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**CONTEMPORARY
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STUDIES IN ENGLISH
APPLIED LINGUISTICS**

Book of Abstracts

17 June 2022

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WELCOME

Dear Participants,

We are delighted to present to you the 3rd edition of our annual conference series, to be held on 17 June 2022. We hope that you will find the programme exciting and that you will attend the socialising and discussion slots set aside for the virtual coffee breaks and the final slot at the end of the day as well. We also believe that this will be the last online edition, and we hope that next year we can meet in person.

Have a great time with us,

The Organisers

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ABSTRACTS OF PLENARY TALKS

Context in Language Use and Teaching: An ELF Perspective

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Context is an often-evoked notion giving rise to a wide variety of interpretations. The talk aims to clear up some of the confusion and suggests that context be approached from two perspectives, from that of the analyst's or the language user's point of view. In both cases, context is conceived of as a schematic construct comprising what is deemed as relevant rather than what is perceived in a situation (Widdowson, 2007). Analysis from the researcher's perspective results in various configurations of context components. Theories including this etic perspective include Speech Act Theory and Hymes's (1972) SPEAKING scheme. In contrast, theories taking an emic perspective aim to reveal how participants apply their schemata when making meaning in interaction with other language users. In actual instances of communication, context comprises not only the users' schemata but their capability of activating and realising schemata as linguistic behaviour. In English as a lingua franca (ELF) communication, due to the diversity of speakers who often come from very different linguacultural backgrounds, there is increased exploitation of capability, including interpretative procedures and various strategies. The two perspectives then materialise in the two types of communicative approaches, in teaching language *for* and *as* communication.

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Understanding the Significance of ELF

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That English is used globally as a lingua franca is common knowledge. But how is ELF to be defined and described? What relevance does it have for English teaching? What is its significance for applied linguistics more generally? We will give a brief account of our position on these questions as a prompt for participants to comment and raise issues from their own points of view.

ABSTRACTS OF PARALLEL SESSIONS

Quality Control Issues Pertaining to Qualitative Research: A Systematic Analysis of International Journals

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The aim of this presentation is to provide a systematic review of qualitative studies in the leading journals of applied linguistics focusing on selected quality control issues. In order to achieve this aim, we carried out a systematic review of research articles published between 2016 and 2020 in leading journals in our field, namely *Applied Linguistics*, *Language Learning*, *Language Teaching Research*, *Studies in Second Language Acquisition*, and *The Modern Language Journal*. Our sample contains 93 articles in which researchers employed qualitative research methods or mixed methods including a qualitative component. Our main results indicate that there is great variation among journals in terms of the number of qualitative studies. Concerning quality control issues, there could be room for improvement with regard to reporting the quality control measures, including the tools employed in the studies. Based on our results, we can conclude that a more systematic understanding of acceptable processes in the field of applied linguistics could increase the number of qualitative articles published and their overall credibility.

This study was funded by the Research Programme for Public Education Development of the Hungarian Academy of Sciences.

The Impact of Incidental Learning on the Acquisition of the Sound /p/ by Arabic-Speaking EFL Learners

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The effect of incidental learning on the acquisition of the pronunciation of the phoneme /p/ by Arabic-speaking English as foreign language learners was examined. This phoneme was chosen because it does not exist in the phonemic inventory of Arabic. Eighth graders studying at a secondary school in Alkarak were tested on the pronunciation of words containing /p/ in context (pre-test). For three weeks, they were taught the primary stress of English words containing the target phoneme in their first or second syllable (treatment/incidental learning). The learning exercises consisted of an explanation of the stress rules and listening to native speakers of English uttering the words, followed by the participants' repetition. The students were then re-tested (post-test) to determine whether incidental learning had affected the participants' pronunciation of /p/.

Keywords: phonology, Arabic-speaking EFL learners, incidental learning, second language acquisition

“This Topic Was Inconsiderate of Our Culture”: Jordanian Students’ Perceptions of Intercultural Clashes in IELTS Writing Tests

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In this contribution, we analyse how students perceive and comment on potential instances of intercultural clashes in the writing component of the International English Language Testing System. Following student accounts, we argue that intercultural bias is indeed perceived, preventing test takers from fully positioning themselves regarding cultural practices in general, and religious beliefs more particularly, as well as from expressing their sociocultural identities. Analysing a corpus of interviews in Amman (Jordan) with Jordanian students who took the test, we uncover how student perceptions of elements that reflect the culture of the test creator negatively influenced their performance or at least their perception of what constitutes a good performance, which they implicitly identify with like-mindedness and alignment with the test creator’s cultural expectations.

