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Creating writing culture: Quantitative investigation in pre-university English academic writing and diverse non-native students

The challenge of creating academic writing proficiency and an academic writing culture where one does not exist is not an easy task. Additionally, the weight of creating a writing culture in a second language only adds to the burden. Istanbul Sehir University, Istanbul, Turkey, is a young private foundation-supported English-medium university where all of the students are native speakers of other languages (85% Turkish and the remainder natives of over two dozen languages). The vast majority of students enter the university with a suboptimal level of English skills, particularly writing. Turkey's public primary and secondary education system relies almost exclusively on multiple-choice and brief-answer testing. Writing-to-learn, writing-to-understand courses are exceptionally rare. Secondary students have rarely written more than a paragraph, even in their native language, let alone in English. Therefore one or two years prior to entering their freshman year, students enroll in a separate university-operated English preparatory programme (SEPP). This qualitative study investigates 300 writing samples from two years of writing from a homogeneous group of SEPP English preparatory students. Using reliable and reproducible methods, covering grammar, mechanics, style, plagiarism, and composition structure, this study determines the writing issues among these students. These results by themselves are critical for improving academic writing teaching. The study moreover includes a fortuitous 'natural experiment', where different writing frequencies are compared. Conclusions highlight the challenges and opportunities in teaching English writing to this socio-culturally diverse group of university students. Furthermore, the study identifies areas of learning transfer and also areas where there is a lack of learning transfer. Implications of the study suggest ways to alter teaching methods and curricula to best prepare multicultural and diverse non-native students for excellence in English academic writing.

Strand: *English language education*, Sector: *Tertiary*

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Factors affecting Saudi secondary school students in English writing in Saudi Arabia

This study aims to investigate the perceived difficulties faced by Saudi secondary school students in English writing, the perceived contributing factors to these difficulties, and how these difficulties can be effectively addressed. A concurrent, mixed-methods approach was used for data collection and analysis. Data collection was conducted through administering surveys and running focus groups for students. A number of teachers were also interviewed. The analysis of quantitative and qualitative data revealed that students experienced difficulties in sentence and paragraph levels in their English writing. Six factors contributing to these difficulties were identified. These include teaching practices; L2 writing strategic processes; motivation; anxiety; curriculum; and weak foundation. Both students and teachers suggested some strategies to reduce these difficulties in English writing such as training teachers and improving curriculum. No significant gender differences were found regarding the perceived difficulties they experienced in English writing. The same was found for the differences for the three school year levels. However, there was a significant relationship between parents' educational background and the perceived difficulties students faced when writing in English. A similar relationship was found between extra out-of-class English lessons and students' perceptions of difficulties in English writing. The practical and theoretical implications of the study will be discussed.

Strand: *English language education*, Sector: *Secondary*

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Saudi perceptions on English grammar instruction for developing language proficiency: A mixed methods Study

English language popularity has increased substantially in Saudi Arabia because English is considered to be the world's current lingua franca for political, economic and scientific reasons. Saudi Arabia, in common with many other countries, recognises the importance of teaching English in schools, and that English has an important role in providing the next generation with a tool that connects them with people around the world. Proficiency in English language is a goal that the Saudi education system is trying to attain in order to help learners acquire knowledge and expertise in the sciences, arts, economic development, as well as to fulfill national and religious demands.

The main purpose of this study is to investigate teachers' and learners' views on the effectiveness of teaching grammar instructions, which is rarely addressed in depth, in relation to their experience in the EFL context where

using the target language in natural communicative contexts is limited. This study will focus on a number of variables that may have an effect on the value of teaching grammar to develop proficiency such as first language curriculum interference, time limitation, teachers' previous experiences and learners' expectations. The exploration of teachers' and learners' perspectives in this study aims to add improvements to the Saudi English curriculum so that expertise in the English language is generated, and in addition, sheds light on the applicability of second language acquisition theories and research in Saudi Arabia. Teaching a language is contextualised, so it is difficult to generalise the findings of individual and context-specific regions or countries more globally. Motivated by this challenge, the aim here is to explore effective ways to teach grammar for EFL Saudi learners so that they develop English language proficiency and understand the current issues concerning the teaching of grammar from Saudi teachers' and learners' perspectives.

