multilingually and mediated by spoken and sign language interpreters. This paper examines how the

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interaction order (Goffman, 1983) in IEP meetings is negotiated by interpreters and how these interactions influence the development of the IEP goals. In doing so, I draw on data from video-recorded IEP meetings; transcripts of recorded interviews with parents, educators, and interpreters; and fieldnotes from an ethnographic, discourse analytic (Johnson, 2009; Scollon & Scollon, 2004) study conducted in a secondary school located in a large, metropolitan city in the northeastern part of the United States. The findings suggest that interpreted interactions (a) influence the degree to which parents participate in IEP meetings and (b) either challenge or reinforce circulating discourses about multilingualism in deaf education.

COSTELLO, Kerrill

Multilingualism in Irish Secondary Education; a Review of the Case of Spanish.

It is widely recognised that the current level and scope of the foreign language skills of Irish people is below the EU average; according to Eurostat figures for 2010, only 7.8% of students study two or more foreign languages at secondary level compared with 90.8% in France, 25.9% in Italy and 68.9% in the Netherlands (2012). Throughout more prosperous times, high levels of immigration as well as increased globalisation and international trade brought about a huge shift in the cultural and linguistic dynamic of this country. Consequently, the provision of strong linguistic and intercultural competence should feature as a crucial element of a modern education which aims to equip today's students with the necessary skill-set to compete in this multi-cultural Ireland and this increasingly globalised community. This fact has been well documented by stakeholders involved in the provision of education in Ireland, including the Royal Irish Academy (2011), the Department of Education and Skills (2005), and the National Council for Curriculum and Assessment (2005), as well as industry leaders and social partners (Faller 2010, Kerr 2011). With approximately 328 million speakers (Ethnologue, 2012), Spanish is the second most widely spoken language in the world. Thus educating students to become proficient in the Spanish language and providing them with an understanding of Hispanic Culture will serve to open the door to this vast Hispanic community. Whereas demand for other modern foreign languages in Irish secondary schools is falling, numbers of students taking Spanish are at an all time high and rising still. If this anomalous demand is correctly harnessed and sustained, stakeholders involved in language education can work towards achieving their objectives of promoting multilingualism and improving the general foreign language skills of Irish people. This paper will provide a detailed review of the context of foreign language learning in Ireland with particular emphasis on Spanish. I will begin by outlining the Spanish syllabus for secondary level, as well as recommended teaching practices, prescribed classroom materials and examination parameters. I will then go on to discuss the recent increase in demand for Spanish at Junior and Leaving Certificate level, comparing these data with those of the other mainstream modern foreign languages based on statistics published annually by the State Examinations Commission. I will also briefly discuss the current status of foreign languages and foreign language learning in Irish society, as well as any policies, initiatives, provisions and strategies in place for the promotion, development and support of foreign language learning in Irish secondary schools.

DALTON, Gene

Learning Irish in a virtual world – can new technologies be effective in bridging the motivation gap in the child's language learning experience at school?

International linguists are continuing to investigate the potential of technology enhanced approaches to second language acquisition. New and emerging technologies show great promise as tools to facilitate language learning, although the challenge of optimising and applying these technologies effectively in individual contexts is on-going. The pilot study presented in this paper aims to give an initial assessment of the suitability and efficacy of the virtual world as a language learning environment for young children learning Irish as a second language. Irish is a compulsory subject in Irish schools but only a minority attains fluency through the English-medium school system. The widespread failure of the Irish education system to enable Irish language acquisition has stimulated much discussion in the teaching and research community, but thus far attempts to solve this issue have been largely unsuccessful. This study focuses on children attending English-medium schools in Ireland who may be struggling to achieve communicative competence, and aims to address the problem through developing novel ways to teach Irish as a second language using technology. Building on existing research in the area of task-based language teaching, form-focused instruction and the use of narratives for language learning, key insights will be adapted to a virtual world environment using computer-mediated communication to develop learners' communicative competence in the Irish language through a framework of collaborative narrative tasks. The interactive nature of the virtual world environment could support a communicative approach to language learning, and may provide additional motivation and incentive to children who at times struggle to engage with the Irish language. The pilot study presented here is part of a larger project that aims to monitor and assess pupils' language production over time during a sustained participation in the virtual world learning tasks. The pilot will inform development of the more substantive school trial phase and will be carried out in conjunction with Bridge 21, an innovative learning and research centre based in Trinity College which aims to use 21st century technologies to impact and shape pedagogy and practice in the Irish educational system. The participants (n=25) will be primary school children, aged 9-10 years. The pilot will explore the pupils' motivation to learn within this new environment along with examining the impact of the virtual world on their linguistic engagement during the tasks. This paper will report preliminary findings from the pilot study, focusing on the pupils' engagement and motivation, along with identifying emerging strengths and weaknesses of this particular language learning model.

DILLON, Geraldine

An investigation into the effect of instructed formulaic sequences on the oral fluency of second-level students of Irish.

There is strong interest within language learning research in the contribution formulaic language can make to oral fluency. Formulaic language is pervasive in spoken language. Competence at any level in one's use of language requires, among other things, a measure of competence in the use of formulaic language. In addition, automaticity is recognised as central to fluency in language production, and is a core aspect of formulaicity. The main aim of the proposed treatment is to investigate the effect of instruction in formulaic sequences on the spoken fluency of second-level students in Irish. I have designed a unit comprising of twelve classes and employing a variety of activities. These activities are well established in the promotion of fluency work, and some are currently being researched with regard to their precise effect on fluency. Two central activities in the unit are the shadowing of speakers, and pushing narrative delivery within progressively shorter periods of time. Two types of formulaic sequences are given intensive treatment: discourse markers and sentence builders. These formulaic sequences are first presented to students in the spoken narrations of native/fluent speakers. Treatment progresses from noticing activities to more concentrated memorisation and production work. Pre-testing and post-testing of students will be analysed employing a range of fluency measures using Praat. An approach of this nature to the teaching of spoken Irish is new to Irish secondary schools, both in its focus and in the methodologies employed. Irish is paradoxically both our first language and a minority language, and is under considerable pressure within the educational system, as well as within Irish society. It is hoped that applying methodologies underwritten by research in Applied Linguistics may contribute to an ease in oral performance and greater enjoyment in speaking Irish. My presentation will begin by outlining the theoretical underpinnings of the research. This will be followed by an account of the treatment, and some comments on its delivery. Any preliminary findings will also be presented.

DMITRENKO, Violetta

Research on language learning strategies used by multilinguals in L3 (or L4, Lx) acquisition.

European language policies aim to protect linguistic diversity as "at once a shared heritage, a wealth, a challenge and an asset for Europe" (Council of Europe, 2008). In its "European strategy for multilingualism" adopted in 2008, the Council of the European Union states the objective for all the European citizens to be able to speak at least two other languages in addition to their own mother tongue. This goal represents a challenge both for learners and educational systems. Therefore, the Council of Europe invites the member states and the European Commission to strengthen lifelong language learning, and to "encourage the learning and dissemination of European languages, by making use of innovative tools [...] and approaches such as those based on the intercomprehension of related languages." (ibid, 2d). The aim of this paper is to present our PhD research (in progress) on strategies used by multilingual adults in L3 (or L4, Lx) acquisition of European languages. Although research into language learning strategies emerged in the late 1970s, and identified strategies that made good language learners more successful, it seems to be focused mostly on second language acquisition with English as a native or second/foreign language, rather than on fostering the learners' multicompetence in several languages. Our main hypothesis is that multilinguals end up developing their own specific strategies, which are different from those of second language learners. Research in the area of intercomprehension and cross-linguistic influence in multiple language learning seems to indicate that among the variety of language learning strategies, the cognitive strategies concerning the cross-linguistic transfer could be of use for more effective language learning (eg Meissner, 2004). Our pilot study, based on the Gibson & Hufeisen project (2003) and influenced by the ideas of tertiary language learning, intercomprehension strategies, and receptive multilingualism, confirmed the findings of different studies as to the use of cognitive strategies such as inferencing and previous knowledge transfer, word identification, and the choice of a language as a transfer base when the languages involved are typologically close. However, in the next phase it seems necessary to focus more on the wider range of language learning strategies used by multilinguals, by applying different types of questionnaires for a larger number of participants. We hope to present our results in June, at the 5th Junior Researcher Meeting in Applied Linguistics.

DULIO, Nathalie

Vocational Education in a Multilingual Environment: French-speaking Apprentices in Biel-Bienne.

Biel-Bienne is a bilingual (French and German), or rather multilingual (due to immigration) city in the Canton of Berne, Switzerland. Furthermore, because of the use of Swiss German dialects and Swiss Standard German, a diglossic situation can also be observed. This current research project focuses on how the, often monolingual, French-speaking apprentices deal with this polyglottal situation and aims at revealing apprentices' language acquisition as well as analyzing the development of their language skills. The study is part of a larger research project by the universities of Fribourg, Berne (Switzerland) and Lund (Sweden) concerned with multilingualism over the lifespan. In Switzerland apprenticeships are carried out on behalf of a dual system. This means, that the apprentices usually spend one to two days at school doing vocational training and the rest of the week at their place of work. With the exception of language classes, schooling is usually solely carried out in French. However, the apprentices are exposed to multilingual and diglossic environments at their workplace. Consequently, the apprentices find themselves oscillating between monolingual and multilingual environments. It is assumed that Swiss German dialects are mainly acquired due to frequent contact with the dialects. However, as observed in this study, not only the amount of exposure to a language influences its acquisition, other factors, such as motivation, identity, intelligence, ideologies, attitudes and learning style, influence acquisition as well. The data for this study was mainly gained by means of quantitative and qualitative research methods, i.e. questionnaires and interviews. A questionnaire was distributed to all the French-speaking apprentices in Biel-Bienne and information about the apprentices' language biographies, their social networks, and their motivation of

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acquisition was gathered during individual interviews. Other interviews were also carried out with experts in the field, such as the directors of the vocational schools and people working for the board of education of the Canton of Berne. The investigation also comprises the assessment of the adolescents' Swiss German dialect skills by means of a language comprehension and production indicator-test. In a paper presentation, I would first like to present how vocational schooling functions in the multilingual environment of Biel-Bienne and how languages and language acquisition assume a central role here within. Secondly, I would like to show how the apprentices of the French-speaking minority experience their multilingual vocational training as well as their language acquisition. My paper would not only concentrate on explicit language learning at school, it would also look at implicit learning at the workplace.

ENGEL, Dana

“Managing Multilingualism” – Concepts for Dealing with Autochthonous and Allochthonous Linguistic Diversity in South Tyrolean Schools.

Due to the general opening of markets, borders and ways of communication, migration processes have also been notably affecting the autonomous province of South Tyrol, Italy, since the mid-1990s. There have been major changes in the population structure and also in terms of extended (linguistic) diversity. Nowadays, multilingualism in South Tyrol neither only refers to the presence of three officially recognized languages – i.e. German, Italian and Ladin – nor does it end with including formally taught foreign (and second) languages. It rather comprises also the so-called languages of origin or family languages of those pupils and students whose families have (more or less) recently come to this region of North Italy – a region with a long (if not always peaceful) history of diverse social and language fabric. While local institutions of education and school administration have been guided by approaches of their respective German- or Italian-speaking reference countries or regions, it needs to be defined in how far South Tyrol itself does already hold effective concepts for dealing with “old” (autochthonous) multilingualism and whether these concepts may be applied to also managing “new” (allochthonous) multilingualism within the inclusive system of education. The EURAC project “One School, Many Languages”, which has been initiated in cooperation with both the German and the Italian Pedagogical Institute, aims at finding out how multilingualism is perceived, managed and utilized in South Tyrolean schools. Research also focuses on how schools can overcome the established but often restrictive boundaries of language policy and language planning in order to meet the needs of plurilingual individuals while preparing all students for the demands and challenges of living in a multilingual society. The results of the project's pre-study (2012), conducted in a survey of 10 schools among school principals, teaching staff, students and their parents, reveal how diverse the situation is – both in terms of students' linguistic backgrounds and also with regard to the schools' concepts of dealing with multilingualism. However, the study also indicates a great need for systematisation, a growing demand for professional exchange and further qualification, and a huge potential of expanding and adapting the existing approaches, concepts and methods for dealing with the actual language diversity at all schools. Within the three-year project guidelines, workshops, and supporting material as well as specific class projects will be developed for an adequate promotion of language competences in increasingly diverse learning environments. Particular attention will be directed at students whose first language(s) differ from the language(s) of instruction while fostering the linguistic and intercultural competences of all class members. Moreover, an evaluation study is being conducted for assessing the effectiveness of the project's activities and schools' development in the sense of further establishing the overall educational target of promoting language awareness and multilingualism.

FERRANDIS, Esther

A corpus study about expletive subjects in L2 English.

This study wants to contribute to the debate about the nature of cross-linguistic interference by determining how much of the non-native grammar (L2) is given by the learner's L1. This topic has been one of the most extensively discussed theoretical issues in second language acquisition (SLA) research (Towell & Hawkins, 2001), and also a very controversial one, tied in with the different theoretical approaches to SLA through history. With this purpose in mind, a corpus study was carried out using the WriCLE corpus, a written corpus of academic essays with 700.000 words written by L1 Spanish learners of L2 English and compiled at the Universidad Autónoma de Madrid (Rollinson & Mendikoetxea, 2010). 75 texts from 75 different university students of English Studies and English Philology with different proficiency levels were randomly selected and manually annotated using the software UAM Corpus Tool (version 2.7.2) (O'Donnell, 2008). The Principles and Parameters (P&P) Approach was used as my broad theoretical framework, and focusing more precisely on the Null Subject Parameter (NSP), I analysed the role the L1 (Spanish), a [+pro-drop] language, has in the acquisition of overt expletives (it, there) in L2 English, a [-pro-drop] language. As the literature has pointed out, expletives perform a very important role in L1 acquisition, as English children use them as the instruments to reset their initial [+pro-drop] language value into their final [-pro-drop] one (for a further discussion see Hyams et al. 1986, Hyams & Wexler, 1991, Ruiz de Zarobe, 1986). I proposed three main research questions in this study: (RQ1) Are overt expletives of English (it, there) problematic for Spanish learners? If so, are they problematic at all proficiency levels? (RQ2) Do Spanish natives initially transfer their L1 parameter value (use of Ø expletive) when acquiring English as a second language? (RQ3) If they do so, are learners able to reset completely their L1 parameter [+pro-drop] to the English one [-pro-drop]? In order to answer these research questions an annotation scheme was designed in order to account for the referentiality of the subject, the type of predicate it appeared with, the word order it appeared in and its overall grammaticality or ungrammaticality. A total of 681 expletive subjects were found in the texts selected for the study (expletives there, it and use of Ø expletive) and the results found confirmed partially RQ1 and RQ2, as only expletive it was problematic in all levels, whereas expletive there was not. However, all groups used Ø expletive, which shows that Spanish learners tend to transfer their L1 parameter value. As for RQ3, I did not expect a full acquisition of this parameter and thus not a full

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resetting of their L1 setting. This hypothesis was confirmed by my results, which indicate that Spanish learners of L2 English never fully master the use of expletive subjects, not even in advanced stages of the learning process.

FLYNN, Colin J.

Attitudes and orientations towards varieties of the Irish language among adult learners.

This presentation seeks to address a gap in the research literature dealing with Irish language learning. A great deal of research has focused on the attitudes of the general public, as well as those of learners at the primary and secondary levels, towards the Irish language. To date, however, very little research has considered learners' attitudes towards varieties (L1 and L2) of Irish. For a number of theoretical and practical reasons, the suitability of native speaker norms as a model for English language learners has been called into question (e.g. Cook, 1999; Lee, 2005). In the case of minority language learning, however, the native speaker is often associated with symbolism, continuity and idealism (Ó Baoill, 1999). Yet, in the Irish context this idealised image of native speakers is complicated by the limited contact many L2 learners have with L1 speakers. In the present paper, selected findings are reported from an on-going study designed to investigate adult learners' attitude and orientation towards the achievement of native speaker norms in Irish. A mixed methods research design was used to survey learners attending courses in Dublin and three Gaeltacht (Irish-speaking) villages, in order to investigate their motivation for learning Irish, their attitudes to varieties of the language and whether they would (ideally) like to adhere to the norms of L1 speakers of Irish. In the presentation this study's findings, attention will be drawn to particular variables that appear to influence learners' attitudes to different varieties of the language and their desire to model their Irish on any of these. Implications of these findings for the teaching of Irish to adult learners are also discussed.