Keywords: bias in assessment, cultural bias, intercultural clash, IELTS writing test

Image Schema of the Polysemy of “See”: A Pilot Study

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The present study focuses on the role that recurring bodily experience or image schemas play in understanding various meanings of the polysemous word “see”. According to cognitive semantics, various patterns of recurring bodily experience, called image schemas, emerge in our perceptual understanding of actions and events in the real world. The central assumption of the study is that each use of “see” is motivated by a complex pattern of different image schemas. Two experiments have been designed. Experiment 1 looked at people's judgements of similarity for different uses of “see”. Experiment 2 first examined people's intuitions about the relative importance of five image schemas for different senses of “see”. The researcher then tried to predict the pattern of data from Experiment 1 by using the image schema profiles obtained for the different senses of “see” in Experiment 2. The data from the two experiments generally suggest significant associations between the introduced image schemas and various meanings of the polysemous word “see”. Based on the findings, it can be argued that besides some well-studied conceptual operations such as metaphorisation, metonymisation, generalisation, and specification, image schematic motivation is another crucial factor of meaning extension, and hence the emergence of polysemy, deserving more scholarly attention.

Keywords: polysemy, image schema, cognitive semantics, perception

“About Us”: A Genre Analysis of Universities’ Website Homepages in Egypt

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The present research examines the influence of market forces on higher education, the idea which Fairclough (1993) defined as the “marketization of academic discourse”. Several studies investigated the effect of such a trend on higher education discourse in different countries (Alhojailan, 2020; Eitler, 2012; Zhang, 2017), yet no attention has previously been given to the context of higher education in Egypt. Thus, this study attempts to investigate the effect of marketisation on website homepages of Egyptian universities. By applying Critical Discourse Analysis (CDA) and a genre analytical approach, as suggested by Bhatia (1993) and Swales (1990), the study describes the generic characteristics of the website homepages of six public and private universities in Egypt with a special focus on the “About Us” sections. It analyses the structural organisation, rhetorical moves, and communicative purposes as well as the discursive strategies used in the text. The study is also meant to explore the various promotional strategies used by the public universities in the country as opposed to those used by their more business-like private counterparts. The findings showed that three communicative purposes were primarily used by all six universities in their “About Us” sections: *welcoming*, *informing*, and *promoting*, which were fulfilled by eight rhetorical moves and 16 sub-moves. Mixing the authoritative and conversational discourse proved to be a key aspect in this genre, which lends universities authority as well-established higher education institutions and at the same time enables them to build a strong relationship with their prospective students. It was also noticed that private universities distinguish themselves by stressing their excellence in their high-tech educational system, whereas public universities are more inclined to promote themselves as some of the country’s “earliest” institutions. Implications and suggestions are provided.

Keywords: marketisation, higher education, discourse analysis, genre analysis, Egyptian universities

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Approaches to Language Maintenance Through Family Language Investigation: A Comparative Study of Two Algerian and Two Pakistani Multilingual Families in Manchester

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This study focuses on the experience of two multilingual Algerian and two multilingual Pakistani families (parents and children) and portrays their patterns, practices, and instances of linguistic behaviour that feed into their family language policies (FLP). In this respect, heritage language maintenance (HLM) will be examined in accordance with both parental and children's attitudes towards it. The investigation of HLM will be backed up by using both audio-recordings of spoken interactions in the family and semi-structured interviews: firstly, to know more about the multilingual experiences of the four families I am investigating; secondly, to understand why they happen; and thirdly, to shed light on how their linguistic diversity links to their HLM strategies and identity positioning. Hence, this study will help me first determine how HLM is enacted and according to what strategies to comprehend the motivations of the Algerian and Pakistani parents behind it and their children's attitudes towards their FLP. Also, the ideologies and beliefs of the parents will assist me in providing an insight into why heritage language maintenance is present or lost and what the factors that determine this are. Ultimately, this study will enrich the literature about FLP and inform broader policy decision-making for minoritised bi/multilinguals and education.

Thematic Analysis of Individual Differences in Language Pedagogy: The Qualitative Paradigm in Leading International Journals

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The aim of our study is to provide a thematic analysis on topics in individual difference research conducted with the help of qualitative methods in leading journals of our field. After selecting the top five journals of language pedagogy, we checked all the articles that had appeared in them within the past 4 years. First, the number of articles dealing with individual differences was established, and then we built our corpus from those articles among these that either exclusively employed qualitative methods or that were mixed-method studies partially relying on qualitative methodology. A thematic analysis of 82 articles was carried out. It was found that similarly to questionnaire studies, certain topics are favoured by qualitative methods, so the representation of the different individual differences is far from balanced. We also identified a growing interest in individual differences related to various information processing aspects of language learning. Moreover, although there are some studies that focus on teachers or on parents, qualitative studies where the different agents of the language learning process are examined in concert are hard to come by.

This study was funded by the Research Programme for Public Education Development of the Hungarian Academy of Sciences.