Strand: *English language education, Sector: Adult*

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Young Brazilians' digital media use and conceptualisation: Implications for digital literacy pedagogies

Young people's use of digital media has been a major focus of scholarship in the fields of language and literacy education. Several studies have pointed out to the importance of critical perspectives towards digital media use that challenge usual assumptions, such as the support of teachers' expertise and the participatory nature of digital technologies. Similarly, the majority of the research on people's engagement with digital media derive from the Global North. Very little is known about the use of digital technology in the Global South. Drawing on this history, this poster session aims to explore the uses young Brazilians make of digital media, the digital literacy practices with which they engage and their conceptualisation regarding their participation in digital practices. It is a qualitative case study using a range of methods including individual ethnography. Data have been generated in a medium-sized city in the south of Brazil and collected through semi-structured interviews, photo and video elicitation and the Facebook posts of participants over a 12-month period. The analysis is supported by the theoretical frameworks of Literacy Studies and critical perspectives on digital technology use. The results point to the global/local connections young people establish about the digital practices they engage with as well as the ideological and political nature of their digital literacy practices. Moreover, the results indicate that the uses young Brazilians make of digital media are better understood as a continuum that varies from critical and creative participation in digital practices to mundane and automatic uses. Finally, this session explores some of the implications the results posit to digital literacy pedagogies in language education in Brazil.

Strand: *Literacy education, Sector: Other*

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CORE Project (CLIL Objectives ResourceKit in Education)

The CORE Project (CLIL Objectives ResourceKit in Education) used systematic, qualitative methods of action-research to investigate the implementation of CLIL (Content and Language Integrated Learning) 'on the ground' in primary and secondary schools within a variety of socio-linguistic contexts in five European countries (Norway, Italy, Lithuania, Spain and Greece) with particular emphasis on multi-lingual and officially bi-lingual regions. The current and 'top-down' national educational policy was integrated with a 'bottom-up' exploration of 'what works where, and why'. The result is a practitioner-led integration of core CLIL principles into a self-sustainable and renewable training and support course programme for the local management of CLIL using the resources of local educational networks. The project drew upon the knowledge and experience of the educational advisors in its team in the organisational theory and practice of innovation management, and the use of AfL (Assessment for Learning) as a student-centred mechanism. Major outputs and products were the documentation of best practice in the local implementation of national and regional CLIL policies with audio-visual materials and an EU-fundable training course for target groups of teachers, school leaders and educational advisors.

Strand: *Bilingual/immersion education, Sector: Adult*

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Teachers narrating their experiences in teaching: Chinese teachers' perspectives on communicative language teaching (CLT)

Communicative language teaching (CLT) has been a broadly accepted teaching method since it first appeared in the late 1970s (e.g., Littlewood, 1981; Savignon, 1972, 1983, 1987, 1991, 2007; Zhang, 2010a), despite a range of criticism (e.g., Celce–Murcia, Dörnyei, & Thurrell, 1997; Spada, 1987, 2007; Whong, 2013). However, there is a lack of research studies related to teachers' beliefs, with regard to teachers teaching Chinese to the speakers of other languages (TCSOL). This research intends to fill the gap by analysing and comparing TCSOL teachers' beliefs in native and non-native, Chinese-speaking contexts.

The study attempts to explore the beliefs of 20 TCSOL teachers. All of the teachers studied and received their education in China with a Bachelors degree or above. The researcher selected six of them and performed classroom observation. Three of the teachers are currently teaching in New Zealand (NZ) and three in the People's Republic of China (PRC). Narrative inquiry was employed and the grounded theory method (GTM) used for data analysis. The research aims to discover the similarities and differences in TCSOL teachers' beliefs in both native and non-native Chinese-speaking contexts and explore the factors influencing them. The findings are expected to extend theories related to teachers' beliefs with 'ground-up' methods, and contribute to a more complete understanding of the factors influencing TCSOL teachers in native and non-native Chinese-speaking contexts. The findings will also be expected to provide empirical evidence for TCSOL teacher education and especially for those who are working in, and those who plan to work in, different language contexts.

Strand: *Bilingual/immersion education, Sector: Secondary*

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Supporting schools to increase student engagement in learning New Zealand Sign Language and Asian languages

The government is aiming to increase second language learning for all students. The National Curriculum supports students in learning languages. However, New Zealand has a relatively low base in second language education and two key initiatives have recently been implemented to target second language learners for New Zealand Sign Language (NZSL) and Asian languages.

Following a recent Human Rights inquiry, the Ministry of Education is providing extra support for the teaching and learning of NZSL in schools.

While the NZSL work encompasses a range of support for users of NZSL, one key project is aimed at increasing the number of people able to communicate in NZSL. It is important to develop a pathway for learning so that NZSL can be learned alongside other languages for the NCEA. Achievement standards for NCEA levels 1–3 are being developed along with supporting assessment and curriculum material.

New Zealand needs to increase the number of students who are engaged with Asian languages and will therefore be able to support our growing international and trade relationships in the future.

This year has seen the rollout of the Asian Language Learning in Schools programme (ALLiS), a contestable fund which will provide funds to start up new, or enhance existing, Asian language programmes in individual schools or groups of schools. There is an emphasis on strengthening language learning pathways from primary to secondary schools. This initiative recognises that there are barriers to establishing and maintaining language programmes, and that schools are best placed to find the solutions to these rather than the Ministry providing a 'one size fits all' solution. It is also looking for innovative approaches to offering language learning opportunities, especially in rural areas and smaller schools.