FRONHOFER, Nina-Maria, FETZER, Anita, and HERBERT, Cornelia

Emotive expressions in a second language.

Communicating one's emotions via language – be it L1 or L2 – is an intrinsic part of all kinds of social interactions. From a second language learner's perspective, however, this may be highly non-trivial. Cultures or languages differ in using a specific affective set of structures for underlying emotion concepts, e.g. interjections, metaphors, voice(s) to name but a few. Note that besides different ways of expressing – what seems at first sight – identical emotion concepts, the concepts themselves may vary (Pavlenko, 2008). Taking all this into account, the “language-appropriate” display of emotions has to be (re-)learned during the process of (affective) language socialization in order to avoid unwanted perlocutionary effects (Dziwirek, 2010; Dewaele, 2008). The goal of the presentation is twofold: First, we would like to show the results of our both contrastive and cross-sectional pilot study on emotive expressions in a sample of native speakers and L2 learners with different proficiency levels (B1-C1). Second, we would like to point out some implications for the teaching of pragmatic competence. A corpus of short English narratives written by German students learning English as L2 was collected. The learners reported on highly emotional topics related to their own life-experience. Sociolinguistic variables were recorded with the help of a questionnaire. The analysis focused on the question of how conceptualizations of emotions in L2 discourse change in the course of language socialization. Apart from the number and diversity of emotionally charged words (considering dimensions like valence and arousal) the quality and quantity of emotion categories, scripts and frames was taken into account. The analysis was conducted in two steps: (1) Native English and German narratives were contrasted in order to find out about language-specific emotive dispositions. German natives, for example, tend to be rather direct, explicit, self- and content-oriented and ad-hoc in their expressions (e.g. “Können Sie bitte etwas weiter nach vorn rücken, andere Leute wollen auch noch einsteigen!”). English natives, however, differ greatly concerning these very dimensions and would – in the case of this “aggressive” example – certainly be offended (House, 1996); (2) English learner texts of different proficiency levels were compared in order to describe the temporal dynamics of emotive expression. Additionally, the learner texts were contrasted with the native English baseline data in order to find instances of developed “language-appropriate” emotion display. Learners of an intermediate level tend to transfer emotive dispositions from their L1 to the L2 in a fairly straightforward manner. Proficient learners start to make “English” communicative choices (e.g. more indirect speech acts), tend to use L2-specific communicative strategies considering their interlocutors' personal needs. The results showed that, in the course of language socialization, there is a significant qualitative and quantitative change in language learners' use of emotive expressions and of interpersonal communicative strategies. These results need to be operationalized for the development of appropriate teaching material enabling the learners to consider not only the language-specific emotion lexicon but also L2-preferential pragmatic and discursive strategies.

GANS, Anne and GERCKENS, Caroline

“I didn't really understand what it was about, but it really made fun.” A longitudinal corpus-based study of tense/aspect and high-frequency verbs in learner English.

Our study explores the use of tense and aspect as well as phraseology of high-frequency verbs such as make, do and come in the written performance of intermediate to advanced German students of English and their progress under different instruction conditions over a period of one year. Our data come from LONGDALE-GE, the German branch of the international LONGitudinal DAtabase of Learner English project. Methodologically, we combine corpus methods with methods so far reserved for Second Language Acquisition. LONGDALE was initiated in 2008 by the Centre for English Corpus Linguistics (CECL) at the Université catholique de Louvain (UCL) and is an international cooperation compiling a longitudinal database of texts written by intermediate to advanced adult learners of English. Data collection of the German sub-corpus began with the first cohort in October 2011 at Leibniz Universität Hannover (LUH) and will continue until July 2014. Our analysis is based on three texts written by the 75 students with complete learner profiles. The bio-data show that this cohort is relatively homogenous in terms of L1, age, social class, exposure to L2 instruction,

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language level (level B2 in the Common European Framework), and in the seminars taken during the first year of study. The cohort is heterogeneous in terms of gender, level of exposure to the L2 in an L2 country, and degree aim. At the beginning of their first semester of study, the participants wrote the first text: a history of their English learning experience. This text constitutes the pre-test for our study. In the second semester of study, every student attended a grammar seminar and at the end of that semester contributed two texts: one argumentative essay and one expository essay. The two essay texts serve as the post-test to determine how the grammar instruction in the intervening time has improved the students' performance. The grammar instruction is an amalgamation of Process Instruction (PI), Meaning-based Output Instruction (MOI) and Meaning-based Drill Instruction (MDI) (cf. Keating & Farley 2008, Van Patten 2004). The instruction of the two areas under investigation differed in that the grammar seminar contained explicit instruction on tense/aspect but not on high-frequency verbs. Thus students focussed on their usage of tense/aspect explicitly but were expected to acquire implicit phraseological competence in high-frequency verbs. On the basis of these students' data, we investigate whether the students' output exhibits a significant difference in the error frequency in these two areas and what the pedagogical implications can be for language instructors assisting students to attain idiomatic expression and near-native proficiency.

GRUHN, Mirja

“He is Kosovar Albanian. He will fail. Kosovar Albanians always fail” – German teachers' attitudes towards migrant children.

National school systems consider themselves as equitable. For this reason it is their duty to provide equal opportunities to all children, and to support them in their individual potentials, regardless of their ethno-cultural origin. For the majority of OECD countries, however, cross-national studies of pupil achievement (PISA, TIMMS) revealed significant differences in educational levels between children and adolescents with and without a migrant background. Teachers' beliefs, teaching practice and attitudes are crucial for understanding and improving educational processes as they influence students' motivation and achievement. Using the concept of habitus originally proposed by Bourdieu, Gogolin (1994, 2002) shows that the prevailing linguistic habitus of teachers in Germany, i.e. the linguistic self-concept that allows them to act routinely, is essentially monolingual and monocultural. The “monolingual habitus” renders them incapable of understanding and appreciating their diverse students and is built on the fundamental myth of uniformity of languages and cultures in a nation-state, “secured by the traditions of the education system itself” (Gogolin 2002:133). In my paper I will present data on teachers' attitudes towards migration and multilingualism in Germany and analyze how the latter influence their behavior in the classroom. The study which is part of my Ph.D.-Thesis seeks to reveal if the monolingual habitus is still partially responsible for migrant students' failure at German schools – 10 years after the publication of the first PISA-results. Data was gathered by using a mixed-methods design including interviews with high school teachers, classroom observations and the analysis of official school (policy) papers. The data leads to the assumption that teachers are clearly making a difference between “German” and “foreign” students - regardless of their place of birth or nationality. Thus, we may conclude that they are aware of the complex multicultural and multilingual setting in their classroom. Moreover, the majority of the teachers participating in my study acknowledge the efforts of the “foreign” students to cope with the German classroom but also state that these students usually perform worse than the “Germans”. What is worse is that both, teachers of humanities and sciences hold the linguistic and cultural backgrounds of these children responsible for their performance, not classroom management. Their cultural beliefs about students' backgrounds directly influence their expectations of the students' performance. Data shows that children and adolescents whose parents immigrated from Turkey or the Middle East are supposed to have grown up without much formal education, missing out on family support and are therefore bound to fail. This stereotypical mindset lead to a constant discrimination as students tend to adapt their school performance to teachers' expectations.

HAZEL, Spencer

Choosing a language in international office service encounters – from multilingual miscellany to medium-of-interaction in a matter of seconds.

In higher education settings characterized by increasing transnational student and staff mobility, members are required to navigate dynamically fluctuating participation frameworks and their contingent language scenarios. Although some interactional settings have institutionally implemented rules or norms relating to which language is the designated medium-of-interaction, this is not the case across all settings. In those linguistically hybrid and diverse settings (Preisler et al, 2011) where language choice is not institutionally predetermined, language choosing (the act of selecting or negotiating a medium of interaction) becomes a relevant activity in which interlocutors are engaged. Within established groups, these practices can rely on prior experience and knowledge of other members' linguistic backgrounds. However, in encounters where participants have no prior knowledge of one another, language choosing is negotiated from the outset. This paper reports on interactions between administrative staff and students at an International Office help desk, situated at a Danish university. Here, staff and student cohorts are made up of both local and ‘international’ members, with the help desk service providing support for both incoming and outgoing students participating in study exchange programmes such as ERASMUS. Specifically, this paper demonstrates a number of practices through which culturally and linguistically diverse members are able to settle upon a language for conducting these service encounters (which in this case is usually Danish or English). I show how the opening sequences have a built-in mechanism for avoiding language misalignment and subsequent medium repair (Gafaranga, 2000). Moreover, the way in which these steps for opening an encounter are sequentially organized displays an institutional orientation to which party has superior rights for selecting the medium of interaction. This paper is part of a larger study of interactional competence (Hall, Hellerman & Pekarek Doehler, 2011) in the multilingual setting of an internationalizing university. As such, the project investigates the range of competencies that come into play in participants' co-construction of situated social practices. Included in these

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is “the flexibility to navigate in dynamic language scenarios, and to be able to make the most of what the latent linguistic diversity of internationalized universities has to offer” (Hazel & Mortensen, in press). The data consist of 90 video-recorded service encounters. These are subjected to a multimodal interaction analysis following the ethnomethodological tradition of Conversation Analysis.

JORDENS, Kathelijne

Turkish in Dutch or Dutch in Turkish? Valorising linguistic diversity in Flemish primary education: the case of Turkish speaking pupils in Limburg (Flanders).

'Valorising linguistic diversity' (VaLiDiv) is a project about multilingualism carried out by the universities of Ghent, Leuven and Brussels. The key motive of the Validiv-project is rooted in the observation that the diverse linguistic repertoires of pupils are not valorised in the Flemish primary education. That is, the existing linguistic competencies of pupils are rarely used as didactic capital and are mostly excluded from the learning process. Nevertheless, the valorisation of these linguistic repertoires might come with gains both for the quality of the educational processes and for creating an equitable learning environment (in terms of educational equality and equity). Hence, Validiv aims to include the multi-linguistic competences of pupils in the educational process. To this purpose, the project has developed tools that enable the valorisation of linguistic diversity in primary education in three regions with a multilingual population (Brussel, Gent and the 'Mining areas' in Limburg). These tools are being implemented and at the same time a large-scale research study is carried out into the impact of the tools. Within the context of this larger study, my PhD study focuses on the use of linguistic repertoires by bilingual children in the mining areas in Limburg. A considerable amount of the pupils in primary schools in this region is bilingual Turkish-Dutch. However, language policy in most schools is strictly 'Dutch only'. Therefore, in my PhD study, I will introduce a multilingual space in which the use of Turkish is allowed, and even encouraged, in order to understand how the use of Turkish can contribute to both cognitive and socio-affective processes. More specifically, I will look into the effects of the use of linguistic repertoires on pupil interaction and task performances in schools with a Dutch-only policy. The research questions are (1) When and why do bilingual pupils (Turkish-Dutch) use Turkish? (2) What is the effect of the language choice of bilingual (Turkish-Dutch) pupils on the quality of their interaction and on the quality of their task performance? (3) How can we describe the interplay between the use of linguistic repertoires, school well-being and language attitudes? To answer these research questions, we use a hypothesis generating, explorative design, which makes use of qualitative research methodologies, such as non-participant observations, semi-structured interviews, stimulated recall and focus groups. In this paper, the research design of my PhD study will be presented, as well as the preliminary results of a substudy of eight Turkish-speaking pupils in a school in Limburg, where Dutch is the main medium of instruction.

KANGASVIERI, Teija

The motivation to learn foreign languages among Finnish students at the upper level of comprehensive school.

Studying foreign languages has significantly decreased in Finnish schools since the mid-1990s. According to educational statistics, Finnish youth do not seem to be particularly interested in studying foreign languages at school anymore. In 1996, almost 43% of the students chose and studied an optional language at the upper level of comprehensive school. In contrast, in 2010 only approximately 15% of the students made the same choice. This phenomenon might be the result of weak motivation to learn a second / foreign language (L2 motivation) and the inability of current language teaching methods and practices to respond to the motivational needs of students. Therefore it is crucial to study closer the motivational structure of students. While L2 motivation has been studied and theorized widely and from various perspectives during the last fifty years (Dörnyei & Ushioda, 2009; Dörnyei & Ushioda, 2011; Gardner 2010), the research in this area has mainly focused on the L2 motivation of pupils studying one specific foreign language at a time (e.g. English). The motivational differences between a motivated and an unmotivated language learner have, on the other hand, not been studied as widely. The aim of the present study is to analyze the structure of L2 motivation of Finnish students by comparing the motivational strength and motivational structure of motivated and unmotivated students. In my study I hypothesize that the dimensions of motivational structure are different between motivated (i.e. those who study optional languages in addition to compulsory languages) and unmotivated (i.e. those who study only compulsory languages) students. Additionally, the impact of parents, friends, teachers, and other background factors (gender, languages used in the family, previous language studies and success in them, language use and interest in languages as a hobby, future plans) on L2 motivation will be studied. In this paper I will present my own research framework and some results from my study. The data is currently being gathered with a large-scale e-questionnaire and will be analyzed statistically. The sample in the study is over a thousand ninth-graders at the upper level of comprehensive school. About one half of the answers come from pupils studying optional languages (German, French, Russian, and Spanish) in addition to the compulsory language (in this case English). The questionnaire is constructed on the basis of earlier research in the field, and includes additionally a wide range of background questions. The results of the study can be used for improving students' motivation in foreign language studies by developing language teaching methods that fit the students' different motivational structures and personal needs. Additionally the information gained from the study can be utilized in language education policies, for example in planning language programs both nationally and locally in municipalities and schools.

KARACIC, Yvonne

Language Project Canada - a strategy for supporting the foreign language development of multilingual low-proficiency students.

Recent DESI and PISA studies have shown that German students, especially “low-proficiency students”, display relatively poor reading and writing skills in German and English. Illiteracy remains an acute problem, especially in inner-city schools. 22.3% of German students are below competency level I in German reading skills, while almost 80% of low-proficiency students fail to meet minimum standards in English reading comprehension. In all too many cases, students are often barely capable of writing a complete English sentence even after six years of English. Teachers in the German Hauptschule (school for low-proficiency students) and Sonderschule (school for special needs students) complain about the impossibility of teaching foreign languages because of students’ lack of literacy skills in German, especially due to the high percentage of language-minority students. This corresponds to the general situation in all European countries, where disadvantaged students, especially language-minority pupils, do not perform as well as their peers. In Germany, teachers complain that because students are neither motivated nor capable of learning a foreign language, the whole concept of teaching English to “low-proficiency students” and “special needs students” should be called into question. And yet, the use and knowledge of English plays an ever more central role in Europe, and thus represents a necessary skill for all students, especially for special needs students and low-proficiency students. Therefore, given both these myriad difficulties and the increasing importance of English, new approaches are needed to help these students develop their language skills. This will require a combination of, first, meaningful tasks that provide motivation and help develop an understanding for the importance of language usage, and second, a systematic approach involving the kind of multi-sensory teaching that is essential for low-proficiency students. In my paper I present a project based on just such a combination of a multi-sensory approach with task-based learning for teaching to low-proficiency and special needs students. The language project “Canada” will be designed and prepared with teacher trainees from the Goethe University in Frankfurt, Germany, and with English teachers at the Weißfrauenschule (school for low-proficiency and special needs students) in downtown Frankfurt. The ideas, the developed material and the results of the project will be presented at the conference.

KIM, David

Implementing a lexical approach: Lexis notebooks in EFL settings.

It has become clear from mental lexicon research that vocabulary acquisition is central to progress in L2 proficiency. Especially in EFL settings where exposure to and the use of the L2 may be limited, vocabulary intake as the explicit target of learning has been found to be a necessary dimension of L2 language instruction. In connection, on the basis of the mental lexicon-as-a-network perspective, a lexical learning tool, referred to as a lexis notebook, which involves a wider variety of lexical aspects than vocabulary notebooks, was devised for L2 vocabulary learning. The present study examines the effects of the lexis notebook on tertiary-level Korean learners of English in South Korea. This presentation will focus on: a) the design features of the lexis notebook, b) the procedure involved in its implementation in a language programme, c) the post-test developed to gauge its effects and d) some preliminary findings of the ongoing study.