Hungarian Secondary School EFL Teachers' Use of Tasks in the Classroom: Beliefs and Practices

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The importance of input and output is well-established in foreign language learning: Researchers and theoreticians argue for combined input- and output-based instruction (Song & Suh, 2008; Swain, 2005; Uggen, 2012). However, the extent to which each should be present in classroom teaching and their roles at different levels of proficiency are still under investigation (Leowen & Sato, 2018). In terms of research methods, a vast number of studies have applied comparative experimental designs with a focus on various aspects of input and output characteristics (Gass & Mackey, 2014; Leowen & Sato, 2018), but there is a lack of studies investigating teachers' views and their actual practices regarding the quality and quantity of input and output. This is especially significant in the Hungarian context, where the foreign language proficiency of the population lags behind compared to other European countries (Öveges & Csizér, 2018). In order to bridge this gap, the present qualitative study explored Hungarian secondary school teachers' ($N = 19$) beliefs about their use of task types, input, and output by employing a semi-structured interview guide and comparing views with practices analysed with the help of a piloted lesson observation guide (Dóczy & Öveges, 2019). During this latter procedure, data were collected from 47 lessons, and we focused on types of tasks, input, and output information as well as modality. Our results showed that most tasks were based on the coursebooks (with a strong reliance on the requirements of the National Core Curriculum); however, real-life tasks were more infrequent, and there was a lack of balance between input and output: Although teachers used various types of input, students' output was more limited in both quantity and variety. The pedagogical implications of our study highlight the discrepancy of beliefs and practices and address the need for a more conscious incorporation of output in teaching.

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Artificial Intelligence in Translation: The Changing Role of the Translator and the Trainer

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The translation industry has witnessed an unprecedented change recently as a result of the trend of fast digitalisation that can be seen in almost all areas of our everyday life. Human, “manual” translation is replaced by automatic, machine translation done by neural machine translation (NMT) engines. The creation of these engines needs careful planning and training on multilingual corpora.

In my presentation, I would like to explain some concepts related to neural machine translation including artificial intelligence, deep learning, NMT output, pre- and post-editing, and quality assurance. These concepts will also be discussed from the viewpoint of translator training.

In traditional translation training, assignments were selected and evaluated focusing on the development of the linguistic, intercultural, terminology, info-mining, and with the dawn of computer-assisted translation software (CAT-tools), technical competence (Toudic & Krause, 2017). The current trends make it necessary to expand the category of technical competence and put more emphasis on training MT-related skills (Rothwell & Svoboda, 2019). These include judging if texts are fit for NMT, which NMT engines are available and what the difference is between them, what pre- and post-editing entail, what light and full post editing mean, and what the quality perils of using NMT are.

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“In This Award-Winning Presentation, I Will Talk About My Doctoral Project”: A Rhetorical Moves Analysis of Graduate Student Conference Abstracts

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Background: Postgraduate student writing is finally receiving substantial scholarly attention, but little is known about the composition of the postgraduate student conference abstract in the social sciences broadly and in language-related disciplines specifically.

Aims: To characterise the rhetorical structures of postgraduate student conference abstracts in language-related disciplines (e.g., linguistics, language teaching, translation).

Methods: We gathered a corpus of 199 unstructured student conference abstracts published in the book of abstracts of an annual language-oriented student conference held at a first-quartile-ranked Canadian university (2011–2022). The abstracts are being double-blind coded using rhetorical moves (RM) analysis (Background–Aims–Methods–Results–Conclusions).

Preliminary Results: Of the 107 conference abstracts analysed to date, only seven (6.5%) employed all five expected RMs (B–A–M–R–C). It was also found that the postgraduate student conference abstracts (1) allocate a disproportionate percentage (49%) of their word-count to Background information; (2) omit crucial RMs, especially Conclusions (77%) and Results (49%); (3) use a wide variety of cognitively-difficult RM sequences (e.g., A–B–M–B–A); and (4) often contain genre-inappropriate RMs (e.g., level of study).

Conclusions: There is a need to identify strategies to better support postgraduate students in mastering this key academic genre.

Keywords: conference submission abstract, rhetorical moves analysis, postgraduate student writing, genre mastery

Discourses of Emancipatory Education: Inside a Critical Pedagogy Radio Programme

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This ethnographic case study focuses on Radio LAP, the radio programme of the Paris Self-Managed High School (Lycée Autogéré de Paris, LAP), and intends to establish how (much) a school, self-proclaiming to implement critical and democratic pedagogical practices, can build counter-hegemonic educational and social practices. My objective is to explore how much the dominant educational identities of the official pedagogic discourse are challenged. For my approach, I draw on a critical analysis of discourse as formulated by Fairclough (2003) and on Basil Bernstein's theory of pedagogical discourse (Bernstein, 2000, 2003). My analysis is focused on the articulation of dialogicity, modality, and evaluations in the Radio LAP programme, and I show that the collective aspects of practices of knowledge production and learning are asserted within the framework of a discourse informed by what Kreisberg (1992) called a pedagogy of "power with". More concretely, on the one hand, the legitimate identities of neoliberal education, market identities focusing on competition, are not generally encouraged in LAP's practices as neoliberal hegemonic discourse is polemicalised. On the other hand, in the Radio LAP programme, students negotiated identities focusing on relations of solidarity.