Strand: *Language education planning and policy, Sector: Secondary*

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First-year EAL doctoral candidates and their language learning experiences

Doctoral candidates at the University of Auckland must complete a post-entry language assessment as part of their provisional year goals, a policy established to guarantee candidates' access to language enrichment so that linguistic problems can be addressed as they begin their studies. My doctoral research investigates the provisional-year experiences of international candidates for whom English is an additional language (EAL), and narrative inquiry is the methodology underpinning it. By interviewing students throughout their first year, I trace their trajectory in academic communities and their engagement with the support facilities offered at the university. It is by listening to my participants' stories that I seek to understand their experiences. I am particularly interested in candidates' investment in the language enrichment programme which is added to their list of provisional year goals after a diagnostic English language assessment, and how their identities might be transformed by the learning process and participation in academic practices.

The narrative interviews are the starting point for the investigation of issues to do with second language identity and students' trajectories in their communities of practice. I draw on these concepts and refer to the construct of investment in second language learning in an attempt to understand the relationship between candidates' language development and their participation in academic communities. The language provision, albeit not the focus of the research, is evaluated indirectly since candidates share their experiences of going through the language enrichment process.

This is still work in progress and therefore major conclusions have not yet been reached. The proposed poster will present the main aims of the project and the story of one participant so that concepts such as second language identity and one's trajectory in a community of practice may be illustrated.

Strand: *English language education, Sector: Tertiary*

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Corpus-based academic writing instruction in the EFL classroom

Academic English has become one of the dominant themes in EFL class instruction. Against this background, a discussion has been provoked on the effective means of teaching academic English in the classroom. This poster session reports a corpus-based academic English teaching mode for Chinese postgraduates majoring in engineering.

In the class design, the teacher and students first worked collaboratively to build a corpus composed of academic research articles in the discipline of engineering, and then the corpus was tagged grammatically with CLAWS. In the class activity, the students were required to perform the concordance of the rhetoric devices by using AntConc software. Group work was included for students to discuss the recursive pattern and context of the rhetoric devices. An inductive approach was used to inspire students to observe and formulate the recursive pattern of the searched rhetoric devices with reference to the concordance lines retrieved out of the corpus.

The use of the 'self-built' could provide students with the authentic materials for their own research interests, and bridge the gap which has long existed between the English and professional courses. The application of corpus in class could also enhance students' engagement, particularly stimulated by the form of the corpus building, operating and pattern-formulating in the class activity. In addition, the interaction with the corpus could simulate the constructivist learning process by which learners could discover and formulate the discursive patterns of rhetoric devices examined in the class activities. The findings could also help students to grasp and become familiar with the linguistic features examined, and enhance their disciplinary and academic genre knowledge through the interaction with the corpus. It is hoped that the study could provide reference for academic teaching and practice, the overall disciplinary and cross-disciplinary academic English instruction at national and international levels.

Strand: *English language education, Sector: Tertiary*

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Developing linguistic competence of inhibited foreign students by emotional appeal through literary texts in the ESL context

Often, the English teacher finds it difficult, in the ESL classrooms, to balance learner types and learning materials and the teaching methods. Learners, particularly those from foreign countries adjusting to new academic environments

tend to be shy and diffident and form a distinct segment in a large class. This poster session focuses on the predicament of psychologically inhibited learners studying an undergraduate engineering course. These students gaining admission into a Bachelor of Technology course through their embassies are found lacking in language skills and lag behind in studies. Failing to cope with a host of problems, academic and otherwise, they retreat into a shell and face problems in acquiring essential language skills. The problem is compounded as they fail in other subjects and this worsens their misery. The English teacher is forced to bring them out of their shells and into the mainstream of learners in the class. This needs special attention and the teacher has to develop new strategies to involve them in the learning process and ensure that they acquire language proficiency. However, because of their low academic success, they lack motivation and avoid activities that seem to focus class attention on them. Further, the class materials are often very unfamiliar for them content-wise and slow down their comprehension. So, the teacher has a double-edged task on hand – to motivate them, to involve them and entice them into using language like other more extroverted, active and confident learners. It is argued here that these poor learners fare better if literary sources are employed in teaching. The literary texts accommodate varied emotional shades in the form of stories and poems and are also authentic. They have greater potential to effectively sensitise students to the complexities of developing their communicative competence. They encourage personal growth and intellectual development and enhance empathy and imagination of students. They enable the teacher to reach out to them and appeal to their emotional dimensions.