KOPEČKOVÁ, Romana

The role of age in third language phonological acquisition.

The increasing spread of multilingualism worldwide has led to a growth of interest in the investigation of multilingual behaviour over the years. Although much of the research in the area has focused on socio-linguistic, cultural and/or educational aspects of multilingualism, a systematic enquiry of multilingualism from a psycho-linguistic perspective has recently attracted much academic attention (e.g. De Angelis and Dewaele, 2011). The question of how third (L3) or additional languages are organized in the multilingual mind has been addressed mainly in respect of the linguistic areas of lexis, morphology and syntax. In the realm of L3 phonology, however, empirical research remains scarce, and what exists is oriented towards an investigation of cross-linguistic influence in the acquisition of L3 speech by adults (Gut, 2010; Hammarberg and Williams, 1993; Wrembel, 2010). It is important that learners of diverse age groups are included in further psycho-linguistic research in this area if we are to arrive at a better understanding of how multilinguals develop and organize their phonetic systems. The present paper reports on the initial findings from a longitudinal study examining Spanish segmental acquisition by child and adult L3 learners, who were acquiring the target language as beginners in a formal learning setting in Germany. An acoustic analysis of spontaneous speech produced by the learners in their three languages (German, English and Spanish) was performed in order to examine the direction and degree of cross-linguistic interaction in their L3 sound production. The paper will offer an account for the different outcomes associated with the two groups of learners, with a special focus on the role of L3 input and cross-linguistic awareness in the learning process. A discussion on both short- and long-term effects of early starting age on L3 phonological acquisition will be set within the current debate on early language learning in the European educational contexts (e.g. Muñoz, 2006).

KRAKENBERGER, Etna Rosa

“Jo wunderbar so im apriu kann man nicht mehr erwarten, capisci?” Multilingualism in a German language class for retired Italian migrants in Berne.

Our proposal presents some aspects and results of a project of the University of Bern dealing with the consequences of retirement on multilingual competences. Referring to De Bot (2007), who defined “language related major life events” as moments in life relevant for changes in multilingual competences, we assume that retirement can be a turning point in a language biography. Firstly, there are phenomena, such as the cessation of the use of a foreign language, which was formerly related to work. Secondly, retirement might elicit the improvement of foreign language skills as a way to spend excess time after retirement or as a “cognitive exercise”. Many language schools have identified the people of advanced

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age as a group of major interest and increasingly offer so-called 50+ (fifty plus) courses in their curriculum. Furthermore, the concept of lifelong learning is increasingly gaining importance, as the reference by the European commission (LLP) indicates. However, most of the programs are intended for educated middle-class people and there are considerably fewer offers for people who are less familiar with learning environments in general. The present paper aims at investigating the multilingual setting of an offer of the second kind: a German language course designed for retired, established Italian workforce migrants living in the city of Berne, Switzerland. The multilingual setting is given by the facts that migrants living in Berne are confronted with diglossia (Standard German and Swissgerman dialects), that the Canton of Berne is bilingual (German and French) and that the migrants' mother tongue, Italian, is one of the Swiss national languages. As previous studies have shown, most of the Italian migrants have difficulties with the acquisition of Standard German due to the diglossic situation (Werlen, 2007) or never even learnt any of the German varieties. Another outcome of the linguistic situation the migrants are confronted with in Berne, is the usage of a continuum of varieties between Swissgerman dialect and Standard German (Zanovello-Müller, 1998). Therefore, in the classroom we find several varieties of German, as well as the Italian language and its varieties. In the present paper we will investigate the use of multilingual competences within the classroom and the dynamics of second language acquisition in a setting of older adults (>60 years old), learning their host country's language after 40 years or more of living in it. The methods applied are an ethnographic observation of the language class, combined with qualitative interviews to gain in-depth information of the subjects' life stories and language biographies.

LAHTI, Laura

The oral proficiency of Finnish students learning German from the point of view of grammatical accuracy.

The oral proficiency in second and foreign language learning is nowadays often considered as a very important skill. Learners should learn to communicate in the foreign language, to express their needs and opinions by speaking the language. In the Finnish upper secondary school, for example, a new optional course for the oral proficiency in foreign languages has been introduced in 2010. On this course, the oral proficiency will be assessed, too. This is why more research on the subject "teaching and assessing oral skills" is needed. In the Finnish National Curriculum there is a scale for the assessment of language skills, including a scale for speaking. The scale is based on the Common European Framework of Reference for Languages (2001). In the scale for speaking, there are five criteria: performing the task, fluency, pronunciation, range and grammatical accuracy. Teachers can use this scale when assessing oral productions of their students. In this presentation, the oral proficiency of Finnish upper secondary school students in the German language will be analyzed from the point of view of the criterion "grammatical accuracy". This case study will serve as a pilot study for my Ph.D. dissertation. The research material consists of oral test performances of Finnish upper secondary school students, who are about 15 to 16 years old. They have been learning German at school for about five to seven years. The tests have been videotaped in 2011 and 2012 and transcribed. The research problem is to find out the most typical grammatical errors in the oral communication of these students. What kind of structures in the German language cause problems for Finnish students? What could be the reasons for these errors (e. g. interference of other languages)? What is the significance of errors in relation to intelligibility and interaction? The method used in this presentation is error analysis (e. g. Nickel 1973, Kleppin 1997/2001, James 1998). This study is continuation for my master's thesis (Lahti 2010), in which I already conducted an error analysis based on older research material. First, the errors will be located and classified. Then, the major problems will be discussed more carefully. Pinpointing and classifying errors is not always unproblematic, and when carrying out an error analysis, the relation between grammatical accuracy and intelligibility should be considered, too. In oral communication in foreign language learning contexts, intelligibility, i.e. getting the message through, is often considered as more important than grammatical accuracy.

LINS, Sabine

Language learning in multilingual contexts: reality and potential in Austrian kindergarten groups.

What kind of didactic approach works best to help young children to benefit from the different languages in multilingual societies? In Austria this discussion has lately been dominated by a multilingual approach in kindergartens, taking into account the various languages children bring into the playgroup and therefore re-interpreting the terms multilingualism and language didactics (e.g.: Boeckmann, Lins, Orlovsky, Wondraczek 2011, De Cillia 2012, Gombos 2003). This Ph.D. thesis recapitulates the didactic discussion aiming at multilingualism in kindergarten groups and contrasts two case studies in order to explore relevant factors for integrated language didactics in multilingual playgroups. The study aims at the linguistic interactions of all present speakers and tries to explore the potential of cross linguistic influences for all children, irrespective of their first language. The central research questions are: Which are relevant factors for effective integrated language didactics in kindergarten? In how far can integrated language didactics prepare children for the linguistic requirements of primary school? This paper focuses on the first research question and presents data from a qualitative case study. The data origins from a naturalistic observation in one kindergarten over the time of a month: routines of every-day life in the kindergarten are seized using different observation forms and audio records capturing interactive speech and play acts in various languages. Guided interviews supplement these data and provide insight information on the pedagogues' attitudes and perspectives on integrated language didactics and multilingualism in their groups. This triangulation of different methods allows the observation of the issue from different angles and leads to a deeper understanding (Flick 2009: 12). Both, the observed data as well as the interview data are analysed in a content-analytical study. The presentation will show how effective integrative language didactics is achieved by children and kindergarten teachers alike and ask for the extent to which this didactic approach can contribute to the development of linguistic skills that children are going to need in primary school.

LOMBARDI, Ivan

Reach Out for A.N.D.R.O.M.E.D.A., the Galaxy of Language Teacher Education.

A.N.D.R.O.M.E.D.A. is a research project whose aim is to reconsider language teacher education in an organic and European-oriented way. The research has been carried out between 2008 and 2010 at the Catholic University of Milan. We, as a research group, reviewed existing European documents and recommendations, and confronted their suggestions and their listing of best practices with the Italian school reality. Our investigation made clear that keystone papers like the European Profile for Language Teacher Education or the European Portfolio for Student Teachers of Languages were whether unknown or judged too elaborate to apply. We thus extrapolated several hot main topics, and proposed our nine guidelines – as opposed to the forty items of the European Profile and the one hundred and ninety-six descriptors of the European Portfolio – for a modern and European-oriented language teacher education.

A.N.D.R.O.M.E.D.A. is the acronym that summarizes our ready-to-use guidelines. The acronym also reminds the Andromeda galaxy and its spiral form, which highlights the dynamism and cyclicity (represented by the double A at the beginning and at the end) of the related topics. The A.N.D.R.O.M.E.D.A. guidelines are: Aggiornamento/apprendimento (refresher courses/lifelong learning); Nuove tecnologie (new media); Didattica delle lingue (language teaching methodology); Ricerca-azione (action research); Organizzazione (organisation); Mentore (mentor); Esperienze europee (European/abroad experiences); Diversità di lingue e culture (diversity of languages and cultures); Autovalutazione (self-assessment). A.N.D.R.O.M.E.D.A. is a call to trainers and trainees to embark on a new course of training, or exploration of the galaxy. They will not head towards one goal, but follow a spiral pathway that involves a constant refreshing of their competences and a constant reinventing of their identities as 21st century language educators. They will share their experiences with mentors and peers they meet on their journey, thus treasuring peer learning, acquiring contacts and familiarising with colleagues of different countries, languages and cultures. They will acquire new skills for language teaching and gain an expertise in technologies for language education. They will get to know and treasure values like European citizenship, pluriculturalism, collaboration, and learning to learn, as well as productive practices like action research and organisation. They will eventually learn together how to reflect on themselves, their needs, their teaching, and how to perform self-evaluation. The consequent step will be to bridge the gaps, fill up and start over the journey to mastering the profile of the language educator.

MACHOWSKA-KOSCIAK, Malgorzata

A language socialization perspective on language learning (English) and language maintenance (Polish) among Polish adolescents in Ireland.

This paper investigates first and second language socialisation processes among four adolescent Polish immigrant children attending different post-primary schools in Ireland. The focus is on how these children engage with issues of conflicting identities and competing language learning (English) and language maintenance (Polish) goals as they grow up and try to find their place in a new country and society. It examines how current socialisation goals and processes are reconciled with the maintenance of connections to their personal past, their family in Ireland, their extended family in Poland and their ethnic heritage more generally. We set out the theoretical background, methodology, final results from the study involving such students and their families, two of whom also attend weekend Polish schools in addition to mainstream secondary schools. This study adopts a language socialization approach to analysis. It involves an ethnographically informed analysis of speech acts and actions (social acts) with a particular focus on stance taking, affective and epistemic attitudes, as they are constructed over time (Ochs, 1993; Goodwin, 2000). This micro-analysis is contextualized in a more holistic study of the Polish community in Ireland as culturally shaped by, and in turn shaping, the wider societal/educational ideologies, values and power relations. I combine Ethnography of Communication with discourse analysis (Duff 2002; Godwin 2006; Harre & Langenhove 1999). I illustrate aspects of agency such as variable participation, socialization into the old-timer peer groups, affective and epistemic attitudes along with stance taken through discourse. Taking this approach allows us not only to unravel social processes and relationships between human actions and social systems, but also to trace them through multiple scales of social organization (from micro family or peer interactions to macro national curricula and policy levels). This dual focus on linguistic forms and sociocultural contexts allows to integrate the analysis of micro and macro levels of investigation, insofar as the examination of naturalistic interactions among individuals provides empirically grounded access to broader issues of sociocultural reproduction and transformation in Irish society.

MARKEY, Michael

Deploying bilingual competence during subsequent language acquisition: learning French as a third language in Ireland.

The research outlined in this presentation explores various ways in which prior language learning experience is harnessed when acquiring and using a new foreign language. We specifically study how pupils in Ireland exploit their experience of the Irish language in the course of learning and using French at secondary school. After outlining a sociolinguistic analysis of the Irish language in Ireland, we focus on learning Irish as a second language, both through formal instruction and immersion programmes. We subsequently examine third language learning in Ireland, looking at how exposure to Irish as a second language may enhance or hinder subsequent foreign language learning. Our research builds upon previous studies by looking specifically at the elements pupils deem transferable from their experience with Irish, as well as the manner in which they use these elements when learning foreign languages. Our theoretical framework is constructed around the notion of bilingual competence and its deployment in subsequent language learning. We define the notion of bilingual competence and examine the three main aspects of this competence that concern our research (metalinguistic awareness, language and language-learning representations, and strategy deployment). We also examine the development of bilingual competence in formal educational contexts, as well as the

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area of third language learning in general, presenting results and highlighting trends from research in this field. The methodology used to ascertain how the pupils being studied report their representations of languages and language learning when acquiring a new language is then examined. Our research looked at pupils from various French classes from 5 schools (2 English-medium schools, 2 Irish-medium schools and 1 school in the Gaeltacht). We present at the questionnaires used in the first phase of our study, before detailing the semi-structured interviews carried out both with pupils and teachers. Looking at different aspects of language learning. Our results focus on the links between language and language-learning representations. The data suggest that pupils exposed to the Irish language through immersion education and from the Gaeltacht tend to identify the same elements of their experience with Irish as being transferrable when learning French as pupils learning Irish as a school subject. Moreover, few pupils from the various schools bring their experience with Irish outside school to bear on learning French, with pupils in immersion education and from the school in the Gaeltacht making a clear distinction between learning Irish and learning French. These results are in turn correlated with motivation and attitudes to language learning in general, both amongst teachers and pupils. We conclude by reflecting upon ways in which the 'bilingual advantage' can be transformed into a 'pluri-' or 'multi'-lingual advantage.

MARTYN, Jennifer

Gender, identity and foreign language learning ideology: Ethnographic fieldwork in a West of Ireland secondary school.

The second level school is a space where practices, including language practices and ideologies, become normalised and are continually reproduced (Blommaert 1999:10). Gendered ideologies surrounding foreign language learning have been reported in the UK (Williams et al 2002) and Canada (Kissau and Wierzalis 2008), and have shown that gendered perceptions of individual languages is a factor in language choice and academic investment. A localised, non-essentialised theorising of gender, along with a situated interpretation of gendered language ideologies in the second level institution allows for a greater understanding of pupil attitudes and foreign language ideologies. In order to explore the relationship between gender, identity and foreign language learning at second level, ethnographic research was undertaken in a rural West of Ireland L1 English secondary school. Semi-structured interviews were conducted with 12 participants to date- 11 pupils and 1 teacher- along with extended periods of observation, including classroom observation. This paper will reflect upon the ethnographic process, itself inseparable from data analysis. It will examine gender and identity within the school in terms of peer group relations and institutional organisation through interviews, ethnographic observation and self-reflection.

MATYSIAK, Aleksandra

Do length of residence and the L2 exposure affect the use of aspiration in English? VOT in Polish immigrants to London.

The literature devoted to the issue of SLA suggests that a wide range of variables affect the degree of a foreign accent. Numerous studies (including those conducted by Flege et al.) brought the strong evidence that the variable described as the 'length of residence' affects the overall development of L2 proficiency (Piske, Flege & McKay, 2001). Another important factor that was investigated by such authors as Purcell & Suter (1980) and Flege et al. (1999b) is related to the amount of L1 and L2 language used on the daily basis by non-native speakers of English among the L2 speech community. The general conclusion can be drawn from the aforementioned study: the more often the L2 was used in everyday life situations, the better pronunciation could be observed within the subjects. The aim of the study is to investigate possible patterns of the relationship between selected factors affecting the degree of L2 proficiency and temporal phonetic parameters in Polish immigrants to London (naturalistic research). For the purpose of the study, such factors as the length of residence in a target language speech community and the amount of L2 used by Polish immigrants on the daily basis interaction with the native-speakers of English were taken into consideration. The phonetic parameter that was investigated is VOT (Voice Onset Time). The study was conducted among 24 adult Polish immigrants to London whose VOT in voiceless aspirated stops /p,t,k/ in word-initial positions was measured on the basis of reading task, whereas the operationalised factors were measured by means of the questionnaire. The participants were grouped according to their LoR and the amount of L2 use declared in the questionnaire. The main objective of the study is to examine the effect of LoR and the amount of L2 used on the use of aspiration in English and to analyse possible differences between the participants according to the two factors mentioned above.