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The Challenges of Post-Editing Education

Andrea Götz

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The demand for translation is continuously growing, vastly outstripping the capacity of human translators worldwide with machine translation (MT) filling the gap. However, despite the dramatic improvement in MT thanks to neural machine translation, raw MT output still requires human intervention in the form of post-editing (PE). Post-editing has thus become a staple in the language service industry, and new translators are expected to have a good grasp of it upon graduation. This, in turn, necessitates the rapid development and improvement of PE education.

This paper intends to contribute to this by examining the English to Hungarian post-editing performance of BA English majors enrolled in a translation specialisation. The material of the study consists of a short user guide (seven sentences, 616 characters) translated into Hungarian using DeepL's machine translation engine. The analyses examine the students' interventions from both a qualitative and a quantitative perspective.

The results indicate that student translators do not recognise the linguistic deficiencies of high-quality MT output, such as interference and incorrect or inconsistent terminology. In a sense, the general high quality of MT output masks more subtle, yet persistent MT errors. This suggests that trainees need to be sensitised to these deficiencies and made more aware of the expected level of language quality in terms of fluency.

Keywords: machine translation, post-editing, translator education, English to Hungarian translation, student translation

Implicit Motivating Agency in Hungarian Public Education: An Interview Study With Language Learners

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An increasing body of research indicates that the teacher's role in L2 motivation is more salient than it has been demonstrated so far. Several studies proved that some teachers express more motivational agency than others in spite of teaching in similar contexts. This might be indicative of the impact of implicit motivation, that is to say, the language teacher's motivational influence deriving from the motivational power of the teacher's personality and behaviour, and not from an explicit use of motivational strategies. While the theoretical underpinnings of foreign language (FL) teachers' motivational strategies are conceptualised and have been validated, the conceptualisation of the teacher's implicit motivating impact has not been worked out, and empirical evidence revealing motivating language teachers' attributes and implicit motivating influence is meagre. This presentation addresses the above niche of language teachers' implicit motivation by investigating language learners' perceptions of supermotivators, that is, language teachers with extraordinary motivating agency. The presentation examines what teachers' extraordinary implicit motivating agency encapsulates based on interviews conducted with 16 primary and 16 secondary school FL learners in Hungary. The results suggest that the constituents of extraordinary implicit motivating agency include support, kindness, empathy, enthusiasm, conscientiousness, charisma, joy, and the appearance of the teacher, as well as behavioural and attitudinal attributes evoking achievement and social emotions in language learners. These attributes seem to contribute to extraordinary motivating agency both in primary and secondary school settings in Hungary with minor differences between the two contexts. The results of the study might possibly inform pre-service and in-service teachers as well as teacher trainers by raising awareness of the teacher's implicit motivating impact by highlighting those elements that account for extraordinary implicit motivating agency in language teaching.

Keywords: supermotivators, implicit motivating agency, public education, Hungary

This study was funded by the Research Programme for Public Education Development of the Hungarian Academy of Sciences.

Genre-Based Approach in Teaching EFL Writing: Where to Stand?

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This research aims to critically overview the genre-based approach to teaching academic writing in English as a foreign language (EFL). Genres are “ways in which people get things done through their use of spoken and written discourse” (Paltridge, 2006, p. 62). Swales (1990) connected the concept of genre to the communicative social functions reflected in discourse by linguistic expressions. Luu (2011) studied the three teaching-learning cycles of the genre-based approach: modelling, joint-negotiation of text with a teacher, and independent construction of a text by an individual student. In his study, he found the three phases were beneficial in teaching the genre of writing a recount essay. Opponents of genre-based approaches claim that such pedagogies require a more critical perspective, which could encourage students to challenge such elitist communities of authority (Johns, 2002). However, Hyland (2003) emphasised the importance of knowledge of written genres for L2 language learners as this expertise may help them obtain access to academic and professional communities. The teaching of essential genres will aid in developing “cultural capital” as Hyland (2003, p. 24) referred to it. The genre-based approach needs a revisit to view its merits and flaws in teaching EFL academic writing.

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The International Club at Library (ICL) as a Medium for Promoting Multilingual and Multicultural Awareness

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International students who study in a foreign country and use a particular language as a lingua franca such as English may sometimes find it difficult to respect or even to recognise multilingual and multicultural differences. By considering that the language of instruction at their university is English or their interest is mainly focused on gaining knowledge through English only, the existence of other languages and other various cultures may seem to be of secondary importance. In order to promote multilingual and multicultural awareness, it is necessary to have a formal association which is organised to handle that specific issue. It can also play a specific role in encouraging international students to have more knowledgeable social lives while pursuing their academic goals. The *International Club at Library (ICL)* was created at the University of Pannonia with the aim of promoting multilingual and multicultural awareness. The researcher used class observation and interviews as the main methods for collecting data from the club for this study. It was found that the club, which has weekly meetings for 2 to 3 hours, proposed games in mastering phrases such as greetings and ways of saying thank you in different languages, memorising customs from other cultures, and had regular presentations on the home countries of club members. The interview results from 10 participants also indicated that they all had positive attitudes towards the ICL club as a medium for promoting multilingual and multicultural awareness.