Strand: *English language education, Sector: Secondary*

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Identity and intercultural issues of Chinese dialect speakers as heritage language learners

'Chinese' is a collective name, covering numerous regional language varieties. Studying Chinese as a heritage language is complicated by the diversity of dialects and two competing writing standards. However, current studies on Chinese as a heritage language mostly take an undifferentiated approach, not differentiating Mandarin speakers from dialect speakers as heritage students. Since Mandarin is not used at home, or in their immediate communities, dialect speakers find it very hard to move between the standard Chinese language and their language varieties in the classroom and in the Chinese-speaking communities. They may carry intercultural burdens and easily become a subgroup within the Chinese heritage learners, encountering unrealistic expectations of teachers and peers, while finding their needs unmet. Through an online survey and a case study of three adolescent dialect speakers who learn Chinese as a heritage language at a mainstream Australian school, this poster session explores the intercultural challenges specific to Mandarin-learning heritage students with Chinese dialect home backgrounds and their identity issues. The results of the study indicate that Chinese dialect speaker's intercultural competence and identity formation are influenced by the teachers' instruction, teachers' and peers' attitudes towards their dialect and the curriculum design. The pedagogical implications for the Chinese heritage language curriculum will be highlighted.

Strand: *Bilingual/immersion education, Sector: Secondary*

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Application of indirect data-driven learning in EFL vocabulary instruction: A quasi-experimental study

Data-driven learning (DDL) (Tim Johns, 1991) involves use of corpus-based concordances to get students to explore regularities of the target language. This quasi-experimental research attempted to apply indirect DDL to EFL vocabulary instruction which is featured in the teacher's mediating role and pedagogically more broadly. The participants were 97 freshmen divided into the IDDL group and the comparison group, in a Chinese university. The experiment was integrated into regular college English classes and lasted one semester. While the comparison group received traditional vocabulary instruction, the IDDL group learned the target words by using the corpus materials in print which were pre-edited by the teacher from the online corpus working individually or cooperatively to observe and analyse the concordance lines and generalise the meaning, usage, collocation and other information of the target words, with the teacher giving feedback when necessary.

To comparatively assess the acquisition of the target words by the two groups, a pre-test, post-test and delayed test were conducted to both groups using VKS (vocabulary knowledge scale) for the former two tests and a vocabulary quiz for the latter. Besides this, a questionnaire was administered to gauge the participants' attitudes to, and

capabilities, of DDL. The independent sample T-test was made by SPSS 16.0, and the results show that the IDDL group performed significantly better than the comparison group in both the post-test and delayed test; the effectiveness of IDDL was mainly reflected in the depth of vocabulary knowledge and the rate of word retention. What is more, the IDDL group demonstrate better abilities in autonomous learning of vocabulary.

The researchers believe that the adequate learner training and the teacher's role in optimising raw corpus data and guiding the students' discovery work are the key to successful classroom application of DDL.

Strand: *English language education, Sector: Primary*

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Videogames and education: Reflections about multiliteracies in school

Nowadays, reflecting upon literacies implies thinking about a vast cultural diversity. Very significant advance can be observed in the technological field where new media have, not only established their own languages, but also created new identity demands for further discussions in order to deepen and strengthen knowledge about the implications of such specific languages for teaching and learning processes. Among the variety of media that can be found today, videogames constitute an expressive force effectively present in the majority of students' daily lives, leading us to consider a new identity group: the Gamers. Gee (2003) poses the question: 'what [do] videogames have to teach us about learn[ing] and literacy?'. Undoubtedly it is a complex issue that profoundly deserves discussion in an academic environment in order to reflect upon the peculiarities of this new media language and find methods to enable their use at schools, considering the pluralistic education context and critical literacies. Based on this, this study aims to reflect upon the language in, and educational potential of, the game 'Valiant Hearts: The Great War'. Lévy (2010), Kress (2000), and Kalantzis and Cope (2000) form our theoretical corpus of multiliteracies concepts, whereas Tavinor (2009) and Gee (2003) cover games' criticism and its possibilities for use in school environment.

Strand: *Literacy education, Sector: Primary*

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Motivational language learning with ongoing self-assessment

The importance of self-assessment in relation to students' learning has been highlighted by researchers all over the world. Self-assessment has been found to help to make progress visible, to increase learner motivation and self-esteem and to encourage learners to take responsibility for their learning. (Little, 2011; William, 2011). Self-assessment of language learning has been found to be an effective learning tool in early language learning in a number of countries (ELLiE, 2011; Hasselgreen et al., 2011).