MAYR, Maria Magdalena

Multilingual poems in the language classroom.

The implementation of multilingualism in education is an aim advertised not only by numerous European educationalists in the field of language teaching methodology, but also by the European Union (cf. Beacco et al. 2010). However, in language teaching practice languages continue to be viewed and treated as separate entities rather than components of one overarching language competence (cf. e.g. De Florio-Hansen 2006: 33). The use of multilingual literary texts, i.e. texts written in more than one language, could provide a remedy here since these texts frequently address the issues of multilingualism and transculturality; furthermore, due to their multilingual nature they lend themselves to cross-linguistic tasks, thus raising language and cultural awareness (cf. Elsner 2012: 6ff.). So far, there have been very few studies on how to use multilingual texts in the language classroom and on learners' reception of such texts. This is where the study at hand tries to fill in. The central research questions of the study are as follows: How do learners react to multilingual texts and multilingual learning activities? Which linguistic and content-related learning processes do learners experience while working with multilingual texts? Do learners connect the texts with their own multi-/bilingualism? Do learners with multi-/bilingual and multicultural backgrounds (e.g. due to migration) react differently to the texts than learners with monolingual/monocultural backgrounds? The paper presents first results of a study carried out by the researcher herself

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with a group of Spanish language learners at an Austrian upper secondary school. A range of poems written in both English and Spanish were dealt with in specifically designed language learning units which combined cognitive, creative and affective language learning techniques. The multi-faceted data gathered in these sessions will be analysed in order to answer the aforementioned questions. The participants are aged between 15 and 17 and they are in their second year of Spanish language learning. Their mother tongue is German, but some have grown up with an additional L1. Otherwise, their previously known languages comprise English and either French, Italian or Latin. The study uses a qualitative research design comprising various forms of data collection: (1) videotaping of the teaching units and in-depth analysis of relevant extracts; (2) analysis of texts produced by learners during the teaching units; (3) stimulated recall on the basis of learners' texts and video material; (4) interviews about learners' experiences during the teaching units. The triangulation of the data gathered is expected to facilitate an in-depth analysis of the learning processes going on during the teaching units and to offer new insights into multilingual language learning.

MAZZI, Davide

Learning from the small words: on the centrality of semantic sequences in scientific ESP teaching.

In the context of an ever-growing need for multilingual education there is strong evidence that English is increasingly used as the medium of instruction at university level in countries where the first language is not English (Flowerdew & Miller, 1996). With reference to Italy, a larger number of universities than in the past pay considerable attention to getting students to master English for Specific Purposes (ESP): this is especially true in the area of clinical and experimental medicine where students are aware of the inextricable link between a complete command of the English language and effective knowledge dissemination. From this viewpoint, there is widespread recognition that ESP teaching should not only focus on the subject matter of disciplines, but also on the relationship between the discourse structures of a discipline and its underlying epistemology (Dahl, 2004; Swales, 2004; Malavasi & Mazzi, 2008). In this vein, the aim of the paper is to argue that ESP corpora (Hunston, 2002) are a source of significant insights through which students may be successfully socialized into the distinctive communicative practices of scientific communities. In particular, on the basis of a small synchronic corpus (510,253 words) of medico-scientific research articles from ten specialised journals, the paper focuses on the practical implementation of the notion of semantic sequences as "recurring sequences of words or phrases [...] more usefully characterized as sequences of meaning elements rather than as formal sequences" (Hunston, 2008, p. 271). The authentic corpus data show that discipline-specific semantic sequences may be identified by studying both grammatical words, or 'small words', and larger grammar patterns. Accordingly, the analysis of a small word such as *with* in context reveals that the preposition preferably collocates with the verb phrase *be associated* within contexts where the writer lays emphasis on the key-factors involved in or the main effects of diseases and other problematic conditions. Furthermore, the study of the larger pattern 'Noun + *that*' sheds light on the preferred collocation of the appositive clause introduced by *that* with nouns like *demonstration*, *observation* and *discovery* providing fundamental evidence about disciplinary epistemology: thus, the pattern hypothesis that is often used by writers to stress what looks like a highly-prized alignment of current research with a body of mainstream studies taken as a reliable starting point (cf. ...results are consistent with / are in keeping with / support the hypothesis that...). Taken together, these data suggest that the capability of corpus-based teaching of highlighting semantic sequences provides a large amount of information about disciplinary ideologies in that these phraseologies are less linked to subject matter than to well-established meanings and functions.

McKINLEY, Jim

University Students' Quest for Global Identity through EFL Writing.

This paper will report findings from my PhD research in which I interviewed, observed, and collected written texts from 16 Japanese students of English Composition at a university in Tokyo over a period of one academic year. The focus of the analysis is on the students' beliefs and attitudes about their identities made apparent in their English academic writing. The university in Tokyo where the study took place puts great emphasis on developing students' "global identity," which these students attempted to understand and establish in terms of their ability to negotiate with and persuade peers of a particular claim in their English compositions. I provide a cross-analysis of the observation data and the students' written texts, along with supporting interview data, in order to provide a description of the students' attempts to establish a "global" writer identity. The analysis of the observation data was done using Ivanič's (2004) "Discourses of Writing" framework. The analysis of the students' written texts was done using Martin's (1997) Appraisal framework from Systemic Functional Linguistics and Ivanič's (1998) possibilities for selfhood. Through the study, it was discovered that the students had strong convictions about the identity they desired their readers to understand about them. Specifically, these identities were in many ways atypical of ones used in their Japanese compositions. They showed strong, authorial claims in the introductions, which the students believed were important features of the global identity they aspired to establish. This was, for many students in the study, a major shift from the writing style they were used to in Japanese in which they used a more autobiographical identity and avoided strong claims until the end of the essay.

McMONAGLE, Sarah

Digital literacies: Sustaining languages in the Information Age?

This paper focuses on regional and minority languages, the internet and language sustainability through digital literacies. It is informed by two major advances from the latter part of the twentieth century. Firstly, the "global diffusion of multiculturalism" through international organisations denotes the acceptance and accommodation of minority languages and cultures as a core value in most western liberal democracies (Kymlicka 2007). The United Nations and the Council of Europe have established norms towards the fair treatment of minority groups and their languages. Minority languages are

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viewed less as artefacts to be preserved in archives, and as actual resources to be sustained for and by their speakers. Secondly, the current age is characterised by “the almost instantaneous flow and exchange of information, capital and cultural communication” enabled by the dramatic expansion of the internet (Castells 2010). We can safely assume that the internet impacts minority languages and multilingual education in some way, as it has altered all communication and social interaction irrevocably. Yet the extent to which minority languages and their speakers are impacted by such developments remains less clear. Some 40 million European citizens speak a mother tongue that is not an official, yet is an autochthonous, language of the state in which they live. Europe’s so-called regional or minority languages have acquired this status through official exclusion from state-building projects and today they represent varying degrees of precariousness. Their inclusion in education is deemed necessary to their continued use in European societies, not least by standards set by UNESCO and the Council of Europe. This paper will briefly discuss these standards and how they ought to be framed within the discourse of sustainability. It will then describe a new project undertaken at the University of Hamburg on the sustainability (or not) of regional and minority languages on the internet. How culture is sustained, and how communication is enacted, has transformed over the past decade due to the globalisation of communications. For languages, the internet can be viewed as a double edge sword: on the one hand, it facilitates the pervasiveness of global lingua francas (especially English); on the other hand, it offers new, fast and affordable ways to communicate online, in particular since the advent of Web 2.0. This paper therefore considers (1) those classrooms in Europe where regional and minority languages are present, and (2) the new media through which young people read, write and communicate. It examines the concept and practice of digital literacies and their implications for multilingual education.

MEGENS, Manon

Foreign Language Attrition and Multilingual Awareness.

While many may be unfamiliar with the term ‘language attrition’, the phenomenon itself is something they will recognize. Anyone who has ever learned a (foreign) language and then not used it for a while knows what it means to feel ‘rusty’ or to realize that they have more or less ‘forgotten’ a foreign language they once learnt in school. Traditional models of first/second language acquisition have mainly worked with linear language growth models, and rarely accounted for negative or inverted growth. In their dynamic model of multilingualism (DMM) Herdina and Jessner (2002) see the multilingual language system as a complex dynamic system which consists of smaller, nested sub-systems. Language attrition is considered as an integral and normal part of language development itself. Developing and maintaining any language system(s) requires effort; keeping up two or more disproportionately more so. Multilinguals, in whom multiple language (sub)systems compete for both time and cognitive resources, can therefore be considered as particularly vulnerable to language attrition. On the other hand, multilinguals are believed to develop additional (cognitive) abilities that are not found in monolinguals, or even in bilinguals. It is possible that this multilingual awareness may actually inhibit or slow language attrition, or help language users to compensate for the effects of attrition more easily and effectively. As such multilingual awareness/abilities may therefore merit closer consideration in a multilingual approach to language learning. My dissertation project XLAPMA (Crosslinguistic Awareness in Process of Multilingual Attrition) examines the development of multilingual abilities, in particular crosslinguistic awareness, and foreign language proficiency after formal language learning ceases when participants graduate from high school. In contrast to many traditional language attrition studies, this study takes a multilingual approach, looking not at attrition in one, but in two foreign languages (English and French) in interaction, and by examining how crosslinguistic awareness comes into play in the attrition process. I will present the study and some preliminary results from the pilot groups.

MUJCINOVIC, Sonja

The analysis of the DP system in the linguistic production of English/Spanish L2 bilinguals.

This paper aims at determining the nature and directionality of crosslinguistic influence in language acquisition and language learning when [+/- null subject] languages interact. The main focus is set on null subject production and the agreement mechanism which triggers either null or overt subjects. The comparative analysis of English heritage, L1 Spanish/L2 English and L3 English speakers’ English production (compared to that of L1 English monolinguals) shows that (1) null subjects are a very strong grammatical property of morphologically rich languages and (2) this strong property is subject to transfer from the dominant language (i.e. Spanish, Bosnian or Danish) to the non-dominant language (i.e. English). The participants in this study were divided into five groups according to their L1 and the amount of input they have received. The English heritage group consists of 5 speakers whose age ranged from 7 to 10 years. They have acquired both English and Spanish from birth in a natural context and are exposed to natural speech in the two languages in Spain, where English is a minority language. The L2 English group consists of 14 participants (aged 9) who are divided into two groups according to the type of school they are attending: immersion or non-immersion. They are born into monolingual Spanish families and live in Spain. The L3 English group consists of 5 Bosnian heritage speakers from the age of 11 to 15. They were all born in Denmark and both their parents have Bosnian as their L1. The L1 English group consists of 9 participants who were around 9 years of age when they were videotaped in their own homes in Miami. In order to obtain the data, all the participants have been asked to narrate in English the story that the cartoon book “Frog, Where Are You?” (Mayer 1969) represents. This book contains 24 pictures with no words. The data elicited were oral and the indications given by the researchers in each case were limited to the showing of the pictures to the participants. Data were codified with regards to (1) subject-type (full DPs, pronouns and null subjects) and (2) subject-verb agreement. Results show that the [+/- null subject] nature of the L1 correlates with the transfer of this property to the L2/L3, that is, English; and that this correlation is also affected by the degree of exposure to the target language.

MURPHY, Deirdre

Uniting theory and practice in L2 pronunciation research.

The role of pronunciation learning and teaching in SLA research has fluctuated considerably since its inception in the late 19th Century. Despite, at points, being considered to be of limited practical importance as a feature of language instruction, it has in recent years come to be viewed as an integral part of learning a language (Derwing & Munro, 2010). In spite of this recent 'renaissance', however, treatment of the subject in the literature tends towards the erratic, with discussion of pronunciation teaching in particular lacking in unity, and even, occasionally, in purpose. For example, one of the most common features across the research literature is the proposal of pronunciation teaching tools or techniques. However, the vast majority of such proposals are made with neither sound theoretical foundation, nor empirical evaluation, resulting in a proliferation of pronunciation training programmes with no established pedagogical impetus (e.g. Murphy, 2011; Neri, Cucchiari, Strik, & Boves, 2002). This runs the risk of leading to a gap between L2 pronunciation research and practice, with proposed teaching approaches potentially going unexamined, and falling behind discussions in the literature as a result, thus widening the gap. This paper describes a study by Murphy (2011) which attempts to breach this gap. A theoretical model of pronunciation learning was first presented, with arguments made for the influence of affective factors such as learners' conceptualisations of their L2 identity and how it might relate to their motivation to achieve a particular pronunciation in the target language. On the basis of this theoretical model, a pedagogical model was then proposed, consisting of five basic components: goal-setting, awareness-raising, articulatory control, reflection and drama and roleplay. An empirical study was then carried out amongst two groups of adult EFL learners in Dublin, to first evaluate learners' pronunciation goals, and then implement and evaluate the proposed pedagogical model. The results of the study showed no statistical overall improvement across all participants' accentuatedness, comprehensibility and fluency, though some learners demonstrated minor improvements within some parameters. However, learners demonstrated increased metacognitive awareness, being better able to identify their pronunciation goals as well as their strengths and weaknesses with respect to these goals, after taking part in the pedagogical intervention. One of the main contributions of the study described here was the proposal of a model of pronunciation learning, which put forward a new theory to account for how L2 pronunciation is learnt, and provided a solid argument for the chosen features of the subsequent pedagogical model. Together, these models form the core of the author's attempt to address the gap between pronunciation research and practice in second language learning. Future investigation should incorporate similar theoretical and practical elements in order to ensure the future development of the discipline.

MURPHY, Deirdre and McMONAGLE, Sarah

Informing language policy through empirical investigation of multilingualism: LUCIDE in Dublin.

LUCIDE (Languages in Urban Communities: Integration and Diversity for Europe) is a collaborative network of researchers with the common goal of investigating how multilingual urban communities in Europe and beyond can best be managed. The network features 16 partners, 14 of which are from Europe, and includes Trinity College Dublin. Building on the findings of the LETPP project (Languages in Europe: Theory, Policy, Practice), LUCIDE examines multilingualism in the particular context of 'the multilingual city', with the ultimate aim of helping institutions and organisations make maximum use of cultural and linguistic diversity. LUCIDE sets out to accomplish this aim in three main ways: by running conferences and seminars on multilingualism (including 'The Multilingual City in 2012', Utrecht, November 2012); by holding workshops (including one in Dublin at JRM 2013); and by undertaking research with a view to developing guidelines for multilingual cities. The guidelines are established in the context of five broad domains of urban life: education, the public sphere, economic life, the private sphere and urban spaces. On the basis of research carried out in 2012, a number of hypotheses have already been formed in relation to visibility, affordances at the level of governance/policy, and challenges/obstacles. Topics uppermost amongst these hypotheses include the question of language visibility, and the factors that contribute to it; the symbolic nature of the visibility of some languages; how multilingualism/plurilingualism are fostered by cities and organisations; factors that may contribute to poor communication between citizens of multilingual cities; and discrepancies between language policy and practice. The hypotheses discussed above are subject to further investigation with the next phase of research, which consists of a series of interviews with targeted respondents from within each of the five spheres identified above, to be conducted from November 2012. With data from the most recent Irish census (2011) showing that 17% of the population of the Republic of Ireland is now occupied by those born outside the state (Central Statistics Office, 2012), the issue of cultural and linguistic diversity is a highly relevant one for Dublin at this time, rendering the LUCIDE interview results from this city to be particularly interesting. In this paper presentation, the authors present the data obtained from interviews carried out with selected participants in Dublin. Respondents include those at both policy-making level, and those implementing or making use of such policies, with questions intended to provide an insight into how multilingualism is manifested in the lives of those living in the participating city, in this case, Dublin. Results will be addressed within the context of the hypotheses outlined above. It is hoped that the findings of this part of the LUCIDE network's research programme will contribute to a better understanding of how best to maximise the potential of linguistic diversity, in the particular context of the city of Dublin.