Keywords: ICL, multilingual awareness, multicultural awareness, multilingualism, sociolinguistics

ESP Teachers' Use of Motivational Strategies: A Classroom-Oriented View of Estonian University Teaching

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Although research on L2 motivation is prolific, studies with a focus on teachers' use of motivational strategies (MS) are quite limited. The present study explores ESP university teachers' use of MS and whether their students see them as motivating. Both teachers ($N = 14$) and students ($N = 127$) at an Estonian university were asked to fill out a questionnaire that follows Keller's (2010) ARCS model. Moreover, 20 class observations were conducted for in-person and online classes using Guilloteaux and Dörnyei's (2008) MOLT scheme. Both quantitative and qualitative methods were used to analyse the data. SPSS was used to carry out t -tests and ANOVA tests. Students' answers were compared with their teachers' and were indeed similar in terms of MS categories. Class observations were first analysed qualitatively following the MOLT scheme. Then, z -scores were used to compare teachers' questionnaire answers to their observation results. The findings showed the differences between teachers' self-reported use of MS and their actual classroom behaviour.

Keywords: ESP, motivational strategies, Estonian students, language motivation

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A Corpus-Based Investigation of Modals in Spoken English: Sociolinguistic Variation and Change in the Years 1994 and 2014

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The present study aims to describe the change in modal usage in the years 1994 and 2014 and sociolinguistic variation linked to gender. Specifically, the intention is to investigate the central modals *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, and *would* (Biber et al., 1999) by querying the spoken section of the British National Corpus 1994 and the Spoken British National Corpus 2014.

Existing studies have described the diachronic development of modals in early periods (Denison, 1993; Krug, 2000) or their uses in recent times (Leech, 2002; Love & Curry, 2021). Works with a synchronic orientation have examined modals in contemporary English (Coates, 1983) and sociolinguistic variation linked to age (Baker & Heritage, 2021). There are no studies that investigate gender variation and change affecting modals in contemporary spoken English.

The present research is a corpus-based investigation that aims to fill this gap and link gender-based divergences/similarities in modal usage to sociocultural processes (Fairclough, 1992). The analysis reveals that there are limited differences between men and women in the use of modals and that modal usage is changing over time due to the ongoing democratisation of society.

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A Comparative Pilot Study of Myanmar and Hungarian EFL Pre-Service Teachers' Motivational Disposition in English Writing

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This comparative research aims to provide insights into how Myanmar and Hungarian EFL pre-service teachers' motivational dispositions compare to one another in relation to English writing since it is an unexplored niche in second language motivation research in the two countries. With the help of a quantitative questionnaire, 54 Myanmar and 40 Hungarian EFL pre-service teachers' motivational profiles in English writing were mapped. The questionnaire developed by the authors was piloted in September 2020 in Myanmar and in November 2021 in Hungary. The results indicate that out of the 12 dimensions measured, Myanmar pre-service teachers' ideal selves and instrumental motivation seem to be the most motivating aspects of English writing, whereas for the Hungarian participants, instrumental motivation and their teacher educators' assessment seem to be the most powerful motivators in their English writing activities. Moreover, it is the pre-service teachers' ideal selves which contributes the most to the participants' motivated learning behaviour in both contexts. The findings imply ways to develop *teacher educators' motivational strategies*, and consequently, to improve *pre-service teachers' English writing performance* in both contexts, by raising awareness of motivational dispositions in English writing, since these two actors interconnect in class in supporting each other's professional developments in turn.

Keywords: EFL pre-service teachers, motivational dispositions, pilot, Myanmar, Hungary

This study was funded by the Research Programme for Public Education Development of the Hungarian Academy of Sciences.

The English of Cookbooks and Codices: A Corpus Linguistics Lens

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Teaching and learning English for special purposes can pose a challenge on multiple levels, beginning with building up familiarity with the relevant lexis, preferred structures and discursive conventions, through selection from the identified material, and to its gradation. In the talk, insights will be introduced from both self-compiled and already available (collections of) texts and concordancing tools in the language classroom. Drawing on concrete examples from two genres, namely legal documents and cookbooks, we shall see how corpus linguistics can reveal a plethora of information about the lexis, grammar, information structure, and cultural associations in the genres investigated, which often differ vastly from the conventions and principles of “general English”. In the domain of legal English, the researcher zooms in on connectors, discourse markers, irregular past participles, pronouns, coordination patterns and synonymic chains, postmodifying participles, emphatic *do*, peculiarities in conditional clauses, causatives, and several other categories of forms that differ from English as it is known elsewhere (Bázlik et al., 2010). In the corpus of recipes, in turn, the presenter identifies both intra- and cross-linguistic differences, spanning from collocations through information positioning, compression, and impersonal constructions to genre-specific ellipsis and information structure patterns (Paradowski, 2018).