The European Language Portfolio (ELP), has had a significant impact on language learning and teaching and on curriculum development across Europe and beyond since its launch in 2001. (Keaveney & Lundberg, 2014). The pedagogical function of the portfolio is based on an on-going self-assessment process which leads learners to reflect on learning, making language learning more transparent to the learner. The ELP brings learning and assessment into positive interaction with each other and provides effective feedback to learners which activates involvement in their own learning. Learners using the ELP gradually learn to take more responsibility for their own language learning process. The ELP is linked to the Common European Framework of Reference (CEFR), and has brought the action-oriented and learner-centred 'can do' approach directly into the language classroom. The close relationship between the ELP's emphasis on self-assessment with 'I can' descriptors and the 'can do' learning descriptors in the CEFR makes the ELP a natural choice for the self-assessment of language learning.

This poster presentation will show how the ELP has been used in a research project involving young language learners aged 7–12 in a large number of classrooms. The findings show that self-assessment is an important factor for the enhancement of motivation and self-confidence in early language learners.

Strand: *English language education, Sector: Primary*

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Diverse spirits: Cultural responsiveness and religious identity

Due to demographic and sociological changes, New Zealand educators are now interacting with learners from an increasingly diverse range of religious and spiritual backgrounds. Many learners consider these backgrounds to be crucially formative aspects of their cultural identity. For example, the use of karakia (prayer) has been identified as culturally important to Māori. For educators committed to culturally responsive teaching, responding to this diversity presents ethical and practical challenges. Culturally responsive teaching involves the affirmation of learners' cultural identity. A holistic approach to cultural responsiveness takes into account all the aspects of cultural identity that are integrally important to the learner. I will argue that such an approach should allow for responsibly managed religious and spiritual practices in the classroom. State secularism presents a challenge to this approach, by seeming to impose boundaries on religious practices in schools. I will discuss the argument that secularism stems from a culturally specific and hegemonic worldview. I will trace its development in the New Zealand policy context, and indicate some options for culturally responsive educators to successfully navigate its boundaries in the interests of greater diversity.

Strand: *Literacy education*, Sector: *Adult*

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The case for enhancing teacher education through corpus at A1 and A2 CEFR levels

The use of corpus to investigate more about a word has tended to focus on hard-to-pinpoint words such as 'sheer' (Hunston, 2002) or at advanced levels (Gouverneur, 2008). Little has been done to research words at A1 and A2 levels. This particular study aims to redress this balance by shedding light on the intricacies of the seemingly simple words, 'weekend' and 'sunglasses'.

The collocational strength of the preceding prepositions for 'the weekend' and the lexical phrase 'a pair of sunglasses' was investigated. A comparison across British (Times), American (MICASE) and New Zealand (WSC) corpora was conducted using Mutual Information (MI) scores to ascertain the strength of the collocation. Surprisingly, for the term 'the weekend', the two 'correct' answers from the A2 pre-intermediate coursebook of 'on the weekend' for American English and 'at the weekend' for British English found limited support. In fact, the data showed that another preposition, 'over' collocated the strongest across all three corpora and with the highest MI scores.

The focus on lexis with the phrase 'a pair of sunglasses' found that in fact, the word sunglasses was used primarily on its own, without the need for the preceding 'X of Y' classification. This begs the question as to the time and effort that is spent in a classroom at lower A1 and A2 levels on such X of Y classification terms.

The implication of this small-scale research is that it behoves teachers not to teach blindly the seemingly simple items at these levels but instead to always question the utility of what published materials suggest teachers teach. A suggestion is made of a user-friendly website that would allow teachers to engage in their own teacher education on an ad-hoc basis when it comes to queries about language.

Strand: *English language education*, Sector: *Other*

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Multimodality: An analysis of culinary signboards in a Singapore food centre

Images and colours are seen as important features along with texts on culinary signboards. Currently, many scholars (cf. Kress & van Leeuwen, 1996, 2001; Scollon & Scollon, 2003) have expanded the scope of linguistic landscape and proposed a broader and more context-bound semiotic approach. They argue that semiotic modes such as font, colours, images and space are important in realising the meaning of a signboard. Our study presents an analysis of culinary signboards in a Singapore food centre by employing the multimodality approach. Multimodality is defined as 'the use of several semiotic modes in the design of a semiotic product or event' and modes are 'semiotic resources which allow the simultaneous realisation of discourse and types of action' (Kress & van Leeuwen, 2001, pp. 20–21). Based on our findings, there are three types of culinary signboards in this Singapore food centre: (i) text only; (ii) image with text and less detailed explanation; and (iii) image with text and more detailed explanation. In types (ii) and (iii), colourful images and brightly coloured backgrounds are used to provide salience of 'cheerfulness and

positiveness'. In summary, we conclude that images play a more important role than texts in providing customers with information in culinary signboards.