DÍ CHLOCHASAIGH, Karen

Dea-Fhoghlaimoirí na Gaeilge: Cúlra agus sonraí eolais an taighde.

Cé go ndírítear go minic sa taighde ar na deacrachtaí a bhíonn ag foghlaimoirí Gaeilge i mbun foghlama agus ar an titim shuntasach i gcaighdeán na teanga i measc foghlaimoirí áirithe (mar shampla, Harris, 2006); níl aon staidéar córasach déanta go n-uige seo ar thréithe agus ar chúlra foghlaimoirí a n-éiríonn go maith leo an teanga a thabhairt leo ón gcóras oideachais. Táthar ag cur suime san fhoghlaimoir aonair ó na 1970í anuas i réimse na teangeolaíochta feidhmí (Skehan

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1989; Robinson 2002; Dörnyei agus Skehan, 2003; Ellis 2007). Tá roinnt mhaith taighde déanta ach go háirithe ar thréithe foghlaimeoirí a n-éiríonn go suntasach leo an teanga a shealbhú agus iad ar scoil (mar shampla, Naiman et al, 1995). Cé go bhfuil mórthaighde déanta i réimse thábhacht an inspreagtha i gcás na Gaeilge (Ó Fathaigh 1991; Murtagh 2003; 2007; Ó Cuinneagáin 2006) níl próifíleanna foghlaimeoirí curtha le chéile againn fós a thabharfadh léargas luachmhar dúinn ar phróisis éifeachtacha sealbhaithe teanga sa seomra ranga Gaeilge. Is ar an sprioc seo atá an taighde ar fhoghlaimeoirí éifeachtacha na Gaeilge dírithe. Taighde cáilíochtúil atá i gceist sa staidéar a bhaineann úsáid as ceistneoirí, agallaimh aonair faoi stiúir, grúpaí fócais, cásanna staidéir agus trialacha smaoinemh os ard tascbhunaithe TAP's (Think aloud protocols) sa mhodheolaíocht taighde. Ghlac idir fhoghlaimeoirí sinsearach a scoileanna ionadaíoch a iar-bhunoideachais agus fhoghlaimeoirí fásta ar an tríú leibhéal páirt mar fhaisnéiseoirí sa tionscnamh. Déanfar anailís ar na sonraí a bailíodh san obair ghoirt chun próifíleanna foghlaimeoirí éifeachtacha na Gaeilge agus na tréithe comónta a aithníodh sa taighde a bhaineann leis an dea-fhoghlaimeoir teanga a chur ar fáil. Rinneadh iniúchadh ar réimse d'athróga foghlama sa taighde ar a n-áirítear cúlra an fhoghlaimeora, inspreagadh, straitéisí foghlama, aois, inscne, inniúlacht teanga, meon agus dearcadh i leith na Gaeilge. Beidh sé de bhuntáistí ag an staidéar seo saineolas a chur ar fáil do mhúinteoirí agus do lucht deartha siollabais faoi na gníomhaíochtaí teagaisc agus foghlama is éifeachtachtaí agus is praiticiúla sa seomra ranga agus lasmuigh de, chun an sealbhú teanga i gcás na Gaeilge a chur chun cinn. Is ar na pointí thuasluaite a bhaineann le mo chuid taighde reatha agus ar réamhthorthaí an taighde a bheidh an páipéar comhdhála ar ilteangachas san oideachas dírithe. Ceist a éiríonn as an taighde – cá huair a stopann an dea-fhoghlaimeoir le bheith ina dhea-fhoghlaimeoir agus a thosaíonn a bheith ina 'chainteoir'? De réir sonraí an taighde, is próiseas é an fhoghlaim teanga ina shamhlaíonn foghlaimeoirí iad féin mar fhoghlaimeoirí buanna sa phróiseas sin, sé sin go mbeidh siad ina síorfhoghlaimeoirí. Feidhmíonn a gcuid féinbraistintí agus braistintí oibiachtúla daoine eile cur i gcás múinteoirí, cainteoirí eile nó comhfhoghlaimeoirí mar shlat tomhais dóibh a chuireann comharthaí forbartha ar fáil le linn an phróisis. Tosaíonn siad amach mar sin ar an mbóthar foghlama mar fhoghlaimeoirí ach ag pointe áirithe go n-athraíonn siad ina gcainteoirí go comhthreomhar leis an bhfoghlaim. Caithfear an cheist a chur áfach, cad a shamhlaíonn foghlaimeoirí áirithe leis an gcoincheap 'cainteoir'? An ionann cainteoir teanga agus an té atá ag tabhairt faoi bhéaltrial nó an té an ghlacann caint i bpobal na teanga? Is spéis leis an staidéar an t-idirdhealú seo faoi mar a dhéanann an An Fráma Tagartha Comónta Eorpach do na Teangacha (CEFR) idirdhealú idir an úsáideoir spléach agus neamhspléach teanga.

NORDSTRÖM, Janica

Online learning in community language schools: Multimodal strategies to negotiate participation and identities.

Community languages schools (also called heritage, supplementary or complementary schools) are set up by minority communities themselves aiming to pass on cultural, heritage and linguistic identities to subsequent generations. Despite the strength of this complementary sector of languages education, there is evidence of high student attrition rates as second and subsequent generation students lose interest in maintaining the language and as there is a demographic dispersal of immigrant communities. As a response to these issues and to the perceived affordances of online education, minority communities in Australia are increasingly implementing online learning in their schools. CALL (Computer Assisted Language Learning) studies have shown the beneficial impacts of technology on language development, and there is a body of literature arguing for the use of technology in community language learning contexts to increase motivation and participation but there is still little research into technology use in multilingual community learning contexts even though this new form of teaching creates new forms of communication, uses of literacy, expressions, representations and forms of participation. This paper forms a part of a doctoral study aimed to understand the act of positioning through discourses and technology in these community schools. Studies are increasingly focusing on multimodality to understand the linguistic practices in multilingual education and this paper focus on the intersection between multilingualism, multimodality and the affordances of technology and how students construct and negotiate their participation in their learning. The study draws on poststructural perspectives of identities as multiple and changing, and theories of situated learning where the learning environment and participation is constructed among participants, and the notion of narrative ethnography has been helpful in understanding the researcher's effect on the data. The study is situated in a Swedish blended community language class. Students are aged 14-16. Every second lesson is in synchronous distant mode and every second lesson is face-to-face (F2F). An ethnographic perspective was adopted including participant observations of both F2F and online lessons, formal and informal interviews the students, their parents, the teacher, and school leadership, observations of teachers meetings as well as gathering of documents. Four students were also asked to bring home cameras and record themselves during three online lessons each. This paper will discuss the intersection of multimodality and multilingualism through technology as part of the learning trajectory from the perspectives of two key informants. Key findings from this analysis show how students use different modes of communication simultaneously while drawing on all their languages and self-scaffold themselves through technological affordances to negotiate, or resist, their participation on three levels; in the classroom, in the local minority community and in the target community distant through space and/or time. Data also show that the online learning environment creates a space where students particularly with low proficiency can draw on multimodal communication strategies to negotiate their participation and learning.

NYQVIST, Eeva-Liisa

How the Finnish learners of Swedish acquire definiteness and use of articles?

Finland has two official languages, Finnish and Swedish. These languages are typologically very different from each other: Finnish is a Finno-Ugric language which lack e.g. articles and prepositions but has many case endings, whereas Swedish is a Germanic language, which in many ways resembles for example German and English. All Finnish schoolchildren learn two obligatory foreign languages at school, English and "the second national language" (i.e.

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Swedish for the Finnish-speaking pupils and Finnish for the Swedish-speaking pupils). A vast majority of the Finnish schoolchildren start learning Swedish in the age of 13. There have, however, been only a few studies about how the Finns acquire Swedish. Previous studies in Swedish as a second language in Sweden have shown that e.g. the Swedish system of definiteness is difficult to any learner of Swedish as a second language and especially difficult for those whose mother tongue does not express definiteness morphologically, as Finns. Knowledge in English can help learners to choose between definite and indefinite form of nouns, but the other formal aspects of definiteness in Swedish (i.e. use of endings and articles) are so complex that previous that previous knowledge of English does not help much in learning. I have in my doctoral thesis studied how Finnish-speaking pupils aged 13 to 15 years acquire definiteness and use of articles in Swedish, i.e. grammatical structures which are crucial for communication but unfamiliar to their mother tongue, and what kind of problems they have. In my presentation I will present these results and a route of acquisition typical of the Finnish learners of Swedish.

OBERHOFER, Kathrin

The MAYLL Project: Metalinguistic Awareness in Young Language Learners.

A large body of research has shown that bi/multilingual children process and store language differently from their monolingual peers: they often show a more abstract understanding of language(s) or a higher degree of control over cognitive processing; the latter even on certain non-verbal tasks (for general overview, see e.g. Bialystok 2009). Most of this research, however, looked at children who were exposed to more than one language practically from birth and who had a fairly high command of at least two. As more young children are coming into contact with English and other foreign languages in institutional settings (primary school or even before), such research is expanding to include these early foreign language learners. This paper will present some results from a pilot study conducted with pre-school-age children in Austria (all native German speakers, but also including a few native bi/trilinguals), which found that those attending English-language kindergartens performed differently from the control group on several tests of metalinguistic ability: They demonstrated a more abstract understanding of language (they were more willing to accept and use new handles for familiar objects), and a higher degree of control in their cognitive processing (they were better able to ignore meaning and focus on grammatical form on a grammaticality judgment/correction tasks). I will also present the on-going MAYLL project, in which I am looking at metalinguistic ability and control over cognitive processing in German-speaking children who are attending English-language Kindergartens over a period of two years.

OESTREICH, Hannah

“The Influence of English as a Major Communication Language on German-Speaking Residents’ Understanding of German Idioms”.

Idioms are a linguistic form which appear frequently in bilingual communication and play a special role because of the way their meaning is generated. In my master thesis, I will explore the understanding of idioms and conduct a study with German-speaking residents of Kitchener-Waterloo. My research question is how the use of English as a major communication language influences the German-speaking immigrant’s understanding of German idioms. The study is based on the assumption that migrants, who permanently take up residence in a foreign country and are there exposed to a non-native language, acquire not only the language but also the cognitive concepts on which the language is based. The first hypothesis claims that the use of idioms as a part of the language and referring to those concepts also changes. The second hypothesis proposes that the more similar the idioms in both languages are, the more likely it is that they and their meaning will be remembered. This similarity of idioms will be based on the psycholinguistic approach (Gibbs 1990) that relates the meaning and thus the understandability of idiomatic expressions to cognitive structures. For example, the English idiomatic expression: “To carry a torch for someone” and the German idiom “Feuer und Flamme für jemanden sein” (To be fire and flames for someone*) can be assumed to be based on the same cognitive metaphor: “Love is light and heat”. The study will question the psycholinguistic notion that the cognitive structures idioms are based on are translingual and –cultural. For this purpose, the study will test how well idioms are remembered under the influence of a second language. The questionnaire will consist of 30-40 closed questions, handed out to approximately 70 participants between November 2012 and January 2013. The idioms that are used in the study will be selected from the idioms that are mostly used in English and German according to frequency-lists for both languages. To prepare the study, I will classify the hundred most common idioms according to the similarity of the German and the English idiom of semantic, syntactic or cognitive structures. This Master thesis project received the German-Canadian Studies Research Scholarship from the University of Winnipeg.

OLKKONEN, Sanna

Fluency in psycholinguistic tasks as a predictor of second/foreign language reading and writing.

This paper presents results from my doctoral study on the fluency of second/foreign language and its development through age and education. Fluency is measured by time-limited psycholinguistic tasks, i.e., RAS (Rapidly Alternating Stimulus), list reading and rapidly presented words. The data comes from a cross-sectional study that was conducted in Finland 2010/2011. Participants were Finnish pupils (n=823) between ages 8–18, both Finnish-speaking learners of English (foreign language) and Russian-speaking learners of Finnish (second language). This design allowed us to compare development of skills between different age groups, and also between two language groups. Tests consisted of psycholinguistic and linguistic tasks, and were conducted both in L1 and L2. In the tasks both speed and accuracy (mistakes, pauses, corrections) were measured. First, the different age groups were compared to see how fluency develops with age. In most tasks the age groups could be distinguished by their results, and second language learners (i.e., Finnish learners) outperformed their age peer FL learners (i.e., English learners) in the L2 tasks. Second, I studied with regression analysis to what extent the fluency measures in the time-limited tasks predicted reading and writing in L2.

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All in all, in this analysis the time-limited tasks predicted 20-40% of L2 reading and writing, and better L2 writing than reading. In this study speed predicted better reading in L2, and accuracy predicted better writing in L2. All in all, time-limited tasks predicted writing in L2 better than reading. For the discussion of how much L1 skills affect L2 learning, the conclusion in this study was that time-limited tasks, also in L1, could be useful in predicting wider L2 language skills. Especially when combining both speed and accuracy measures were reading and writing in L2 predicted well.

OPITZ, Conny

Authentic language in ab-initio language learning.

When learning a language from scratch, the prospect of using that language for real may seem a long way off, particularly where the relevant language community is culturally and geographically remote. In the early stages of formal language learning, the need to make language accessible may tempt teachers to resort to decontextualised and inappropriately simplified material. The technological advances of the past two decades have, however, created excellent opportunities for language learners to engage with distant target cultures at much earlier stages in their language learning carriers, notably through the Internet. Whether materials are chosen by the teacher or discovered by the learners themselves, such interactions literally open up a new world. Apart from thus boosting learners' motivation, they also provide authentic language input crucial for pattern-based stochastic learning. This paper presents the rationale for, and evaluates the current incarnation of the Technology Awareness Programme (TAP), a non-compulsory component of the first-year language programme in Russian, at Trinity College Dublin. During fortnightly sessions, students initially explore the English-speaking internet for the purpose of mastering the Cyrillic alphabet, and learn to touch-type in Russian. This is followed by three task-based project cycles of three sessions each, devoted to vocabulary learning, grammar learning and reading brief news items respectively. The last project cycle in particular liberates students to start using the Russian-speaking internet for self-directed learning purposes by way of short accessible authentic texts. The paper shows how students deploy the various linguistic and non-linguistic cues of a typical news site to aid their comprehension and develop their language proficiency. Given that TAP is but one element of the Russian language course shaped by overarching pedagogical considerations, it is impossible to quantify independently what contribution it may have on the development of students' language proficiency. Anecdotally, students availing of the course enjoy and benefit from the opportunities for the context-embedded and self-guided learning it provides. Drawing on students' projects and feedback, the paper goes some way towards assessing the value of including such a component in an ab-initio language course.

PELTONEN, Pauliina

Fluency in Finnish-speaking and Swedish-speaking learners' spoken English.

I propose to give a paper presentation based on my Master's thesis, where I examined fluency in Finnish-speaking and Swedish-speaking learners' spoken English. The thesis was written as a part of an ongoing research project at the university of Turku that focuses on the complexity, fluency and accuracy (CAF) in Finnish learners' L2 English. The MA thesis aimed at providing a deeper understanding of L2 fluency by combining the current CAF framework with a contemporary view on cross-linguistic influence. The unique multilingual setting in Finland, with a Swedish-speaking minority and a Finnish-speaking majority, is particularly fruitful for comparative studies. The most important quantitative and qualitative results are discussed in the presentation, with focus on how a multilingual setting affects L2 fluency. One of the aims in the MA thesis was to compare Finnish-speaking Finns' and Swedish-speaking Finns' spoken fluency in L2 English. Finns are known for their silence, but their speaking skills have only been studied to a limited extent. Fluency has been studied contrastively in Finland, but only with reference to speech rate and pauses. The differences in Swedish-speaking Finns' and Finnish-speaking Finns' spoken fluency were re-examined in the MA thesis by employing a wide repertoire of fluency measures. A contemporary, multicomponential view of L2 fluency was adopted in the MA thesis. Fluency was viewed as consisting of several components, including temporal aspects, pause patterns and repair phenomena (e.g. Skehan 2009). In addition to a variety of quantitative measures, also qualitative aspects were incorporated. Consequently, aspects of fluency that have been neglected in purely quantitative research could also be explored. For instance, quantitative measures of repairs have often failed to demonstrate significant differences between fluent and non-fluent subjects. A more qualitative examination of repairs helps in illustrating what it means to be fluent in an L2. Another aim in the MA thesis was to compare the fluency of two learner groups: upper secondary school students and university students of English. The cross-sectional study examined how fluency develops as proficiency increases. Furthermore, the importance of a multilingual setting for the development of L2 fluency was acknowledged by incorporating experimental groups with different first languages. Altogether 40 subjects were examined for their fluency by comparing them with a native speaker control group. The thesis has only scratched the surface of the contributions cross-linguistic examinations can offer for fluency research. The presentation will also explore ways to expand this project in postgraduate studies.