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Foreign Language Classroom Anxiety and Its Link to Gender: A Meta-Analysis

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Research on foreign language anxiety has proliferated in the past decades, especially since the Foreign Language Classroom Anxiety Scale (FLCAS)—a tool to measure language anxiety—was published by Horwitz et al. (1986). Numerous studies have since used the FLCAS to analyse the underlying relationship between learners' foreign language achievement (for a systematic synthesis, see Teimouri et al., 2019); various individual differences variables; and a range of demographic variables such as learning experiences, age, and gender. Despite the number of publications, studies focusing on biographical variables and language anxiety have not been conclusive (Botes et al., 2020). The aim of this paper is to present the results of a meta-analysis comprising 48 studies that employed the FLCAS to measure participants' language anxiety and gender differences. Although there is great variation in the methodological and reporting practices in the studies included, the findings show a tendency for females to experience higher foreign language anxiety; however, this gender difference is not statistically significant. The results of the moderator analyses showed that this relationship is not influenced by either age, target language, regional context, or students' majors.

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Tunisian University Teachers' and Students' Use of Code Choice and Code Switching in Higher Education: Observation Design and Piloting

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This presentation aims to present the methodology for exploring code choice in the context of higher education focusing on the use of code switching. It presents the design and the validation processes of developing the observation charts. The study addresses the following research question: To what extent and in what circumstances are Arabic, French, and English used in Tunisian higher education contexts? To find answers to the research question, this study uses two types of observations, namely informal observation and formal observation to collect data in a variety of ways. The informal observation will take place in informal settings, namely university corridors and eateries, and the formal observation was conducted in classrooms. The aim of the informal observation is to investigate the languages used by students in public places. The classroom observation will be used again to investigate the languages used in English classes. The researcher attempted to develop two systematic observation sheets relying on Dörnyei's (2007) methods for recording events (i.e., the event sampling) and on Curdt-Christiansen's (2020) essential features of an observation. After presenting the observation sheets, the researcher will move on to talk about the piloting procedure. Due to the COVID-19 pandemic, the researcher suggested piloting the observation charts by the use of recorded videos from Tunisian students' university life, videos on multilingual classrooms, and videos of online courses.

Keywords: language choice, code switching, Tunisian higher education, observation sheets, design

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Problem Areas Associated With Writing a Letter of Motivation

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Language instructors rely on different methods in order to improve their professional practice, one of them being error analysis. Error analysis is important in that it identifies problem areas of a particular group and has practical implications for teaching. The main aim of this study was to obtain deeper insights into the problems associated with writing a motivation letter so that professors can orient their teaching to enhance students' understanding of the subject and suit their individual needs—one of the postulates of English for Specific Purposes (ESP). A random sample of 65 exam papers was analysed systematically to that end. The sample was collected from first-year students of a university in Belgrade during the exam period in June 2020. The rules pertaining to the format and structure of the letter had been set during the semester and taken as a yardstick against which to measure students' performance in the exam. The key finding indicates that spelling errors are the most critical issue to be addressed. Moreover, attention should be shifted from the form of the letter to its content. That said, this paper opens an avenue for the improvement of the existing curriculum.

Keywords: ESP, error analysis, motivation letter, problem areas

Using a Learning Management System to Teach Academic Writing During a Pandemic

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This presentation focuses on the implementation of an online learning management system (LMS) to address the challenges posed by the forced shift from physical to fully online writing instruction (OWI) during the COVID-19 pandemic. While the submission of an essay via email was never an issue for students, with the switch to online instruction unforeseen problems came to the fore that were related to the other stages of the writing process. Peer review proved to be particularly difficult to organise and manage on Zoom. Therefore, a pilot project was initiated to examine if the application of a freely available online LMS could attenuate the drawbacks of a standard bilateral message/email exchange. As its settings could be personalised to meet each teacher's specific objectives, a framework based on the curriculum was easily set up. Since the pilot project proved successful, the process of writing instruction proceeded online for 2 academic years. Based on the students' feedback, their experience was generally positive in the sense that this platform simulates a well-coordinated and lifelike peer review experience with the added benefit that the peer review could be performed in an asynchronous fashion. Finally, it encouraged reflection and thus promoted learner independence. All these advantages of the LMS could be harnessed to enhance the academic writing learning experience for the students even after the pandemic has subsided, which is in line with the views of Hewett and Warnock (2015) that "the future of OWI is not down the road. It is *now*" (p. 555).