Strand: *English language education*, Sector: *Other*

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A relationship between school teachers and the educational administration in Japan

In this poster session, I will present my study on Japanese public school teachers attitudes towards 'teaching English in English' policy issued by the Ministry of Education, Culture, Sports Science and Technology (MEXT). The policy, which was issued in 2009, says the conducting of English classes at upper secondary school level in English is in order to enhance the opportunities for students to be exposed to English in real communication scenes. Moreover, this policy seems to be extending to primary school and lower secondary schools in Japan. English has been a medium of global communication, and is learned widely in Japan through the progress of globalisation. However, some research shows that the educational administration has little consideration for English classes of public schools in Japan. A series of interviews has been conducted with secondary school English teachers working in public schools. In the interviews, I asked my participants various questions on their teaching, their present workplace, their present classes, variety of English and planning, and vision for the future in relation to the policy above. The interviews were able to provide me with valuable data. The most significant finding, however, was there was a possible misunderstanding of the policy among many teachers, and thus they believed that the use of first language (Japanese) was totally banned even though it was a more effective way to teach students. The finding advances our understanding of the relationship between a schoolteacher who is actively engaged in teaching and the educational administration, and suggest that learners should look at their own learning critically.

Strand: *Language education planning and policy*, Sector: *Primary*

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The importance of English in primary school education in China: Perspectives of students and teachers

English has become a compulsory subject from Year Three of primary schools in China since 2003 and is gradually being introduced even earlier into the school curriculum in many schools. This highlights the official importance of English in primary school education and for society. However, although a compulsory subject, there are fewer English courses than for Chinese language and literacy and Mathematics, the other core subjects. This raises questions about the real status of English in primary school education and whether it is really perceived as important.

This poster session firstly examines China's current primary school English language education policy and discusses the implications for the primary school curriculum. Adopting a qualitative research design, which included three focus group interviews with students and three focus group interviews with school teachers, the study investigated the attitudes of these stakeholders to the teaching of English in primary schools. The study was conducted in three different schools of varied socio-economic status. Findings show the positive attitudes of children toward English education and their support for the early introduction of English; however, some feel that English is not as important as Chinese and Mathematics. Findings also demonstrate that teachers often question the importance of English in the primary school curriculum and doubt the necessity of introducing English to all children; however, their opinions tend to vary when they consider the same issues from a parental perspective. After reporting and discussing the different perspectives of the students and teachers, this poster concludes by considering the implications for English education in primary schools in China and other countries in Asia.

Strand: *English language education*, Sector: *Community*

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Language teachers' understanding of intercultural communicative language teaching

In the last two decades, language curricula around the world have shifted the place of culture from the periphery to the core with the acknowledgement that cultures shape the way language is structured and the ways in which language is used, resulting in the conceptualisation of intercultural communicative competence (Byram, 1997;

Kramersch, 1993; Liddicoat, 2004). This conceptualisation has shaped the development of the New Zealand Curriculum for languages which earned a place in the national curriculum of 2008 for the first time after criticism of the country's lack of language policy and slow progress in language education. The new Curriculum for languages defined a core communicative strand supported by a language and culture strand, which is complemented by a report published by the Ministry of Education in 2010. This report provides a framework of principles to integrate culture in the language classroom (Newton, Yates, Shearn, & Nowitzki, 2010). Although the principles are considered core to language teaching, there have been limited opportunities for teachers to learn about them or understand how they should apply them. At present, teachers are expected to implement the intercultural communicative language teaching (iCLT) approach despite the possible lack of (intercultural) teaching preparation, understanding and developing of their own interculturality. This study sheds new light on teachers' own understanding of the iCLT principles, drawing on qualitative data gathered from written reflections by, and interviews with, 20 language teachers of the five international languages taught in New Zealand (Chinese, French, German, Japanese and Spanish).

Strand: *Language education planning and policy*, Sector: *Tertiary*

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L2 Academic writing developmental profiling: Multiple case investigations into complexity, accuracy, and fluency development

This poster session reports on a longitudinal study on the development of complexity, accuracy, and fluency (CAF) in second language (L2) academic writing. Underpinned by the recent meta-theory in developmental sciences – the Dynamic Systems Theory (Thelen & Smith, 1993, 1994, 2006) – it aims to build linguistic profiles of L2 academic writing at postgraduate level and uncover the dynamic development and interactions of CAF constructs in L2 academic writing in order to understand the underlying mechanism that motivates the development.

The data were academic essays written by four postgraduate students in Australia which were then coded for complexity, accuracy, and fluency (CAF) with a set of specific measures. Developmental profiling methods (Vyatkina, 2013) were applied to trace their dynamic development in the data. This study also employed moving correlation analyses (van Geert & van Dijk, 2002; Verspoor & van Dijk, 2011) to explore the interactions among the CAF constructs along the developmental trajectories. Variability analyses (van Dijk & van Geert, 2007) were then conducted to look for signs of discontinuity in the data set and to identify developmental transitions, if any. Validity of the findings was justified by the corpus size and the in-depth data exploration while reliability was attempted through Monte Carlo methods of computer simulation.