PORTER, Alison

Combining sound and print: An integrated approach to developing L2 literacy in young learners.

English education policy and curricula promote literacy as an integral part of second language learning; yet recent evidence notes that reading and writing remains undeveloped in primary school MFL programmes (Cable et al., 2010; OFSTED, 2011). Current pedagogic approaches to MFL literacy are problematic concerning programme content (Macaro & Mutton, 2009: 167); the nature of classroom literacy activities (OFSTED, 2011) and current levels of foreign language literacy achievement (Erler, 2004; Macaro & Erler, 2008; Woore, 2009: 3). This paper presents findings from a 7 month action research study exploring the development of L2 literacy in two English primary schools with 45 beginner learners of French aged 9-11. The teaching intervention was designed based on the premise that print and sound can be

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developed together, right from the start, through a combination of explicit phonics instruction, language awareness raising and meaning based activities. Second language instruction was delivered once weekly in 50 minute sessions - a familiar format for many English state primary schools. Learner attainment was tracked through a mix of classroom-based observations and formal tests. The analysis of quantitative and qualitative data will explore the effects of the intervention on aspects of L2 proficiency and present a holistic view of L2 literacy development.

RENKÓ-MICHELSÉN, Zsuzsanna

Language Death and Revival: securing the intergenerational continuity of Cornish.

The world is facing a linguistic disaster as by the end of the 21st century about half of the nearly 7000 existing languages are likely to become extinct (Harrison 2008: 3). A critical question is therefore if and how one may revive a language. The presentation summarises the death and revival of Cornish, elaborates on the relevance of investigating the pattern of successful intergenerational transmission of Cornish and takes up the challenges of spreading the language through organised teaching. Cornish is a Celtic language once widely spoken throughout Cornwall, UK. Due to Anglicisation, it became gradually endangered and finally died out as a community language during the 18th century. The language revival started with the publication of Henry Jenner's Handbook of the Cornish Language in 1904. Today Cornish is recognised as one of the minority languages of the United Kingdom. Nevertheless, Cornish is still an endangered language. The presenter (Renkó-Michelsén) carried out an analysis of the level of endangerment of Cornish with the help of Fishman's GIDS (Graded Intergenerational Disruption Scale). Fishman's GIDS is a well-elaborated scale consisting of 8 stages. It comprises several factors that interact and affect the condition of a language. Stage 8 represents the worst possible scenario for a language, while Stage 1 describes the highest achievement in language revitalisation. Cornish is currently on Stage 5. Some of the criteria of the higher stages have also been fulfilled, which means that the revival movement has been successful to some degree. The analysis also shows however, that Stage 6 – the most crucial stage that describes the relevance of intergenerational transmission of a minority language – is not properly secured. The ultimate requirement for a language to survive is intergenerational continuity. The demography and the infrastructure of present-day Cornish-speakers do not support the intergenerational transmission of the language. Many of the available means of practising Cornish act primarily as entertainment for those who already speak Cornish and do not necessarily support the intergenerational continuity of the language. Thus, for the language to secure its survival, it is necessary to create a young generation of Cornish-speakers. The study presents the findings of the analysis of Cornish along the GIDS with regards to Stage 4 – the minority language represented in primary education. It also describes the present situation regarding the various possibilities of learning Cornish and discusses the relevance and challenges of organised teaching and language immersion programmes when creating a young generation of Cornish-speakers.

RIEDER, Maria

Are You Glóring? – Are you Listening? Irish Traveller Children's Language Use and the Future of Cant.

The Irish Traveller community is at heart a nomadic minority group that has had to go through substantial cultural, economic and social changes in the course of the last century. These changes have naturally had an impact on language use: Their heritage language Cant, a combination of the Travellers' own lexical items with Irish English morphosyntax, has, since our earliest records dating from the late 19th century, traditionally fulfilled clear functional purposes in Traveller-related situations. In the course of the last century, a slow decrease in functions and use could be observed, with Traveller English taking over in more and more contexts. This paper illuminates the impact that this development and changing perceptions of the code has on the Traveller children's knowledge and use of Cant. The data supporting this paper stems from a six month ethnographic project among Traveller children in Co. Clare, and consists of ethnographic fieldnotes and one semi-structured, audio-recorded focus group interview conducted with a group of eight Traveller boys and girls between the age of 7 and 12. The project was divided into three phases: a language assessment phase where the children's knowledge of Cant was determined and put on a record, a language acquisition phase where new words were learned and practiced through different hands-on arts activities and games, and a final creative writing phase where the children applied their refreshed and newly acquired knowledge by writing short stories. This paper presents the outcome of this language learning project: an illustrated collection of Cant short stories written by Traveller children and launched in November 2012 under the title "Are You Glóring – Are You Listening?". Underscoring the purpose and educational need of the book, the paper will illuminate the process of change that Cant finds itself in at the moment and that directly impacts on the children's view and use of Cant. The degree of involvement in Traveller social networks and folk-perceptions of their own cultural and social identity are found to be parallel to the amount of use and the importance that Travellers of different generations ascribe to Cant. The widening of social network types has consequences in terms of transmission of cultural goods, among them the code Cant, and this directly affects the shape of Cant in each generation. This paper demonstrates this parallelism of folk-perceptions and their direct influence on the use and shape of Cant in each generation and makes a stance in terms of preservation of the Cant by creative methods that will raise the value of and pride in the code among the youngest generation of Irish Travellers.

RIORDAN, Emma

Factors Affecting Teachers' Code Choice in the Language Classroom.

Target language use is a central idea in communicative language teaching for the purposes, among others, of providing comprehensible input and of avoiding grammar-translation style teaching methods. However, the principled use of the L1 has, in recent times, been advocated as a means of supporting retention of L2 forms through association with L1 equivalents, and because code-switching is a communication strategy that language learners develop for the purposes of L2 use in naturalistic settings (Cook, 2001). The second level syllabuses for modern languages in Ireland advocate a communicative approach to language teaching and place an emphasis on the meaningful use of the target language in

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the classroom. However, Little states that 'anecdotal evidence suggests that English is often the dominant medium of classroom communication' while the Inspection of Modern Languages (Department of Education and Science, 2004, p. 20) notes the 'considerable scope for greater use of the target language' among its concerns regarding teaching strategies in modern languages. This paper aims to empirically investigate the use of the target language by teachers in second level German language classes in Ireland to understand how much target language teachers actually use and what factors contribute their code choice. A brief overview of the literature on classroom target language use will be given and the issues that are currently under discussion will be described. A mainly quantitative questionnaire regarding teacher language use was sent to all schools in Ireland where German is taught and a total of 19 German classes given by six different teachers were observed, recorded, transcribed and analysed yielding nearly 63,000 words of spoken classroom discourse. It was observed from the data analysis that factors such as the teacher's educational and professional background, the school's socio-economic status, and the level of the class affect teachers' code choice in the classroom. The results may inform the development of policy around target language use as well as the training of teachers in the effective use of target language in the classroom.

ROOTHOFT, Hanne

A comparison of teachers' and students' attitudes towards oral feedback in different educational contexts in Spain.

Since Lyster and Ranta (1997) published their influential study on the use of oral feedback in immersion classrooms in Canada, there have been a considerable number of studies investigating the effects of corrective feedback on grammar acquisition. Some research has also been dedicated to teachers' and students' attitudes regarding feedback (Schulz 2001, Loewen et al. 2009, Jean & Simard 2011). However, Russell (2009, p.28) states that there is an urgent need for more research in this area, as there appears to be "a mismatch in students' and teachers' belief systems (...) [which] could be harmful to foreign and second language learning." An early study by Cathcart and Olsen (1976) already found that students want to be corrected much more than teachers believe necessary and this was confirmed by Schulz (2001) and Jean and Simard (2011). Apart from the amount of correction thought necessary, beliefs about the most effective types of feedback also need to be investigated. Another point which has received very little attention according to Ellis (2010) is the issue of students' affective responses to feedback. This is important because criticism of oral feedback points out the danger of inhibiting students and causing negative effects such as embarrassment or anger (Truscott 1999). Therefore our study aims to make use of two questionnaires, one for teachers and one for students, focusing on the amount, type and target of error correction, as well as on the possible affective reactions to feedback. Students and teachers of English in different educational contexts will be compared: secondary schools, universities and private language academies in Navarra, Spain. It is hypothesised that variables such as student age, level, class size and teaching experience could influence teachers' and learners' beliefs about feedback. Pilot questionnaires administered to 11 teachers and 11 students of English indicate that teachers believe their students expect to receive feedback on their oral mistakes, which is confirmed by the students. In line with previous research, most of our students claim they want to be corrected all the time, whereas the teachers feel the need to adapt the amount and type of correction to their students' level and personality or to the type of activity. With regard to feedback types, most of the teachers think recasts are the most effective and the one their students would prefer, whereas most of the students prefer elicitation and opinions about recasts are divided. Finally, with regard to the affective reactions of their students, almost all the teachers expressed their worries about possible negative reactions. Most of the students, on the other hand, say they are usually grateful and rarely experience negative feelings. The pilot study thus seems to indicate more discrepancies between teachers' and students' beliefs regarding feedback types and affective responses. We therefore propose to investigate this further with a larger number of students and teachers from the different contexts given above, the results of which we hope to present at the conference in June.

RUNCIEMAN, Alan James.

Continuity and change: two stories in one. Narrative research in an Italian interpreter's school.

Despite the important role that professional interpreters play in ever increasing multicultural and multilingual societies, the academic community has not given much weight to date on researching interpreter institutions' ideologies, teaching methodologies and dominant discourses, and the effect these have on interpreter-students. Today's students are not a-priori 'early bilinguals' uniquely concerned with learning a set of interpreting skills, as in the past, but rather students still in the process of acquiring their target languages and related socio-cultural understandings, principally in the 'confines' of the institution. In my research my theoretical approach centres on the narrative-identity paradigm, seeing individuals' narratives as not only representing their identity but also as being a principal way in which they construct that identity, both in the contingent, synchronic moment of their telling and in the diachronic accumulation of their various tellings over time. Identity from this perspective evolves in the tension between continuity and change and needs to be explored in such a context. To investigate the continuity of an individual's cultural and historical past on the present (reflected in part by the influence of their past told stories on their present and future ones) I draw on Bourdieuan theory. I explore how narratives are subject to a form of social and cultural 'gravity' that resists change, present in the 'fields' we encounter, the 'capital' (social and cultural) we acquire and the 'habitus' we develop over time. Regarding change, I draw on Sociocultural theory (SCT) as it seeks to understand mental development in relation to an individual's cultural and historical past but also in relation to their situated, collaborative interaction with others. SCT focuses on the sociocultural 'artifact' present in the social and cultural world (among peers and 'experts') and which migrates into individuals from the interpsychological to the intrapsychological plane affecting mental development. Central to SCT is the concept of the zone of proximal development (ZPD), the zone where collaborative construction of meaning occurs in the contingent moment (synchronously) through interaction with artifacts, and plays out in our altering perceptions of ourselves and the

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world with the passage of time (diachronically). Thus, Narrative in the context of the ZPD is continually open to change as it is (re)constructed, challenged, and (re)interpreted. My methodological approach oscillates between narrative inquiry and narrative analysis. In the former, I am principally interested in what narrative reveals about the tellers' projected self, by what they choose to put in and leave out of their stories, whereas in the latter I am more concerned with the situated, constructive narrative act itself, and the way that form and discourse are interrelated in the moment by moment creation of self. By comparing the two, investigated through one-to-one interviews, workshop discussions, email correspondence, blogs and live internet chats over one academic year, I set out to explore how different types of narrative compare and contrast in relation to learning experiences in the interpreting institution and give insights into the continuity and change in the individual's perception of themselves as future professional interpreters.

SALEM, Tanja and SCARVAGLIERI, Claudio

“Educational Landscaping”: A method of raising teachers' language awareness.

Our talk tackles an issue of high relevance for effective language teaching (cf. e.g. Svalberg 2007): teachers' language awareness and ways of advancing it in multilingual settings. By introducing “Educational Landscaping” (EL) we propose a new approach to this issue. “Educational Landscaping” draws on methods and theories of “Linguistic Landscaping” (Shohamy et al. 2010) and adapts them for the study of resources of integrated language education. Thereby “Educational Landscaping” enhances teachers' language awareness, i.e. it makes them take note of their linguistic surroundings and lets them find ways of making better use of existing educational resources. EL proceeds in four phases: 1) teachers are taught the techniques to document and understand the linguistic reality in educational institutions; 2) the participants gather data (photographs, interviews, statistics) on the linguistic reality in their respective institutions; 3) the participants set up poster presentations and discuss their findings amongst themselves and with the research team; 4) the participants apply their findings to institutional reality. We will present the results of an exploratory qualitative interview study conducted in 2011 in an integrated language education project at the transition from kindergarten to primary school in Hamburg, Germany (“Diagnosegestützte durchgängige Sprachbildung an der Schnittstelle zwischen Elementar- und Primarbereich”). Our data document all four phases of EL as well as the effects it has on the language awareness of teachers. Major results are that EL helps kindergarten and primary school teachers to change their perception of the semiotic and communicative resources within the respective educational institutions and to develop goals for organizational changes in relation to an integrated language education. Partially, concrete and far-reaching changes have already been made in the institutions. These changes include the greeting of students in their heritage languages, the comprehensive semiotic restructuring of a kindergarten and the revision of the architectural structure of a primary school according to the findings of EL. Thus, EL seems to have contributed to a change in language awareness among education professionals and also in the educational and communication practices in the institutions in a relatively short time.

SCHEDER, Larissa Semiramis

Pupils' representations of multilingualism in German-Italian schools.

Increasing mobility in today's linguistically and culturally diverse society, put language skills and intercultural competences in the limelight of education. The multilingual concepts of different school-systems reflect this change of paradigm. An example for that can be found in the program of the bilingual German schools in Genoa and Rome where mostly German and some Italian are used as languages of instruction since kindergarten. Additionally English, Latin and French are taught as foreign languages. Both schools are international encounter schools where the classes are composed by native speakers of Italian and German, but also by pupils with different linguistic backgrounds. Even though this type of school provides a good setting for multilingualism to flourish, it is interesting to investigate how the people who live multilingualism in this context relate to this way of education. So, the question arises of how students that attend such a multilingual school perceive their own multilingualism and what they understand by ‘multilingualism’? This study, which was carried out for my master thesis, sets out to investigate this question in the German schools of Genoa and Rome by conducting a questionnaire based analysis of how multilingual students understand and relate to the concept of multilingualism. The participants in the study are 331 students aged from 11 to 19 years old and all multilingual. The study investigates their representations of their languages, their culture, and their pathways of language acquisition. Furthermore, the students' personal definitions of the notion ‘multilingualism’ are explored. The quantitative and qualitative analysis of the empirical data demonstrates how the diverse language repertoire of the students reflects on their identity construction and their sense of cultural belonging. The students describe their daily language practices and the use of their language repertoire. They also evaluate different methods of language acquisition based on their personal experiences. The results show that the students perceive themselves mostly as multilingual, but often not as multicultural even if they define ‘multilingualism’ also by cultural aspects. This might be the case because the influence of the two cultures (Italian and German), which are present at school, is not strong enough to make students develop a sense of cultural belonging to both of them. As far as language use is concerned, a difference between the two schools can be observed: Surprisingly, pupils in Rome more frequently use their local Italian variety than in Genoa, notwithstanding the fact that the number of German students is higher in the Roman school than in Genoa. Implications of this finding will be discussed. Altogether, the study provides insight into the multilingual everyday life of the young and shall therefore contribute to the development of multilingual education. This contribution highlights some consequences for multilingual teaching and puts forward some recommendations on how to profit from the linguistic diversities in multilingual classrooms.