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The Apple Pie Recipe: Variability of a Genre Across Time and Space

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The present paper seeks to explore the development and current variability of the recipe genre through several apple pie recipes. This recipe has been chosen for its origins in English-speaking cultures and for its global popularity. It is studied not so much for its traditional identity-forming, speaker-centred language variation and change, but rather for its register: the socio-cultural, functional information that language may carry about the changing needs, expectations, and assumptions of the authors, readers, and their communities. According to Hyland (2002), “genres reflect the different personal and institutional purposes of writers, the different assumptions they make about their audiences, and the different kinds of interactions they create with their readers” (p. 118). Apple pie recipes are examined both as a register and as a genre (Biber & Conrad, 2019) from diachronic and synchronic perspectives, with the primary goal of demonstrating how differences in language and the text reflect differences in context. By virtue of its primary function (i.e., passing on knowledge from author to audience), the recipe genre has remained relatively stable, yet it also adapts to changes in sociocultural contexts past and present. Moreover, this research focuses on language peculiarities, text organisation, and register in various Englishes, specifically Middle English recipes and several varieties of modern written and spoken English. Based on the results of the analysis, differences in discourse structure and language can be attributed to various sociocultural contexts, including expertise, literacy, the writer’s purposes and assumptions, audience expectations and needs, or physical location and circumstances.

Keywords: apple pie recipe, Middle and Modern English, World Englishes, variation, genre analysis

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Dissecting the Reading Paper of the Advanced Level EFL School-Leaving Examination in Hungary: A Pilot Study

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The paper presents a pilot study whose main goals were the (i) creation and trialling of a codebook for human-coded content analysis compiled on the basis of the official documentation regulating the Hungarian School-Leaving Examination, CEFR, and reading assessment literature; (ii) trialling of the automated coding conducted with the English Vocabulary Profile and Grammar Profile Online tools; and (iii) analysis of the findings of the pilot study. The study aimed to answer the following research questions: To what extent are the codebook and the machine coding procedures employed suitable for the identification of the potential shortcomings of the Reading paper of the B2 level advanced EFL school-leaving examination? What assessment task shortcomings do the analyses reveal? Eight reading assessment tasks from two papers administered in May and October 2017 were double coded by two coders, machine coded with the online tools, and the outputs analysed. The results reveal the strengths and weaknesses of the codebook that informs the final, independent coding; yield valuable insights into the potentials and limitations of the online tools for this type of analysis; and provide evidence that the machine enhanced human content analysis conducted can help to reveal the weaknesses of the reading assessment tasks.

Problem-Based Learning in Digital Media Literacy

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The current issues in the world around us have made it considerably more difficult to find credible sources of information in digital media. The situation is even more challenging for those who use English as an additional language and who might, as a consequence, misunderstand or misinterpret the subtle linguistic differences in the media or for those who use digital media to report on their experiences of events without a high level of proficiency in English or any training in media. Problem-based learning (PBL) is defined as a “constructive, self-directed, collaborative and contextual activity” (Dolmans et al., 2005, p. 739) that develops critical thinking, communication skills, self-learning, and transferrable skills. In this talk, a problem-based approach is presented in the teaching of digital media literacy to English major BA students with a special focus on the five basic steps of PBL (Duch et al., 2001): identifying the problem, finding and evaluating resources, solving the problem using cooperative techniques, presenting the results, and evaluating the process.

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Compliments and Compliment Responses on Social Networking Sites

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Complimenting in face-to-face (FtF) communication has been studied widely within the field of pragmatics, and it is getting more and more attention in digital communication (DC). Social media, more particularly, social networking sites (SNS) serve as rich field for conducting research on the nature of compliments and their elicited responses. Conducting research in complimenting in DC is significant since SNS is integrated in many people's everyday lives and constitutes an important part of their daily communication. This study is a contribution to research on complimenting on Facebook. The current study focuses on compliments in a Facebook diet group where members frequently share their successes and motivational stories with other members on the group's wall. Such stories elicit compliments, likes, emotes, emojis, or any other similar digital communication-specific way of praising or self-praising behaviour. The purpose of the study is to observe complimenting behaviour in Hungarian with a focus on gender differences via comparing two success stories: one shared by a male and the other by a female member of the group. The results of the current study show similarities to other research (Placencia, 2015; Placencia & Lower, 2013; Siti Yuhaida & Tan, 2014) conducted into complimenting on social media.

Keywords: compliments, compliment responses, digital communication, SNS, Facebook

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Understanding the Collapse of Language Myths in the ESL Classroom During an Economic Crisis

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This paper discusses the decadence of language myths in a Sri Lankan ESL classroom attached to a state university in a time of political and economic unrest. The guaranteed formation of a Sinhala Buddhist ethnocracy in Sri Lanka with the election of the current president failed with the ongoing economic crisis in Sri Lanka. This paper investigates the impossibility of fostering language myths perceptible in the ESL classroom, which buttressed the dominant ideology, during an economic crisis. Analysing the fallacies associated with the code switching and code mixing between Sinhala and English, this paper investigates how the economic crisis has convinced the research participants to learn English while discarding ingrained language myths that evoke racial and class bias. Twenty Buddhist monks were provided with questionnaires about nationalism, economic disaster, code switching, code mixing, English education, bilingualism, and migration. It was understood in the research that many research participants have substituted their former ideologies with ostensibly progressive and productive ideologies that encourage bilingualism rather than monolingualism.