The findings suggest that the CAF development in L2 academic writing showed the characteristics of a dynamic system. Their interactions were also non-linear and changed over time. These findings not only support the validity of DST but also confirm the findings in the wider CAF literature. The profiling methods also provided a detailed description of the learners' progress and highlighted important findings which have direct practical implications for the teaching and learning process. Therefore, this study offers new perspectives on, and advances, our understanding of L2 academic writing development.

Strand: *English language education*, Sector: *Tertiary*

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Learner Perceptions of a Writing Course and Take-home Beliefs about Writing

Many in the field of education suggest that the capacity for learner autonomy is a worthwhile goal for teachers and learners to strive for. Developing a learner's capacity for learner autonomy involves equipping them with individual skills, overarching strategies and certain beliefs about the learning process and their role within it. However, there is still little in the way of concrete suggestions for how to balance the necessities of the educational context while simultaneously fostering these skills, strategies and beliefs in our learners.

In the current study, the instructor developed and implemented a comprehensive plan to lead Japanese university students from a passive, teacher-centred approach towards a capacity for learner autonomy in an EAP writing course. The instructor taught and scaffolded self-review and peer-review throughout the course and then collected questionnaire data at the end of the one-semester course to ascertain learner perceptions of the activities in the course and take-home beliefs about the writing process.

The questionnaire data showed that the learners believed they had improved a little in their ability to effectively self-review their own writing and believed they had improved more in their ability to peer-review the writing of their classmates. They also felt that the self-review question sheet had helped them a little whereas the peer-review question sheet had helped them more. Most students reported that they would make an effort to have their writing peer-reviewed even if they were not required to by their teachers in future courses. The questionnaire data also showed that students felt that proof-reading their own draft was the most important step in the writing process, followed by receiving feedback on their drafts. However, they felt that the pre-writing steps were less important. The presenter will discuss the course and the questionnaire data in detail before suggesting implications for the classroom.

Strand: *English language education, Sector: Tertiary*

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Retold stories by Brazilian deaf authors

Recent studies on literacies have shown different ways of understanding the phenomena of reading and writing in variable appropriation contexts. In this sense, it is known that different social groups develop their own particular ways of producing and receiving writings. However, not all literacies hold equal social position since they are directly related to power relationships that interact in each field. Talking about literacies, therefore, implies the articulation of complex realities in which miscellaneous agents are involved and each context requires new forms of appropriation. According to Lemke (2010), language by itself is not able to construct socially recognisable meanings. By contrast, a fierce frown, gestures of different intensities or the use of italics in a book configure actions full of meanings that lead us to reflect on the intrinsic relationship between language and all those elements. When the Deaf Community is brought to light, such ideas become even more evident. Visualisation configures their entrance to the world and the fundamental way which, to them, meanings are constructed. Brazilian Deaf Communities have not only been more and more visible over recent decades, but also have gained notoriety in telling their own literary stories or retelling, in their own ways, the old ones. Therefore, this poster aims to reflect upon three works written by Brazilian deaf authors: 'Deaf Cinderella', by Hessel, Karnopp and Rosa (2003), 'Deaf Rapunzel', by the same authors (2003), and 'Deaf Duck', by Karnopp and Rosa (2005). Since the three of them are productions of a linguistic and identity minority community, we believe that a close eye on them can elucidate relevant reflections upon how social meanings are constructed for the Deaf in general and understand how it can contribute to worldwide discussion about pluralistic education, according to Cope and Kalantzis (2000).

Strand: *Literacy education, Sector: Adult*

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Indonesian EFL teachers' conceptualisation of pedagogical content knowledge in their instructional curriculum design

Research on teacher knowledge has advanced the conception of pedagogical content knowledge (PCK) which emphasises the critical importance of teachers' pedagogical reasoning over their instruction. This study aimed at exploring the PCK conceptualisation of six EFL school teachers in Yogyakarta, Indonesia. Within Shulman's (1987) conception of PCK, Graves' (2000) framework of instructional design processes, and Graves' (2008) model of a dynamic system of curriculum development, the primary focus of the study was on in what forms, how, and why the teachers' understanding of the content or subject matter representations is transformed into teachable instructional curriculum design for their students in particular socio-educational contexts. Multiple case study with purposive within- and multiple-case sampling techniques (Miles & Huberman, 1994; Yin, 2009) was employed to select six teachers; three of each represented experienced and inexperienced teachers of public junior high schools in Yogyakarta. The primary data were taken from instructional design assessments, pre-lesson semi-structured interviews, stimulated-recall interviews, and lesson reflections. The findings highlight, not only the array of actual forms and strategies the teachers chose in changing the content representations into teachable and understandable instructional design, but also the range of pedagogical concerns underlying their choice of those forms and strategies. The findings illuminate the strengths and weaknesses of Yogyakarta EFL teachers' instructional curriculum design and shed light on the nature of EFL teachers' instructional curriculum design-related pedagogical content knowledge.