SCHROEDLER, Tobias

What are Foreign Language Skills Worth? The Human Capital value of learning German, French and Spanish and its importance for Language Education Policies.

In this talk, I will discuss some methodological approaches on how to assess the value of foreign languages. Following a brief description of the sociological and psychological concepts of 'non-market' value of languages, I will move on to describe Human Capital Theory as an analytical tool to assess the value of foreign language skills. With particular focus on European economic development over the last two decades, I argue that Human Capital Theory contributes to an understanding of foreign language learning in Europe. Apart from English, the most popular foreign languages studied across Europe are German, French and Spanish. As such, these three languages stand in competition with one another. In order to understand shifting learner numbers and the changing economic importance of these target languages, I will present an assessment based on economic data from the target language communities as well as expert interviews with employment specialists and human resources managers of multinational companies. Based on this assessment, we can identify differences in the economic value of the three languages. It will be argued here that as the demand for speakers of a language increases, so does its economic value. Conversely, as demand for speakers decreases, so a language's economic value diminishes. Following this overview and drawing from Grin's theories on the subject, I will explain how second language education can be seen as enhancing learners' human capital. With particular regard to German, French and Spanish as foreign languages, I shall assess their respective value in education. In the final part of the talk, I will link my findings and judgements on value to the debate on language education policy. Considering that the aim of most education policies is to enhance a country's or a region's human capital, some interesting conclusions can be drawn from the economic assessment of the three target languages. With regard to the debate on the rapid or periodic fluctuation of the economic importance of different foreign languages and also considering the current demand for foreign language skills, I will discuss some consequences of my findings for language education policies.

SCHWARZ, Marlene

Learning with Lady GaGa & Co. – Incidental EFL vocabulary acquisition from pop songs.

There is a common belief among teachers and researchers that a large part of the vocabulary that students need to know in order to achieve fluency in a foreign language is acquired through incidental learning. Empirical work in this field has concentrated strongly on the effects of extensive reading and there is surprisingly little research on incidental vocabulary acquisition from oral input. This study constitutes an attempt to bridge this apparent research gap by investigating incidental vocabulary learning from a previously overlooked source of oral input: English pop songs. Adolescents in Austria and elsewhere are exposed to a substantial amount of English input through pop music during their leisure time and this additional foreign language exposure may have a positive impact on vocabulary learning. Furthermore, the learning of verbal text in combination with melody has been shown to have beneficial effects on speech comprehension and verbal memory and therefore the combination of music and language in pop songs may further promote language learning. The present study empirically investigates whether Austrian EFL learners acquire vocabulary knowledge incidentally by listening to and engaging with English pop songs outside school. The research methodology, which was devised especially for this project, combines a quasi-experiment using a repeated-measures design with a survey and a lexical analysis of song texts in a mixed methods approach. 74 students attending the 8th grade in either a Hauptschule (a secondary modern school) or Gymnasium (a grammar school) participated in this study. Results show that all participants like listening to music and that English is the most frequent language of songs. Moreover, a significant difference was found between the vocabulary pre-test and post-test scores in the quasi-experiment, which indicates that incidental vocabulary acquisition in out-of-school contexts does indeed occur. These findings suggest that English input through popular media such as pop songs can enhance vocabulary learning and should thus be considered more centrally in English teaching in EFL settings.

SHEEKEY, Peter

Narrating Selves in an Intercultural Drop-in Centre.

This paper will present some work from my ongoing qualitative research of the experiences of adult migrant English language learners (ELL) in an intercultural drop-in centre in Dublin. The social setting of the centre and a profile of the ELLs in question will be provided. Some of the challenges particular to this cohort of learners will also be outlined. Inadequate opportunities for this type of learner to realize the kind of social contacts that provide real-world dimensions to in-class activities has been identified as one of the most probable barriers to language learning and integration for this fragile group (Little, 2000). This study is informed by socially situated theories of learning (McCormick and Murphy, 2008, Brown et al., 1989) as they may be performed or not in communities of practice (Van Benthuyzen, 2008, Wenger, 1998). This research takes into account reports of a paradigm shift in the discourse on how successful language learners are constructed which show a move from structurally based models towards more sociocultural (Council of Europe, 2001) and poststructural perspectives (Duff, 2010), with traditional views of learner's success being challenged by those who wish to take into account the sociocultural, historical and politico-economic situations in which they live and learn (Norton and Toohey, 2003). The theoretical framework for this inquiry explored and embraced this shift in accounting for language learning for this group. This paper will present some very preliminary observations on the use of a Language Experience Approach (Wurr, 2002) to enable these learners to narrate life histories and experiences of border crossing (Pavlenko, 2001). In the process, some issues of identity and the pain and costs of trying to negotiate and narrate new selves for this cohort will be revealed (Pavlenko and Lantolf, 2000).

SIEBETCHEU, Raymond

Teaching and language education policies of Italian language in Africa.

Over the past thirty years, two important surveys concerning the Italian language in the world have been carried out in Italy: The Baldelli survey in 1981 (Baldelli, 1987) and that of De Mauro in 2000 (De Mauro et alii, 2002). Though these surveys produced very interesting results, they involved few African countries. This research, which builds upon my PhD project carried out from 2007 to 2010 (Siebetcheu, 2009), is therefore the very first one aimed at illustrating the role of Italian within the complex multilingual society of Africa. The research involved all the 54 African countries: Italian diplomatic services, educational institutions teaching Italian. These institutions received a sociolinguistic questionnaire whose purpose was to obtain both quantitative and qualitative data related to the teaching of Italian. More specific data was collected as a result of fieldwork carried out in Algeria, Cameroon, Ethiopia Gabon and Senegal. Based on the results of this research, we observed that Italian is taught in 21 African countries and that more than a hundred thousand students learn Italian in Africa (90% of them in the local institutions). In this continent, Italian (the 3rd/4th foreign language in schools) is viewed very positively because it is closely associated with the culture (soccer, fashion and cuisine). If the majority learns Italian with the purpose of studying in Italy, many learn it to work in situ (Italian companies, tourism sector, etc). In spite of the increasing number of African students and teachers who are warmly ready to 'adopt' and add Italian into their multilingual heritage, African learners still face the difficult conditions of language education (Siebetcheu, 2011). Presently, the strong motivation of the learners doesn't correspond to the language education policies. This research reveals two crucial problems for the teaching of Italian: the training of teachers, most of which are not native speakers, and the course materials. Due to the inadequacy of these factors, the teaching methods, most of the times are not adapted to the needs of the learners. This paper proposes some didactics principles for Italian language in Africa, such as an action-oriented approach for students learning in a given set of conditions and circumstances; refresher courses for teachers in situ and in Italy; appropriate Italian course materials.

TAPIO, Elina

English language in the everyday life of Finnish Sign Language people: a multimodal view on interaction.

The paper reports the main results of my PhD research which explores English language in the everyday life of Finnish Sign Language people. The PhD study is done through Mediated Discourse Analysis and its practical research procedure nexus analysis, which is based on the ethnographic research paradigm (R. Scollon, 2001; R. Scollon & Scollon, 2004; Norris & Jones, 2005; also Blommaert & Huang, 2009). This study draws on different types of data from both educational settings and everyday situations beyond, aiming at an examination of situated social actions from many perspectives. The data collected in a school consists of observations, interviews, and multiple data from co-participatory research projects with a focus group of teachers and pupils. Later, complementary sets of data were collected outside the school context in order to broaden the perspective on the phenomena in question. The study shows how the actions Finnish Sign Language people take with English language are complex, multimodal, multilingual and deeply situated, and offer affordances for successful participation in foreign language in question. I will argue, that the complexity, multimodality and situated nature of such actions challenge the traditional views on language learning and language teaching, and how the ecological view on language learning would provide a fruitful base for teaching English to diverse learners such as Sign Language people. Since the goal of a nexus analysis is to navigate the larger discourses circulating the social actions in question, the study discusses three major discourses that emerged in various ways in the data: discourse of input through hearing, discourse on the goals and curricula, and discourse of mediational means of English teaching for Sign Language people. The discourses will be discussed in relation to the results of multimodal analysis on interaction done inside the research project (e.g. Norris, 2004).

THEVS, Katja

SEAGULL - A smart approach to teaching and learning languages.

The global labour market and the internationalisation of research projects bring with them certain demands in terms of foreign language acquisition. More and more companies and universities require their employees and students to adapt to a multicultural environment and to speak various languages. This creates a need for new dynamic concepts of language learning. The SEAGULL project, conducted from 11/2012-10/2015 and funded by the EU Lifelong Learning Programme, aims to support tandem learning in various ways. SEAGULL stands for Smart Educational Environment through Guided Language Learning. As illustrated by its name, it tackles the challenge of bridging the gap between an autonomous learning approach while at the same time being accompanied by the need for a systematic and calibrated support. 20 partner institutions from all over Europe and beyond will be developing learning materials for autonomous tandem learning in 11 languages (Arabic, Chinese, English, French, German, Lithuanian, Polish, Russian, Swedish, Spanish, and Turkish). For each language, materials in form of topic sheets for levels A1 to B2 will be available by October 2013. To foster adequate language acquisition which focuses on genuine dialogue collaboration SEAGULL will provide a subject matter on topic sheets in order to provoke authentic and lively conversations. The idea is to implement topic sheets providing pictures and rare word input, enriched with lexis and grammatical structure. These topic sheets mean students can rely on materials conceived by professionals even within an autonomous tandem setting. The topic sheets will be accompanied by handouts including advice on didactics and specific language phenomena, and therefore enable each partner to transmit his/her mother tongue. A second goal is that language learners within a tandem setting should be enabled to acquire intercultural competence while communicating across cultural borders – reflecting on and comparing their own assumptions and those of others. The topic sheets designed in SEAGULL therefore give a lot of scope for learner's investigations regarding their own cultural background in comparison to those of others, in an open self-reflecting way. The third and essential task of the partner institutions is to include the autonomous tandem learning

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method into their curricular system. That means that tandem should not be seen as an additional offer for students conducted freely in their private time, but as a part of the language centre's programme, recognised by ECTS and a certificate. By integrating autonomous learning methods such as tandem learning into the official study programme as well as by cooperating across national borders, we are aiming at establishing a dynamic and efficient network. Thus language learners will be enabled to choose an individual approach for language acquisition while at the same time they will profit from a smart educational environment.

THOMPSON, Gene

Integrating a communicative approach to teaching English in a Japanese high school context.

From April 2013, English classes at high schools in Japan must be carried out with English as the medium of instruction, and early evidence suggests serious concern on the part of Japanese teachers of English (JTEs) about their ability to meet the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) requirements (Glasgow, 2012). Focus is increasingly how teachers can adapt to the new MEXT policy (Mondejar et al., 2012), and this presentation will report the findings from the initial two rounds of an ongoing collaborative action research project involving the presenter and a novice high school JTE focused on adapting and supplementing textbook materials to allow the integration of CLT, while responding to ongoing institutional pressure to use a grammar translation yakudoku methodology and focus on exam preparation. Data were generated through initial interviews to identify affordances for change, followed by feedback and planning sessions for each round, student test score data, and student feedback surveys. The results from the initial rounds following the introduction of a 'backward' yakudoku communicative methodology show positive teacher and student response, but highlight the difficulties faced by JTEs in implementing communicative language teaching practices in their classrooms.

TOM-LAWYER, Oris

The Role of Language in Education: The Nigerian Context.

Three purposes of language in education have been identified by Bamgbose (1991). They are: i) literacy ii) subject of study iii) medium of instruction. All the educational languages in Nigeria perform these functions and other non-communicative roles. Nigeria is a multi-lingual and a multi-cultural nation in West Africa. It is the most populous Black Country in Africa (CIA, 2011 cited in Okebukola, 2012), with approximately 400 languages, though Hansford (1986) has identified 394. The National Policy on Education emphasizes the importance of language as a means of culture preservation, national cohesion and promotion of social interaction; thus making it mandatory for every child to learn the language of his/her immediate environment (NPL, 2004:10). There are two official languages in Nigeria (as stipulated by the National Policy on Education, 2004:10): English and French. English language is the more prominent of the two; it was bequeathed to the nation by Britain. English performs a number of functions in the country. It is a language of instruction, subject of study, language of business, language of foreign diplomacy and a social language. The importance of English cannot be over-emphasized. The constitution of Nigeria recognizes three major indigenous languages – Yoruba, Igbo and Hausa; secondary students are expected to learn these languages depending on their environment. This provision has its implications. This paper analyses the role of language in education; with particular reference to the Nigerian context. It explores the extent to which the educational languages have been able to achieve these roles and its implications for the students. It suggests ways that better teaching strategies can be adopted to enhance the performance of the functions. The analysis was carried out using a literature review method as publications abound on this subject. The findings reveal that the indigenous languages are perceived as a burden by students and this causes a complacent attitude to the learning of the languages. Parents are not helping matters as children are not encouraged to speak their indigenous languages. The learning of English is examination oriented as students lack communicative competence in the language. Moreover, educational policies are not fully implemented. However, the paper advocates that more attention be given to the roles of English language in the country, as the standard of English is falling drastically in all facets of endeavour and country seems to be losing its status in this area. If more attention is given to English, the country stands to benefit from it. For the other languages, better teaching strategies are required.

VÁZQUEZ, Borja Manzano

Pedagogy for Autonomy in FLT in Spain: An Exploratory Analysis on its Implementation through Case Studies.

The notion of learner autonomy has become one of the most important educational goals in modern languages education over the last decades (Aviram, 1993; Benson, 2001, 2006; European Commission, 2006; Jiménez Raya, 2008, 2009; Little, 1991, 2007; Morgan, 1996). The constant changes the present-day society undergoes (i.e. growing globalisation, need for plurilinguistic competences, the unstoppable growth of knowledge, or the omnipresence of information and communications technology) have made this notion indispensable in educational rhetoric. For this purpose, learner autonomy aims at providing learners with the knowledge and skills needed for permanent education and self-directed learning, whereby they can take control over their learning and be fully responsible for making informed decisions concerning the management of their own learning process. Through the analysis of different case studies, this study aims at exploring the educational context to determine whether learner autonomy is a relevant educational goal in foreign language learning, to analyse how the concept of pedagogy for autonomy is implemented regarding the pedagogical principles proposed by Jiménez Raya et al. (2007) and to address what possible obstacles stand in the way. Six foreign language teachers participated in this study (four secondary school teachers teaching English from grade 7 to grade 9 and two teachers teaching English and German at level A1 of the CEFR at Official Language School), whereas two procedures were used for data collection: classroom observation and interviews. Having analysed the different cases, the main conclusion to be drawn from this study is that there is a striking lack of learner autonomy in the context of foreign

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language learning. On the whole, the pedagogical principles for the development of pedagogy for autonomy are marginally implemented as most teachers take a traditional teacher-centred approach to language learning. As a consequence, learners are unable to develop any capacity to learn autonomously. Finally, teachers identify different obstacles standing in the way when trying to implement learner autonomy in the foreign language classroom such as learners' poor commitment to education, the lack of a collaborative culture among teachers, or teacher education, among others.

WEBER, Elisabeth

English as a Foreign Language & English as a Lingua Franca in the European Union.

Within the European Union (EU) there is an inconsistency between foreign language policy and the actual teaching of English as a Foreign Language (EFL) in educational institutions. Official policy documents of the EU such as the Common European Framework of Reference for Languages (2007) postulate objective and application-oriented guidelines for foreign language teaching and learning at educational institutions – and, as all languages are regarded alike within the EU these are also supposed to be valid for EFL. However, it needs to be stated that the European language policy does not offer guidance on how these postulates should or could be actually implemented in EFL classrooms. There is, in effect, a discrepancy between the official language policy on one hand, and reality in EFL classrooms on the other. Relating to EFL teaching, the EU subscribes to the traditional assumption that the reason for learning English in schools and universities is to communicate primarily with its native speakers. However true this might be for other foreign languages within the EU, it is not valid for English which has become the means of global communication as a lingua franca. This increasing use of English as an international language is considered as some sort of threat to other languages within the EU and to undermine the principle of plurilingual diversity (see, for example, Council of Europe 1997:52 and Council of Europe 2003:19). In this presentation I consider the validity and viability of the ideas that inform EU language policy in relation to the teaching of English in schools and suggest an alternative way of thinking which is based on the concept of English as a Lingua Franca.

WEIDACHER-GRUBER, Hildegard

Teaching German as a Second Language to Semiliterate and Illiterate People.

The new immigration law in Austria forces migrants to pass a language test before getting permanent residence permission. Because of that the importance and the urgency of teaching German as a Second language to this group of people has increased significantly. In the context of this development, a discussion has started how to deal with people with low or no literacy competence in their first language and who have almost no experience in learning and being taught under the formal circumstances of a (language) course at all. There are different attempts to create programs for teaching reading and writing in German. In my thesis I want to describe the different programs and methods used in Austria so far for training these people. Therefore, I look into the training programs for language teachers (of which there are not many and all of them are part of the private education system) and secondly I conduct interviews among teachers of German as a foreign language. The interviews focus on the necessary skills supposedly needed for reading and writing and on which teaching methods seem to work and which don't and why. The results of the interviews and of my other investigations show that there is a big difference between the goals and the expected results of the teaching process on the one hand and the real outcome of the teaching process on the other. To find out the reasons for that it is important to observe and interview the learners, too, about their learning experiences before they start a course and their own expectations when entering the language classes. What has been found out so far is that there are a lot of methods concerning teaching the basic skills for reading and writing (like spelling, orthography, phonem-graphem-correspondences). However, there is a lack of talking and of teaching the socially embedded use of literacy. People who need to take these language tests often come from societies in which the usage of writing and reading plays a different role and, therefore, has a different social meaning. These aspects are very often not taken into consideration, which is one reason why the courses are often not as effective and successful as they are expected to be. Even people who are able to read and write in their first languages have a lot of problems following the lessons just because they were trained for a different social use of literacy. That is one reason why they have difficulties to succeed in the language tests. In my paper I would like to give an overview of the ongoing processes in teaching German as a second language and to report on what I have found out so far about possibilities to improve teaching methods and the materials used in the courses.

YILMAZ, Alev

Turkish as a foreign language and the Common European Framework of Reference for Languages.

The Turkish language belongs to the Altaic language family and it has linguistically complex structure due to the migration of Turkic people in the history and their consequent intermingling with the people of non-Turkic speech. Johan Vandewalle, a researcher from Ghent University, who was awarded by the Babel Prize by the Provincial Centre for Modern Languages in Brussels in 1987 who is able to speak 22 living languages says about this complex linguistic structure that: "having mastered many different languages and their structures, I could say that Turkish language and its structure is the one that fascinates me most. If you let me be a bit emotional, sometimes I say I wish Chomsky could have learnt Turkish when he was younger. Then, I am sure the modern linguistics would have been moulded according to Turkish rather than English." Ataturk, the founder of the Turkish Republic also said that, "Turkish language is a rich and inclusive language. It has the capacity to express each and every concept. Yet, it is vitally important to look for, collect and work on all of the features and particulars of it." Recent political changes in the Middle East, Turkey's status as an EU candidate country, its role as 'bridge' between the Middle East and Europe, and increased long-term tourism have all contributed to the growing interest in Turkish as a foreign language. This growth in Turkish language learning brings the need to adopt international best practice in the classroom. My paper considers the possible contribution of the Common

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European Framework for Languages (CEFR) to this end. Whilst the CEFR provides detailed descriptors of language use in a variety of domains and situations, these are not language-specific. I report on a longitudinal investigation of the acquisitional pathways of L2 adult learners learning Turkish in Ireland, and how these may map onto the initial proficiency levels of the CEFR. I will present some key typological features of the Turkish language, review the limited literature on Turkish as a Foreign Language, and explore the methodology employed to investigate Turkish language acquisition by adults in the language classroom through the use of recordings of classroom talk within an extramural language programme.

ZAJĄC, Magdalena

Variability in L2 pronunciation examined through the prism of phonetic imitation framework.

L2 pronunciation seems to be one of the most fascinating aspects of learner performance. Numerous studies indicate that it is highly variable and heterogeneous, sensitive to changes and dependent upon elements such as language aptitude, amount of native input, motivation, various social and biological factors, etc (e.g. Flege & Liu, 2001; Suter, 1976, in Flege, MackKay & Piske, 2001; Tahta et al., 1981, in Flege, MackKay & Piske, 2001; Thompson, 1976, in Dowd, Zuengler & Berkowitz, 1990). Although variability in L2 speech has already been examined with the use of several different methods and frameworks, only a limited number of studies (Kim, Horton, Bradlow, 2011; Beebe, 1981; Young, 1988; Zuengler, 1982; Zuenegler, 1987) have focused on investigating it through the prism of phonetic imitation, i.e. the process by which a talker becomes more similar-sounding to another individual as a result of exposure to his or her speech (Babel, 2012). Therefore, the purpose of this study is to determine whether phonetic imitation can be used to account for some of the variation present in L2 pronunciation. The study concentrates on phonetic imitation in the speech of Polish learners of English and investigates whether native speakers of Polish imitate the length and spectra of English vowels. The study also aims to determine whether the extent of phonetic imitation may be influenced by the model talker being a native or a non-native speaker of English. The participants, a group of first year English philology students, were asked to perform a lexical shadowing task in which they named objects and actions presented on a set of photos, first on their own and later after hearing the objects and actions named by either of the two model talkers (a native Standard Southern British English speaker and a native Polish speaker of English). The vowels under investigation were English /æ e ɪ i:/ in the b_t and b_d context.

ZOGLAMI, Naouel

The correlation between metacognitive awareness and listening performance: Evidence from French (L2) EFL learners and implications for future research and teaching.

Metacognition refers to thinking about and regulating one's own cognition. This awareness and control of cognitive processes have proved to be necessary for successful foreign language learning. Nevertheless, the exact role and the contribution of metacognitive awareness to listening proficiency have yet to be determined and empirically proved. This study examined French EFL learners' degree of metacognitive awareness in listening. It also sought to define how students' reported listening strategies correlated with their real listening performance. A total of 110 French learners of English as L2 participated in the study. An adapted version of the Metacognitive Awareness Listening Questionnaire (or the MALQ in Vandergrift et al., 2006) was used. Its analysis showed that French undergraduates were generally aware of their difficulties as listeners and were quite conscious about the cognitive processes involved in listening comprehension. They demonstrated a rather high degree of metacognitive knowledge of listening in aspects like directed attention and problem solving, indicating an ability to monitor comprehension and consider alternatives when there are comprehension breakdowns. On the other hand, the majority of the learners showed a lesser capacity to plan for and evaluate their listening, while only some of them tend to rely heavily on the translation strategy to guarantee understanding of spoken English. A positive correlation was found between students' answers in the questionnaire and their scores on the listening section of the Cambridge First Certificate in English. Few differences were observed between high-proficient and less-proficient listeners. The regression analysis suggested that MA could explain some of the variance in listening proficiency (around 14%). This study finally insisted on the necessity of raising FL listeners' MA through explicit metacognitive strategy training.

Mäntylä, Katja & Pitkänen-Huhta, Anne, University of Jyväskylä, Finland

Migrant language learners: recognizing, valuing and utilizing multilingual repertoires in the foreign language classroom in Finland.

Migrant second language learners have received considerable attention in research, but there are very few studies on migrants learning foreign languages, not even in countries with longer tradition of migration, let alone in Finland. Finland is a relatively young multicultural and multilingual society, but the number of migrant learners in schools is steadily increasing. In 2009, there were 19,240 pupils (3.6%) with mother tongue other than a national or minority language attending basic education. Altogether, over 120 home languages are spoken in Finland, the biggest migrant languages being Russian, Estonian, and Somali. When young migrant learners enter school and encounter languages as school subjects, these are usually treated as having fixed boundaries. The fact that migrants already have wide fluid multilingual repertoires, including heritage language(s) and second and/or additional languages, is often being ignored, thus causing tension between practices of language use and learning. While the mainstream learner can be assumed to approach the new languages largely from a monolingual (Finnish) perspective and draw on monolingual practices of language use and learning, the migrant learner might have several languages in her/his repertoire and thus have multiple fluid multilingual resources available. This paper is part of a larger project launched in spring 2013 that examines the practices and processes of EFL learning in the multilingual classroom. In this presentation, we focus on the current situation in Finland and Finnish schools - what does the linguistic and cultural landscape look like and to what extent do teaching practices take multilingualism into account.

Psaltou-Joycey, Angeliki, Aristotle University of Thessaloniki, Greece

Cross-linguistic influence on learning Greek as a third or additional language.

The study investigates the type of background linguistic knowledge learners of Greek as a 3rd or additional language activate in the classroom for the development of the four language skills, as well as for grammar and vocabulary learning. The investigation involved 111 bi/multilingual adult learners of Greek whose employment of their L1, L2(s), or Greek L3 was examined both quantitatively by using a questionnaire, and qualitatively by short interviews with regard to their proficiency level, gender, and age differences. The results showed that overall these learners make use of all the linguistic background they have available for comprehension and learning but try to function mainly in the L3 in language production. When required, they also activate their L1 more frequently than their L2(s) in L3 production. With regard to the three variables, proficiency level seems to affect all language skills, whereas gender and age show influence to a lesser extent. The main reasons provided by the students for resorting to either their L1 or an L2 they know were their low proficiency level in Greek, need for production of rather complex language structures, learning of new vocabulary and of grammar, as well as checking errors in written texts.

Wilton, Antje, University of Siegen, Germany

“What I said to them at half-time would be unprintable on radio” (Gerry Francis) – Analysing Football Commentary.

Around the world, a professional football match is a significant event which through its presentation and staging in public media enables millions of people to share it. To satisfy the audience's need for entertainment and information, mass media provide different forms of football commentary, including live commentary, interviews with players, coaches and other experts, reports and live tickers. Post-match interviews as part of football commentary have been investigated in various disciplines (sports studies, media studies and linguistics) and analysed for their quality, their general structure or the use of metaphors. This presentation reports on a study which takes a slightly different focus, investigating the relationship between the characteristics of post-match interviews and their function within the genres of football commentary and the wider social context. The corpus consists of television interviews conducted with players from the German football club FC Bayern München during the 2011 season. The interviews are analysed using a conversation analytic approach that focuses on the relationship between verbal and visual elements, between micro- and macrostructures and between form and content. The study proposes that post-match interviews are to be seen as a communicative genre in the sense of Bergmann & Luckmann (1995), having an inner structure determined by the choice of linguistic material and an outer structure connecting the genre to a wider social and media context, reconstructing the feeling of an event having been shared by players and audience, thus serving to establish and enact an imaginary community (Chovanec 2008, Mikos 2006). It will be shown that many of the typical – and sometimes criticized – characteristics of those interviews are employed deliberately to manage and maintain parasocial interaction and relationships between players and audience (Gleich 2009). As such, football interviews take their place in the communicative “budget” of a society (Bergmann & Luckmann 1995).

Langemets, Margit & Kerge, Krista, Institute of the Estonian Language, Tallin, Estonia

Current Trends in Applied Linguistics in Estonia.

In Estonia—as well as in other academic communities—there has been quite a pressure towards applicability of theoretical research recently. Strategic planning of the development of the Estonian language began in 1998 under the authorities of the Ministry of Education supervised by the Estonian Language Council. Since 2011 we are living an age of The Development Plan of the Estonian Language 2011–2017 where the term 'applied' or 'practical applications' appears several times in the document, mainly concerning Language Technology and Language Resources, Language Planning, Language Learning and Teaching, as well as the activities of the Estonian Association for Applied Linguistics (EAAL). This may probably look like a great opportunity for Applied Linguistics if it were a well established discipline in Estonia. Or we might ask whether drawing the boundary between applied linguistics and the rest of the linguistics would be necessary at all. Last year a special volume of the Journal *Keel ja Kirjandus* [Language and Literature] devoted to Applied Linguistics was published in Estonia (*Keel ja Kirjandus* 2012, No. 8-9). I will discuss some issues arised there in my presentation adressing general aspects of the theory and practice, as well as different tendencies of applied linguistics, notably, lexicography, mother tongue teaching, speech technology, multilingualism, and conversation analysis.

García Mayo, María del Pilar & Lázaro Ibarrola, Amparo, Universidad del País Vasco (UPV/EHU) & Universidad Pública de Navarra (UPNA), Spain

Child pair work in an EFL context.

Numerous studies to date have recognized the crucial role of interaction in the SLA process. During interaction learners have the opportunity to negotiate language input, receive feedback and modify their output (Mackey, 2007; Pica, 2004). Negotiation of meaning is a particular type of interaction, a process whereby conversational routines are modified among partners in order to overcome communication breakdowns. Research over the past three decades has centered on adult ESL populations and little attention has been paid to the process of child interaction, exception made of the pioneering work by Oliver (2002 et passim) on ESL child interaction. Even less is known about child interaction in foreign language classrooms and about a new learning context that is becoming prevalent in Europe: Content-and-language-integrated-learning (CLIL). Although some studies have investigated general discourse features in this setting (Dalton-Puffer 2007; Lázaro Ibarrola & García Mayo, 2012), it is still necessary to examine whether its special characteristics (more exposure to the target language and interactive methodology) have an effect on learners' production. This paper focuses on English as a Foreign Language (EFL) and CLIL children's oral interaction while completing a picture-placement task. The participants in this study were 80 children in 3rd and 5th year of primary education (8 to 11 year olds), all with a beginner proficiency level as attested by teachers' and researchers' ratings. They were paired to form 40 age- and proficiency-matched dyads in each learning context (20 EFL, 20 CLIL) and their oral production (approximately 9 hours) was audio and videorecorded, transcribed and coded to identify the different strategies they use to complete the task. The following features were the basis of the analysis: clarification requests, confirmation and comprehension checks and self- and other-repetition. L1 use while completing the task was also considered. Findings point to statistically significant differences in the use of conversational adjustments and L1 use between the two learning contexts (CLIL vs. EFL). On the contrary, non-significant differences were found between the two primary school levels (3rd and 5th) in each of the learning contexts. The findings will be discussed in connection to both learning context and learner age.

POSTER SESSION 1, Ideas Space, Level 2, Long Room Hub
Tuesday 18 June, 13:30 – 14:30

Lies Strobbe	Valorising multilingualism in primary education
Jenny Jakisch	Plurilingualism and English Language Teaching: Theoretical Considerations, Practical Perspectives
Martin Mikulas	Corpus based study of futurity
Sabine Stephany, Markus Linnemann	Addressing linguistic challenges of writing tasks in the mathematics classroom.
Sabine Stephany	Linguistic challenges in mathematical word problems – An empirical study on 3rd and 4th grade students in German mathematics classes
Des Ryan	The Subsystems of English Spelling
Diana Bayley	Multiculturalism in education in Australia
Olga Hryckiewicz	Mobile technology in foreign language learning

POSTER SESSION 2, Ideas Space, Level 2, Long Room Hub
Wednesday 19 June, 13:30 – 14:30

Alberto Lombardero	ELT under the sun: William Casey Moore the cultural and didactical legacy of an Irish man in 19th Century Spain
Carolina Girón-García	Towards a digital education in English as a Foreign Language (EFL)
Julia Jenson	The development of accuracy during study abroad: A longitudinal investigation
Isabel Gibert-Escofet	Chinese Learners of Spanish as a Second Language and Spanish Pragmatic Scenarios
Estíbaliz Vázquez Tabera	L2 English learners and question formation: what data can tell us about grammatical properties and crosslinguistic influence.
Idoia Triana	The achievement of second language reading comprehension skills in a multilingual setting: a longitudinal study of an Arabic/Catalan mono-literate bilingual primary student in Catalonia
Miriam Altelarrea Llorente	The acquisition of Spanish definite articles by English native speakers: gender distribution and use
Tatjana Rinas & Edna Imamovic	Multilingual pupils' language use in a "Situated learning" environment – a video-project during a French -and Biology lesson
Anca Daniela Frumuselu	Subtitling- A Language Learning Tool in EFL?

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