Learner Autonomy: Tertiary EFL Learners' Perceptions in Hungary

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The development of technology, for instance, e-learning resources and applications, has created opportunities for language learners to learn English autonomously. Thus, studying learners' autonomous behaviours both inside and outside the classroom in various EFL contexts becomes relevant before fostering autonomy in English as a foreign language (EFL) classes. In spite of some similar previous studies (e.g., Édes, 2009; Szőcs, 2017), more studies on learner autonomy are needed in the Hungarian tertiary EFL context, possibly due to “lack of long-term strategies in compulsory education and the monolingual Hungarian context” (Asztalos et al., 2020, p. 280). This quantitative study in the Hungarian tertiary EFL context attempts to contribute to filling the above niche. The original questionnaire by Spratt et al. (2002) was adapted and administered online. The purpose of the study was to investigate learners' perceptions of teachers' responsibilities and learners' responsibilities in in-class, outside class, or private learning; learners' perceptions of their abilities and motivation in learning English as well as their autonomous behaviours outside and inside the classroom; and the relationships between these variables. A total of 74 EFL students from a Hungarian university filled in the online questionnaire. The results indicated that EFL learners in Hungary perceived their teachers as more responsible for their learning than themselves. The students practised autonomy equally both inside and outside class. Moreover, taking responsibility for their own learning and autonomous behaviour inside class seem to predict the learners' perceptions of their ability, whereas their motivated learning behaviour can be explained by their autonomous behaviours inside the class and their teachers' taking responsibility for their students' learning. The results could bring some insights into fostering learner autonomy in Hungarian EFL classes and implications for future research that considers both tertiary EFL learners' and teachers' views.

Keywords: autonomous language learning, learner autonomy, EFL, autonomous behaviours, Hungary

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Effects of Dynamic Written Corrective Feedback on EFL University Students' Writing Accuracy: A Time-Series Analysis

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The positive effects of dynamic written corrective feedback (DWCF) on linguistic accuracy are well-documented (Evans et al., 2010, 2011; Hartshorn et al., 2010). However, previous studies without exception adopted a pre-test–post-test research design; therefore, they were unable to explore the dynamics of linguistic development. However, language development is considered as a nonlinear process characterised by ebbs and flows (Larsen-Freeman, 1997). In this study, the linguistic development of 48 university undergraduates was traced by applying both pre-test and post-test and time-series analysis research designs. The students ($N = 23$) in the treatment group received DWCF, while the students ($N = 25$) in the control group did not receive DWCF during an advanced writing course at a major university in Hungary over one semester. Statistically significant differences were found in the linguistic accuracy scores in the treatment group's data between the pre-test and the post-test, and between the treatment and control groups after treatment. However, the time-series analyses detected a predominantly sideways trend for the linguistic accuracy index in the treatment group's essays. The improvement occurred only at the last two measurement points indicating that the effects of DWCF required at least a 10-week period.

Keywords: dynamic written corrective feedback, linguistics accuracy and complexity, time-series

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Perceptions of Turkish EFL Learners on Their Metacognitive Awareness of Listening Over Metacognitive Instruction

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As the qualitative part of the author's master's thesis, this study aimed to explore the perceptions of Turkish EFL learners on their metacognitive awareness of listening over the 8-week process-based metacognitive instruction proposed by Vandergrift and Tafaghodtari (2010). The data were collected through stimulated recall protocols from four participants in the experimental group based on their responses to the Metacognitive Awareness of Listening Questionnaire (MALQ) developed by Vandergrift et al. (2006). The responses to the MALQ were used as a reminder to stimulate recall to the extent that the participants could verbalise possible reasons for possible changes in their responses (Gass & Mackey, 2000). At the midpoint of the instruction, the first stimulated recall protocol was conducted for the participants to discuss their first and second MALQ responses. At the end of the metacognitive instruction, the second stimulated recall protocol was applied to the participants to discuss their responses to the second and third MALQ. The responses were analysed based on the MALQ subscales of Planning and Evaluation, Problem Solving, Mental Translation, Directed Attention, and Person Knowledge. One of the participants showed greater development in metacognitive awareness and strategy use of listening, and the different views of the participants were also revealed. Implications for the integration of metacognitive instruction into language classrooms and teacher education programmes are lastly discussed.

Keywords: metacognitive instruction, metacognitive awareness of listening, metacognitive strategy use, listening comprehension, English as a foreign language

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