Strand: *English language education, Sector: Tertiary*

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Developing learners' critical media literacy: Teaching media discourse analysis through Disney's Frozen (2013)

The fundamental aim of media literacy education is to empower learners with critical thinking and media analysis skills. While there is neither a one-size-fit-all curriculum nor a canonical pedagogy for teaching critical media literacy, most media analysts and educators agree that the analysis of social structure and cultural practice in media texts can be summarised as a framework with five core concepts, as Keller et al. recite (2005):

1. Principle of non-transparency: All media messages are constructed;
2. Codes and Conventions: Media messages are constructed using a creative language with its own rules;
3. Audience decoding: Different people experience the same media message differently;
4. Content and message: Media have embedded values and points of view; and
5. Motivation: Media are organised to gain profit and/or power.

In this poster, I will share my experience in teaching media discourse analysis, a new study area for the undergraduate students at the Open University of Hong Kong (OUHK). To begin with, I chose a popular movie, Disney's *Frozen* (2013) as an object of study. I encouraged my students to examine the media text by asking the five lead-in questions that stem from the core concepts of critical media analysis, namely: (1) Who created the message? (2) What techniques are used to attract the reader's/audience's attention? (3) How might different people perceive the message differently? (4) What values and points of view are represented in, or omitted from, the message? and (5) Where did the message come from? Then, with a specific focus on gender stereotypes and female representation, students were guided to examine critically Disney's representations of the main male and female characters. Effective teaching ideas for visual analysis of gender images and discourse analysis of dialogues/songs sung by the characters will be included in the poster session.

Strand: *Literacy education, Sector: Adult*

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Reading the media: Collodi's The Adventures of Pinocchio (1883) and its Disney adaptation (1940)

Media literacy education, according to Scheibe and Rogow (2008), includes the ability to compare the ways different media present information on a topic. As a text begins to be interpreted and re-presented across different media, the ideology, values and norms will be shifted, diminished or lost, while new ideas may be added. In this poster, we conduct a comparative analysis of Collodi's *The Adventures of Pinocchio* (1883) and Disney's sanitised adaptation (1940) to illustrate how the setting, characters, narrative and plot in the original literary text can be altered and transformed on screen to fit the taste of the general public, young and old. The study will first look into Collodi's uncensored version and examine what is being censored in Disney's film, including disturbingly violent scenes such as how Pinocchio squashes and kills the talking cricket (i.e., Pinocchio's conscience), how the cat and fox hang and kill Pinocchio, as well as how Pinocchio is attacked by a fish that eats away all his donkey flesh. The poster will also highlight what Disney intentionally adds in the film version, turning Collodi's bizarre novel into an innocent children's tale with a moral and didactic theme. For instance, loveable characters such as the blue fairy, Geppetto's pet cat and goldfish are added in the film. What is more, Pinocchio has been re-written as a sweet and innocent boy who loves his father, who wants to be good, and who gets tripped up on the way. Through the analysis of how Disney transformed Pinocchio into a platform for education in the mass media, the study will show the critical thinking skills required for media analysis, which are core to media literacy education.

Strand: *Literacy education, Sector: Adult*

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Preparing students to present

Our past learning experiences influence our present learning skills. In an EFL classroom it is important that the foreign English instructor recognises how both their past learning paradigms and those of their students influence what is happening in their classroom. In Japan, most students have experienced the rote learning method which

conditions students to doing drills and copious listening and repeating exercises. Once at university, where students are suddenly expected to freely speak in English, many students find that, due to a lack of past experience, they cannot utilise their spoken English effectively. This causes demotivation and reinforces the notion that 'Japanese can't speak English'. This situation is compounded when students interact with their native-English-speaking teachers who expect students to respond beyond set memorised phrases. This poster presentation will demonstrate how instructors of EFL need to recognise how culture influences learning paradigms. It then suggests how one-minute speeches can be utilised to motivate students to improve their spoken fluency, drawing students away from a group-dependent learning paradigm towards autonomous learning within the group. The process outlines the importance of breaking speeches into four primary steps which involve allowing students to begin with maintaining group harmony and to slowly develop an autonomous learning attitude within Japanese cultural norms. The purpose of these steps, which allow students to gradually disengage from dependency on group learning, is to allow students to expand their communicative skills and extend their learning paradigms thereby autonomously improving their spoken communication skills in English. The poster will address how speeches can be developed over the course of the term to lead up to a final PowerPoint presentation. This process of speech-giving encourages oral development and presentation skills, while increasing students' communicative confidence and proficiency in English while acknowledging cultural influences on students' learning values.

Strand: English language education, Sector: